

Imagine More

Transition Strategies Inclusive Education resources



Canberra-based family-led organisation

Our Vision

A community where everyone is included, valued and contributing in meaningful roles.

Our Mission

To empower individuals, families and the community to become inspired, motivated and capable of ensuring people with disability hold valued social roles, develop meaningful relationships and live typical lives in their communities.



Acknowledgement of Country

Today we are meeting from many locations across Australia. We join you today from Ngunnawal country. We acknowledge the Ngunnawal people as well as the Traditional Owners of the lands on which each of you are living, learning and working from today.

We recognise the ongoing, enduring, and deep spiritual connection that the Traditional Owners have to this land and its waterways, animals and plants.

We pay our respects to the Elders, past and present, for they hold the memories, the traditions, the culture and the hope of Aboriginal and Torres Strait Islander peoples across our country.

Always Was, Always Will Be



The importance of a Vision statement

Jack's Vision

Jack's Vision for life
To contribute through valued social roles;
To have positive relationships;
Follow an ordinary rhythm of life;
Find a sense of belonging;
To be valued and known in his local community

2018 statement

Jack is an important member of his local community where his presence is welcomed and known, where he is missed when he is not around and where he is loved. As Jack moves through his teenage years we want him to continue to be a vibrant part of his local community where he continues to develop relationships, make contributions that are appreciated and broaden his roles that are typical for his age. For example, being a friend, brother, year 10 student, down hill skier, soccer player, neighbour, gym member, soccer referee are roles that are important now.

We want Jack's school experience to be rich in learning through being a true member of his class and the broader school community. We see school to be a place where Jack's friendships will flourish and his academic education in line with the National curriculum will be supported. We want school to be a place that nourishes Jack's confidence, where he experiences success, learns from disappointments and grows alongside his peers of the same age without a disability. We envisage Jack will experience and understand the responsibilities associated with many valued social roles at school relevant to his interests in leadership, dramatic arts, music and community service.

Jack thoroughly enjoyed his new paid work role as a soccer referee at Majura Football Club last season and is keen to take up another paid role this year. Jack wants to explore many work experiences to help define what ASBA to engage with in 2019/20. Jack wants to enjoy the responsibility of commuting via bus or bike to work, within the community and to and from school. Jack hopes to further progress his reading skills as he knows being a competent reader will heighten his chances to attain his driver's license and open up more options for future employment and his career.

Jack dreams of pursuing a career in business and attending University. Jack wants to further develop his business skills through his established lawn mowing enterprise. We are confident Jack will continue to be an active and curious young man with many interests and broad life experiences that will see him well through his enthusiasm for life.

We envision Jack initially living the single life, flatting with other University students, enjoying the nightlife, actively involved in his community. This may lead to a life of marriage, living in his own home (with a pool) that Jack dreams will be in Canberra. Whatever Jack decides, we will support him to have the kind of home and work that is meaningful, that upholds his hopes and dreams that encapsulates the good things of life. Jack's future is full of possibilities – the world is his oyster. We are looking forward to watching Jack's future unfold and discover where he makes his mark in the world.

Our Vision for Sethmi



Sethmi will be a valued member of her community, contributing and celebrating life to the fullest!

During 2020 we envisage:

Sethmi to be successfully graduating from St Benedict's Primary School and transition to high school with greater independence.

Sethmi will be forming lasting friendships within Amigos and St Benedict's school community.

Sethmi will strive to become an effective communicator.

Sethmi will be a competent tech user.

Sethmi will be a confident and skilful reader with greater comprehension ability.

Sethmi will continue her passion for dancing with Kulturebreak exploring different dance forms.

Sethmi will continue to be a great role model for her brother and sister.

Sethmi will have many opportunities available to showcase her many talents.

We are confident that Sethmi will be able to imagine and envision her future with greater responsibility on her own and be able to communicate it in time to come.



Before school starts

Setting up for success



Who is my teacher?

- A short Video
- Photo sent in the mail (e.g. Letter addressed to your son or daughter)
- At least ask for the name of your child's teacher.
 - school can start using strategies such as sending on messenger duty to possible classrooms next year. Meeting with possible teachers (getting use to most teachers of that year group)



Visual Aids

They should be:

Purposeful and meaningful to the child

Age appropriate and adapted (Prefer horizontal to vertical)

Consistently used

Simple

Cheap

Portable

Displayed at child's eye level (not teachers)

Not too busy

Use communication/visual systems students are familiar with



A fleet of bikes

Difficulty walking from Kindergarten class to the hall if it a long walk?
 Why not get a fleet of bikes for many kids in the class. Bikes can also be available in the playground



Good to know – questions to ask

- Where are the toilets? Are they close to the classroom
 - Peer support – rather than aid support
 - Do they have hand dryers? If this is an issue how can we tackle it?
- How to use bubblers
- How can a student ask for a break?
- The school schedule (different to current school/daycare/home schedule) –adjust body clock.
- Drinking bottles (often drinking through a straw calms nerves but think of image as well) e.g. Year 5/6 might use more adult type water bottles.. Pay attention to little details.
- Video of the school assembly in the morning (if they have one) help adjust to routines – social stories (simple but authentic)



More tips

- Uniforms: New vs Old (comfortable, not starchy)
 - Pay attention to hem lines (Help blend in by having proper clothing especially for older students)
 - Shoes – new shoes might be uncomfortable.
- Playground rules
 - What games others play (what is the “in” game at the moment)
 - Take them to the school grounds/equipment if accessible during holidays
 - Drive past the school if new to the school



Peer support rather than adults



Place a star on a different Table each day – Jack can Choose someone from that Table to work with



Building relationships & networks

- Local school: look for outside connections (neighbours, who else is going to the same class/school, make friends organise playdates/park visits)
- If they already have connections, ask the school discretely if they can be in the same class
- Share your vision with school early on
- Share a family photos and your son or daughter's interests (using photos in valued roles) – important to set high expectations.
- Join the P&C to be able to make connections with other families



High school

Setting your son and daughter for success



Doing your homework-

Questions for year 7 students

1. What was the biggest change moving from year 6 to year 7?
2. What did you do to make it easier?
3. What could we do to make the transition easier?
4. What was it like using a laptop for the first time?
5. What was it like moving to a new classroom each lesson?
6. How did you support each other?



Find out about the teachers

Jack's questions

Hello, my name is Jack Kruger

and I will be in year 7 next year.

Can I ask you some questions?

1. What is your name?
2. Can you tell me about what you teach?
3. What is your favourite sport?
4. What is something you are proud of?

5. What do you worry about?

6. What is something you are looking forward to?

7. Have you got any tips for me starting year 7 next year?

Thank you!

Here is a book about me.



Orientation

INFORMATION BOOKLET

ORIENTATION DAY



YEAR 11, 2019

STUDENT NAME: _____

WELCOME TO DARAMALAN COLLEGE
Strong in Faith
4 February Timetable



Tips for teachers page 1

Jack's Vision 2015

Jack is an important member of his local community where his contributions are valued, his presence is welcomed and known, where he is missed when he is not around and of course where he is loved. As Jack moves through his teenage years we want him to continue to be a vibrant part of his local community where he continues to develop relationships, make contributions that are appreciated and broaden his roles that are typical for his age. For example being a friend, brother, peer 2 friend, sport fan, soccer player and Swim club member are roles that are important now. We want Jack's education at his local school to be rich in learning through being a true member of his class and the broader school community.

We encourage Jack being involved in opportunities within the school community such as drama, sport, leadership roles, organising social events, volunteering roles, performances, whenever Jack interests take him. With intentional facilitation for Jack to hold valued roles with a clear understanding of the responsibilities will help Jack develop the skills and competencies in preparation for adult life.

We see school to be a place where Jack expands his academic education and forms and maintains friendships. We want school to be a place that nourishes Jack's confidence, where he experiences success, learns from disappointments, contributes and grows alongside his peers of the same age without a disability.

When Jack becomes a young man he hopes to gain his first employment at the local pool as a lifeguard. Jack also dreams of pursuing a career in business. Jack expects to attend university or complete a trade that will open doors for his future. We are confident Jack will continue to be an active and curious young man with many interests and broad life experiences that will see him well through his enthusiasm for life.

We envision Jack initially living the single life, flatting with other University students, enjoying the nightlife, actively involved in his community. This may lead to a life of marriage and living in a home of his own that Jack dreams will be by the beach. What ever Jack decides, we will support him to have the kind of home and work that is meaningful, that upholds his hopes and dreams that encapsulates the good things of life. Jack's future is full of possibilities – the world is his oyster, he just needs to dive deep with our support to grasp it with both hands. We are looking forward to watching Jack's future unfold and discovering where he makes his mark in the world.

Brindabella Christian college will help me reach for the skies.

My name is Jack Kruger. I will be a year 7 student in **2015**



Tips for teachers page 2

Tips for Teachers

I prefer to have my peers support me in the class.
I will need to know what my role is when placed in groups to complete work tasks.

I like clear boundaries that are consistent with lots of praise.

I like to do the same work as my peers with modification that is age appropriate.

Mum and dad like to help with ideas.

Having high expectations for me to try and do well encourages me.

If I am resistant to try, subtly offer me choices then allow me to think it through really helps. I often make the right choice.

Even though I'm an emerging reader I have been fully included through school since preschool.

I love to learn about the same topic as my peers
I love being with peers and making friends. I am working on my confidence to hold longer conversations. Giving me ideas to talk about helps me.



Mum and dad love to help in anyway.
A good working partnership is where the magic happens

Jack Kruger
26 Boronia Drive O'Connor
Parents - Jan -0445828245
Paul -0433984867



Introduction letter to the teacher

Dear teacher,

We are Jack Kruger's parents who is in your English class this year. We have been looking at Moodle to understand what topics will be covered this term. We thought we'd give you a brief outline of who Jack is as he is very new to the school, and we thought some extra information might help you have an awesome year together.

Jack is a 15 year old teenager and lives at home with his parents and 3 sisters, Heidi (22), Annie (20) and Lillie (17) and two dogs, Buster and Beout.

Jack has been fully included throughout his education which includes a year in Canada in 2011.

Jack is a keen Majura soccer player, Gym member, swimmer, down-hill skier and more recently surfer. Jack plays with a local music band and enjoys acting with CADA. Jack's image is very important to him and he likes to hang out with cool kids.

Jack enjoys playing Xbox, watching Youtube videos and going to the cinema with friends. Jack also enjoys listening to music, in particular heavy metal bands.

Jack's **personal strengths** are his curiosity, his empathy towards others, creativity and imagination and his welcoming nature.

Jack's **personal challenges** are his limited expressive language, especially when he is frustrated and his lack of volitional control at times.

A **habit Jack would like to kick** is to control his feelings when things don't go his way. Eg. When he is told 'no' he finds it hard to accept sometimes.

Something Jack **has under control** is my routine in my home environment.

Something that is **out of control** is being able to get involved when routines change without warning.

A **ritual** Jack has is riding to the gym and doing a workout.

My **biggest contradiction** is that Jack loves being with people and enjoy having friends but will mostly say 'no' when invited to do something with other kids.

Jack runs a local lawn mowing business and employs his cousin and friend in the neighbourhood to work with him.

Jack intends to complete his Group Leader course to referee Peeewe soccer games this year.

Goals for year 10:

1. To make friends at school and do things with other kids my age in and out of school.
2. To explore many avenues for work experience and attain another part time job this year. Jack plans to do an ASBA for year 11 and 12, therefore needs to land on what type of ASBA by the end of the year.
3. Learn alongside my peers in all subjects
4. Attain his learners driving licence

What to expect from us:

We like to know what's going on at school, but don't want to interfere with your job. We want you to know we are available by phone/email/text and hope and expect to be contacted with your queries, and absolutely as soon as anything looks like it might escalate out of Jack's or your comfort zone.

What we would love from you:

We love good news and stories of when Jack is working well and making and maintaining friends.

Additionally, the sooner we know about any behavioural issues that are emerging, the better we can be on the same page at home and school. We are strong believers in Behaviour as a form of Communication. Jack's expressive language is limited resulting in Jack often expressing his feelings through actions. We hope together we can work out what is going on if it is unclear.

Jack needs help expressing what happened at school each day. As such we'd love a means of communicating with you. We can use see-saw, email or text or any other means. Please let us know what is easiest for you.

We have also attached some ideas and strategies that may help to engage Jack at school.

Many thanks,

Jan & Paul Kruger

Our emails:

jan@imaginemore.org.au

paul@imaginemore.org.au



Share strategies that work

The following are strategies that we have seen as Jack's parent and teachers that have worked to assist him to learn and be included. We thought this would be a helpful addendum to the ILP.

A POSITIVE RELATIONSHIP WITH THE TEACHER IS VERY IMPORTANT

Jack responds very well when he has a good relationship with a person. We have noticed with the various people that have worked with Jack that he responds best to those people who at the beginning of their time with him spend time on developing a positive relationship with him. This is fairly easy to do since Jack is very social and enjoys getting to know people. Identifying a shared interest is a great way to connect with Jack.

CLEAR AND SIMPLE LANGUAGE IS NEEDED

Jack can follow rules, but needs to have them clearly outlined. You don't need to change the tone of your voice or the speed, instead simply explain or demonstrate what you are asking of him. Very simple and succinct directions work well. If Jack doesn't do as you ask the most likely reason is that he hasn't understood the request or he doesn't think he will be successful. We have found when Jack is confronted with a lot of words, he will 'tune out' and go on to do his own thing. Jack doesn't have high self-esteem, this can often cause anxiety resulting in Jack not doing what he is asked. We find stating you believe in him and providing him with a clear role to get involved works best.

PROVIDE OPPORTUNITIES FOR IMITATION

Jack learns mostly from imitation at first and then the behaviour becomes his own. He will most often first look to see what other students are doing (models) even when the instructions are clear and simple. So any way he can have opportunities to imitate is important. Cooperative learning works well with Jack, but we've found that in order for this to be successful, both Jack and the other (s) in the group will need support e.g. we've found that we often have to get an activity going when Jack is with his friends and after a little while we can leave, but we have to go back periodically to make sure they are all relating well to one another and including Jack in a positive way. If Jack takes himself away from the group, finding a role (leader, demonstrator) that you are confident Jack can undertake and contribute will be the best way for Jack to re-enter and engage. If he does start modelling negative behaviour, please quietly help him to understand what is expected.

FOSTER RESPONSIBILITY

Jack loves roles where he can help. Any jobs or responsibilities you can offer Jack that is highly valued by the students will help Jack to experience contribution and feel good in return. In fact, having a job to do often entices him to participate in most activities. Eg. Help set up for a science experiment, demonstrate a sport circuit etc. Such jobs help Jack to find a sense of belonging and provide incentive to get involved.



Timetable:

Colour coded then cover the books to match the colour of each subject

John James – Student Number 1234567

Day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7			
Period 1 Time: 8:50 am	PT Ms Smith R9	PT Ms Smith R9	PT Ms Smith R9	PT Ms Smith R9	PT Ms Smith R9	PT Ms Smith R9	PT Ms Smith R9			
Period 2 Time: 9:08 am	English Mrs Jefferson E6	Drama Mr Williams C1	Earth Science Mr Scott R7	Photography Mr Taylor S7	Study Line	PE Mrs Brown See table below	Religion Mr Jones R3			
Recess Time: 10:23 am	Recess	Recess	Recess	Recess	Recess	Recess	Recess			
Period 3 Time: 10:48 am	Photography Mr Taylor S7	Study Line	PE Mrs Brown See table below	Religion Mr Jones R3	English Mrs Jefferson E6	Drama Mr Williams C1	Earth Science Mr Scott R7			
Period 4 Time: 11:45 am	Religion Mr Jones R3	English Mrs Jefferson E6	Drama Mr Williams C1	Earth Science Mr Scott R7	Photography Mr Taylor S7	Study Line	PE Mrs Brown See table below			
Lunch Time: 1:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch			
Period 5 Time: 1:46 pm	Earth Science Mr Scott R7	Photography Mr Taylor S7	Study Line	PE Mrs Brown See table below	Religion Mr Jones R3	English Mrs Jefferson E6	Drama Mr Williams C1			
Period 6 Time: 2:38 pm	PE Mrs Brown See table below	Religion Mr Jones R3	English Mrs Jefferson E6	Drama Mr Williams C1	Earth Science Mr Scott R7	Photography Mr Taylor S7	Study Line			
End of Day: Time: 3:27 pm	End of Day:	End of Day:	End of Day:	End of Day:	End of Day:	End of Day:	End of Day:			
	Week 1 PE	Week 2 PE	Week 3 PE	Week 4 PE	Week 5 PE	Week 6 PE	Week 7 PE	Week 8 PE	Week 9 PE	Week 10 PE



Shadow for the first two weeks

- A great way to work out where the support is needed and where it is not, the school can have a teacher assistant to observe from a distance or be hands on over a 2 week period.
- We have had two different schools take this approach with great success – support goes in where it is needed and limits the assumptions of need



Transition

- The current school involvement (get information from teachers who have them even for shorter durations e.g. librarian)
- Observations in the current setting (reverse transitions)
- Understanding the changes – small environment to a huge environment.
- How are they used to asking for help/ sensory breaks/ how can they be adapted in the new setting
- Alert them to behaviour whispers.
- Alert school to things that can throw them off (dryer in the toilets)
- Changes from current school routine to the new one (e.g. fruit break)



Things to know...

- Getting used to the locker system
 - Is it a padlock/combination (Think about practicing)
 - Can they be given a locker in a corner (not separate from other students but with enough room to navigate)
 - Think about their height when its allocated (not too high/ not too short)
 - Video of a busy hallway? To help understand/ noise
- When is PE? Do they change for PE?
 - Tip: Leave early from previous class to get to the locker and change



Things to know...

- What are the big events on / the first term
 - E.g. Swimming carnival – prepare for these by asking questions
 - How do they get changed?
- What happens when a teacher changes? Put some strategies in place
- What happens when you are late to school: routine to follow
- How do you plan to communicate to the school
- How can everyone involved know any changes?



We need to strive to remove any barriers to accessibility. Change the environment not the student

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

