Life After School
WHAT'S NEXT?

Is there a life after school?

Inclusion Europe

EDUCATIONAL & TRANSITION PROGRAMMING

Transição para a vida ativa

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Rights

Convention on the Rights of Persons with Disabilities

Article 19.º

Living independently and being included in the community

States Parties to the present Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

1. opportunity to choose their place of residence and where and with whom they live

2. access to a range of in-home, residential and other community support services [...]

Convention on the Rights of Persons with Disabilities

Article 24.º
Education

Article 25.º
Health

Article 27.º
Work and Employment

Article 29.º
Participation in Active and Public Life

Article 30.º
Participation on Cultural, Recreation and Sport

Asking you to give me
EQUAL RIGHTS
implies they are yours to give.

Instead, I must demand that you stop trying to deny me the rights all people deserve.

QOL Conceptual Model (Schalock , Bonham & Verdugo, 2008)

Factor	Dimension	Indicator
INDEPENDENCE	Personal Development Self-Determination	
SOCIAL PARTICIPATION	Rights Interpersonal relations Social Inclusion	
WELL BEING	Emotional well being Physical well being Material well being	

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Qualidade de vida na dificuldade intelectual e desenvolvimental: operacionalização do conceito na intervenção

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Pensar...
Falar...
Agir...

1. Attitudes from general population towards persons with disabilities?

2. Attitudes towards supports provision?

3. What are the QOL itens (tradicionally speaking)

4. What is being na adult with success in our society?

5. What are the opportunities, dreams, aspirations and responsibilities of adults in Portugal? And what about adults with disabilities?

Law nº3/2008

Article 10.º

Individual Educational Program (IEP)

[...] the IEP is elaborated by the regular teacher, special education teacher, parents [...]

Article 11.º

Individual Transition Plan (ITP)

4 – ITP [...] should be dated and signed for all teachers and educational agents that participate in its elaboration, as well parents and caregivers and, whenever possible, by the student

Although students with and without disabilities have the same dreams and ideals for the future, most of students with special needs supports' expectations are quite different from their typical peers
(Nagle, 2001)

Education and Training

- High percentage of drops out: students with SEN: 30% vs 12% (Hasazi, Johnson, Hasazi, Gordon & Hull, 1989)

- Secondary studies conclusion lower - 63% vs 88% (Hasazi et al, 1989)

- Only14% (SEM vs, 53%) go to post-secondary studies (Nagle, 2001)

- Lack of or limited qualification (ILO, 1998)

- Underestimation of abilities

- No vocational training

- More Dependence (37% vs 60% (Nagle, 2001)

Employment

- High percentage of unemployment: 46% vs 59% and 5 years later = 69% vs 57% (Hasazi et al, 1989) 2 or 3x higher (ILO, 1998)

- Low level of access to employment (Lauth, 1996)

- Lack of qualifications vs. difficulties in facing working conditions: (EC, 1996)

- Negative attitudes of employers (ILO, 1998)

- More Dependence (37% vs 60% (Nagle, 2001)

A EDUCAÇÃO DAS CRIANÇAS COM DIFICULDADES INTELECTUAIS E DESENVOLVIMENTAIS VS. A CONVENÇÃO DOS DIREITOS DA CRIANÇA

Sofia Santos[1] and *Fernando Gomes*[2]

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Palavras-chave: direitos, crianças, dificuldades intelectuais, educação.

article 44' CRC: all States Parties needs to provide relevant information & specific data and statistics (disaggregated by age gender, urban/rural area, disability....UNICEF, 1990) and should specify the different types of disability (Committee on the Rights of Children, 2010).

BUT

NO STATISTICS DATA!!!!!

Transition into Adult and Active Life

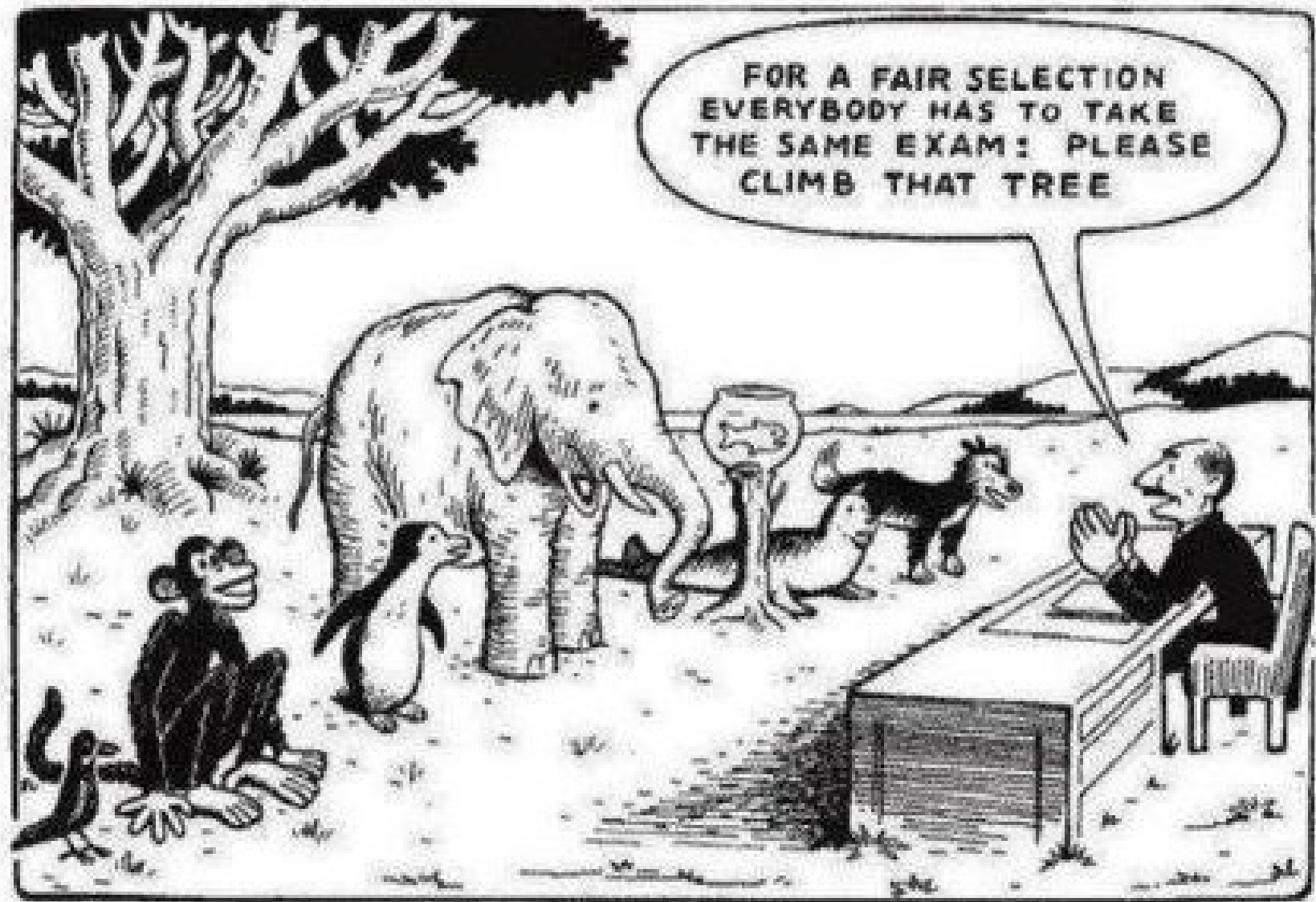The word transition is used a lot within the disability field.

Transition means what happens when students with a disability move from school and start to live more adult lives as part of the community.

The transition from school to becoming an adult is difficult for all young people but sometimes this time of life is even harder for young people with disability.

Students with SEN in secondary studies:

So what ?

How best to prepare students to enter the labour market?

Our Education System

General Structure of the definition of Intellectual and Development disability (Luckasson *et al*, 1992)

SKills

Intelligence - adaptive behavior - ...

Environments

Home - eork/school - community

Independent Functioning

↓ ↑
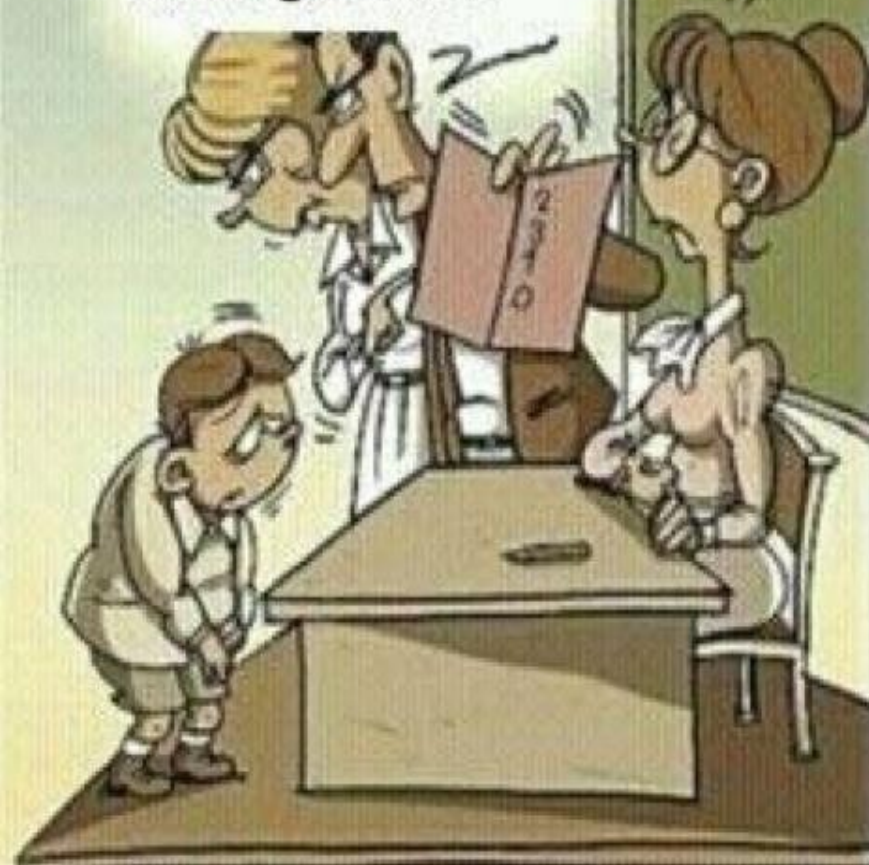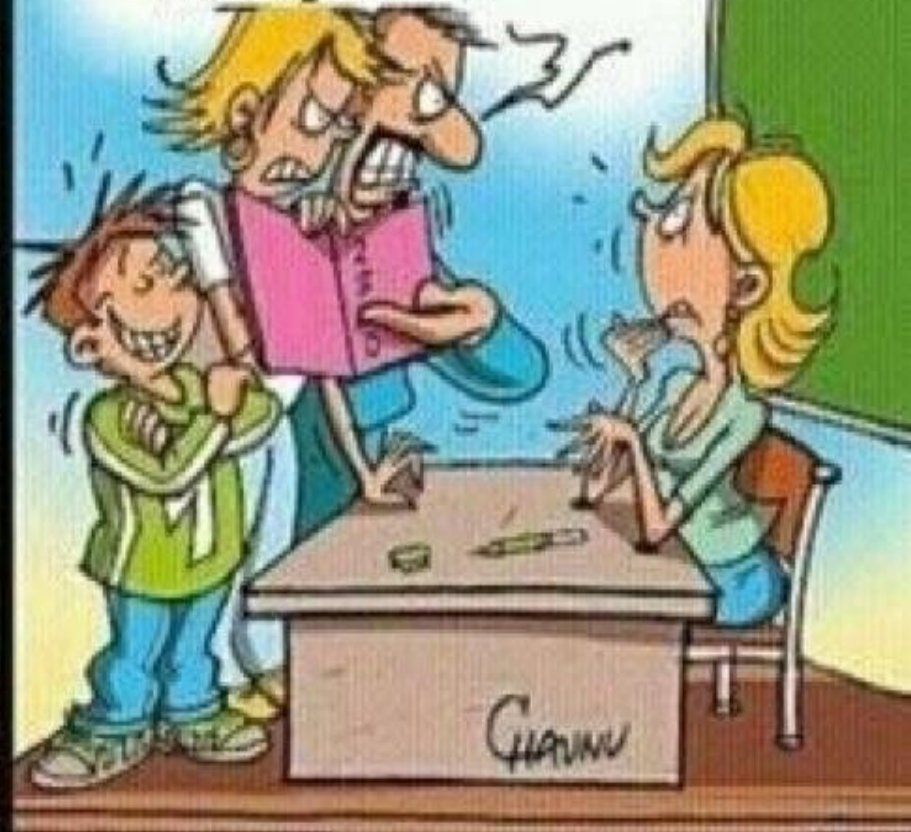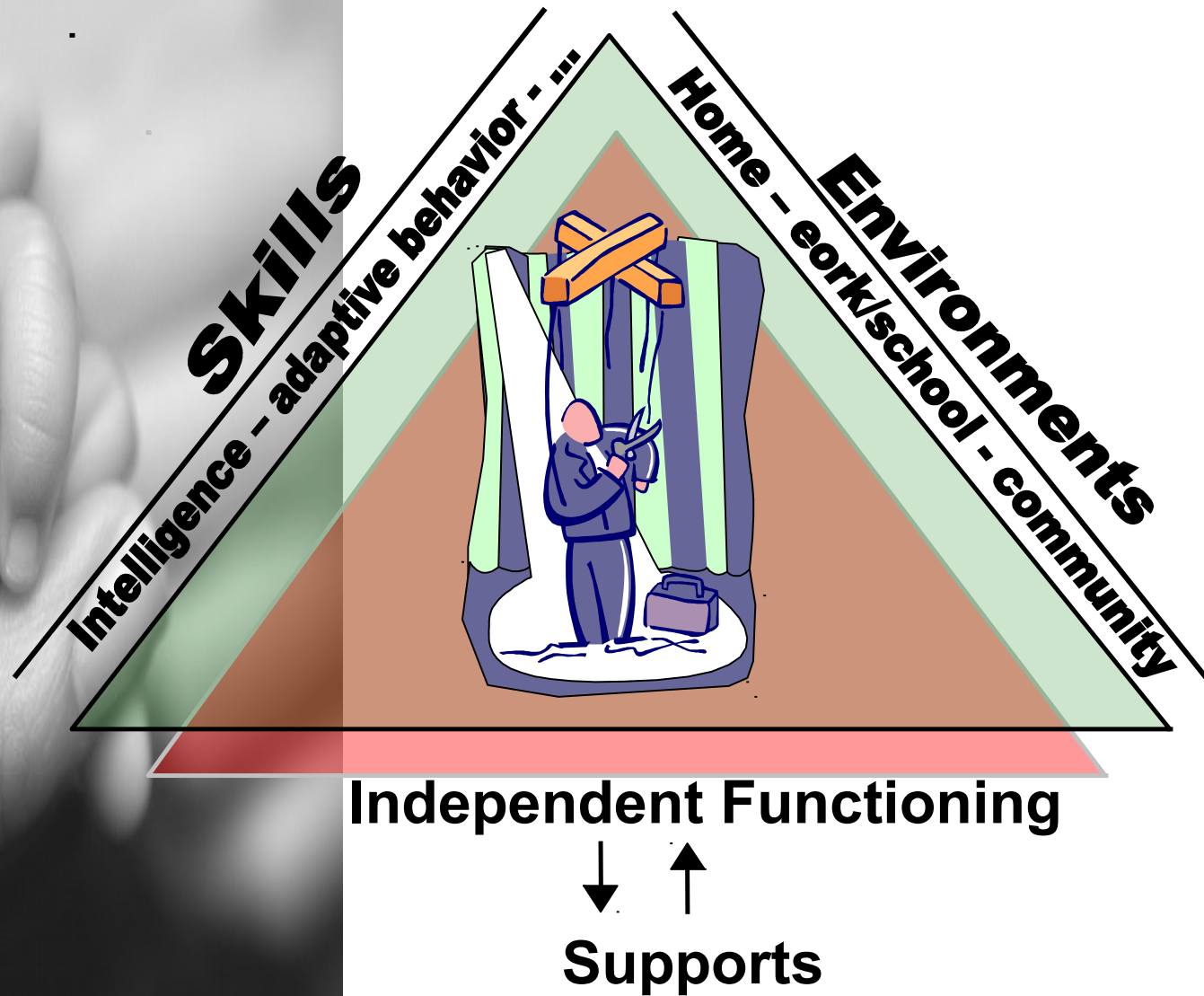
Supports

Theoretical Model of Human Functioning (Schalock et al 2007; Luckasson & Schalock, 2012)

Intellectual Skills - IQ

Adaptive Behavior - AB

Participation, Interactions, Social Roles

Health

Context

Supports

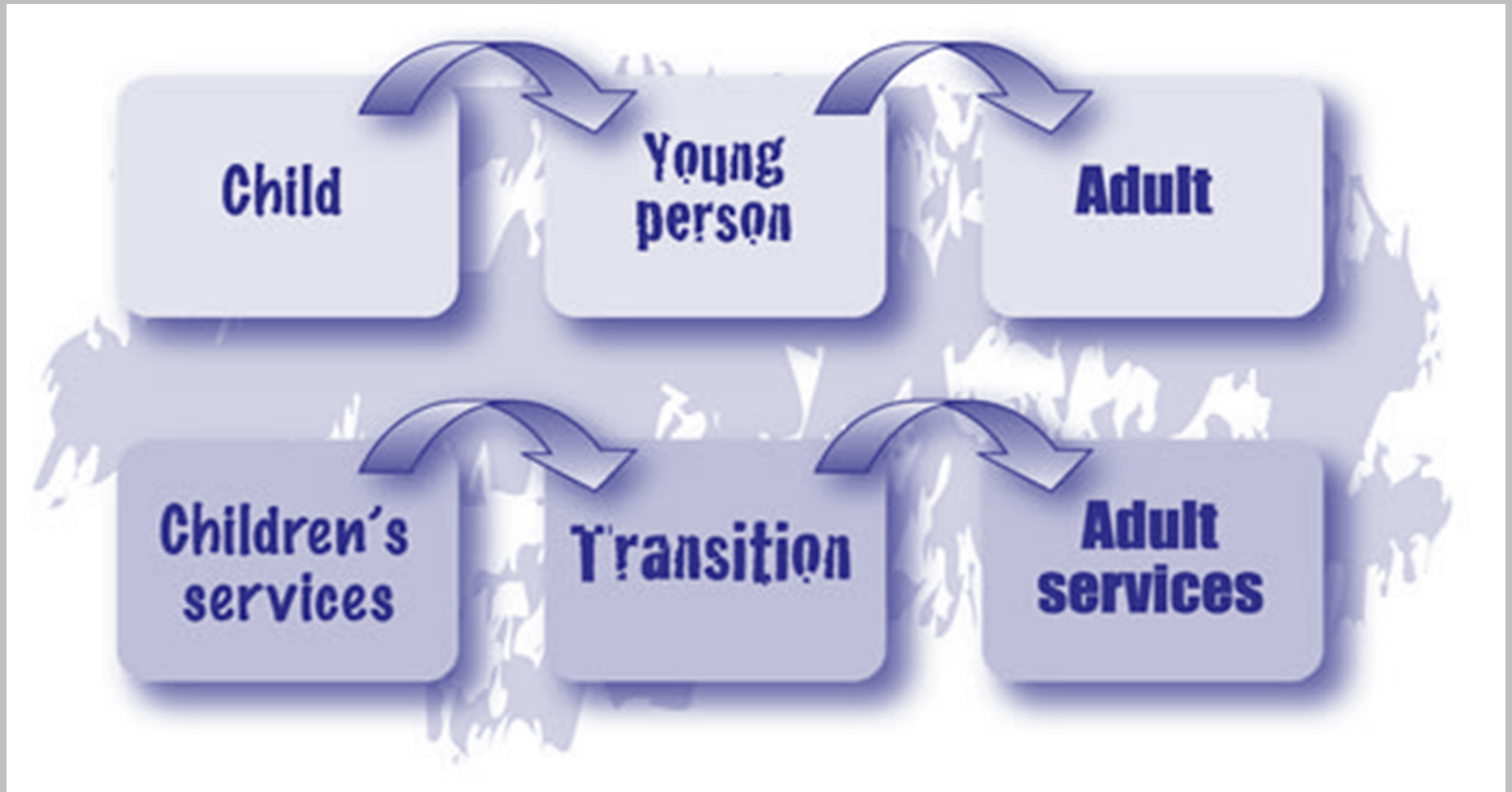**Individual Independent Functioning & Quality of Life**
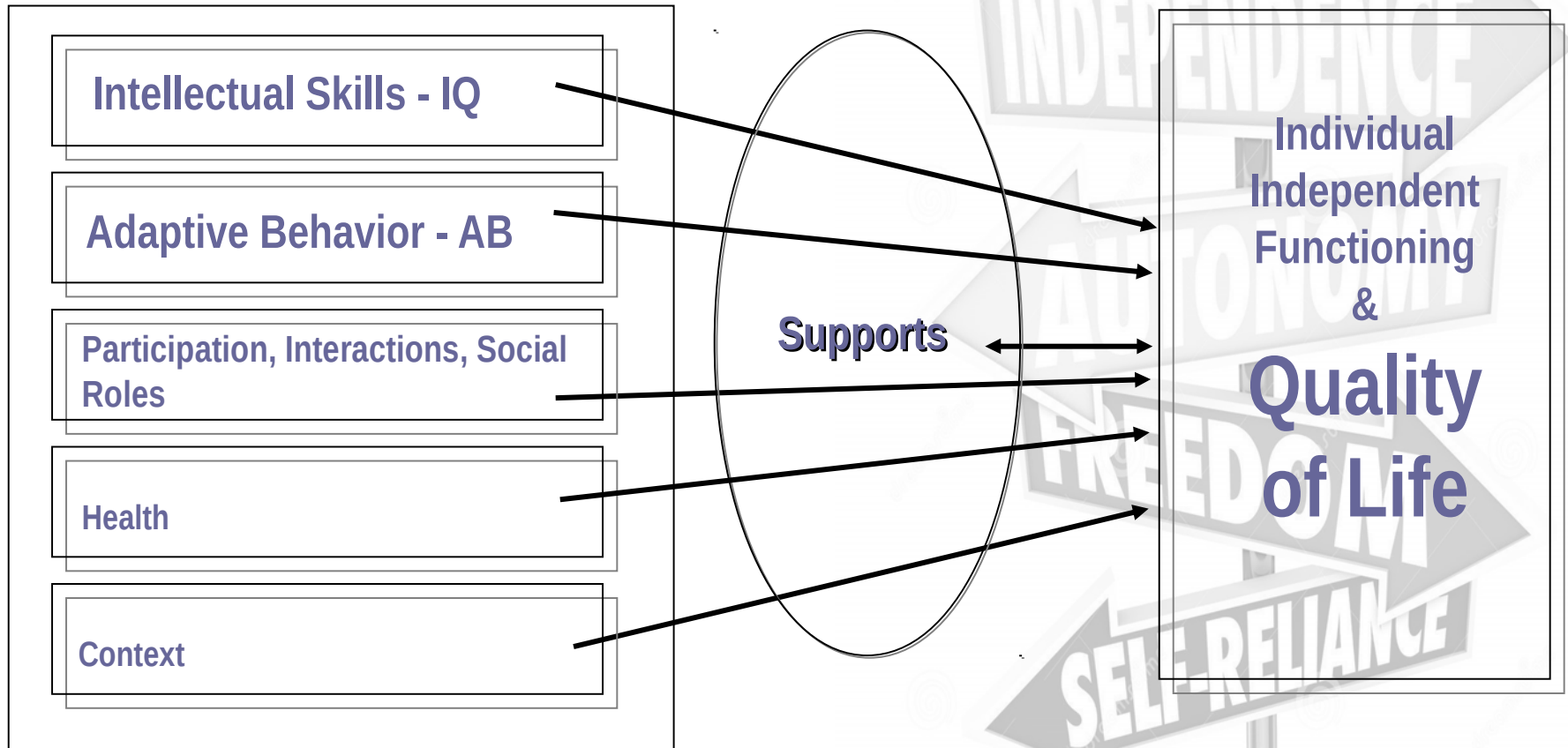
Equality

Equity
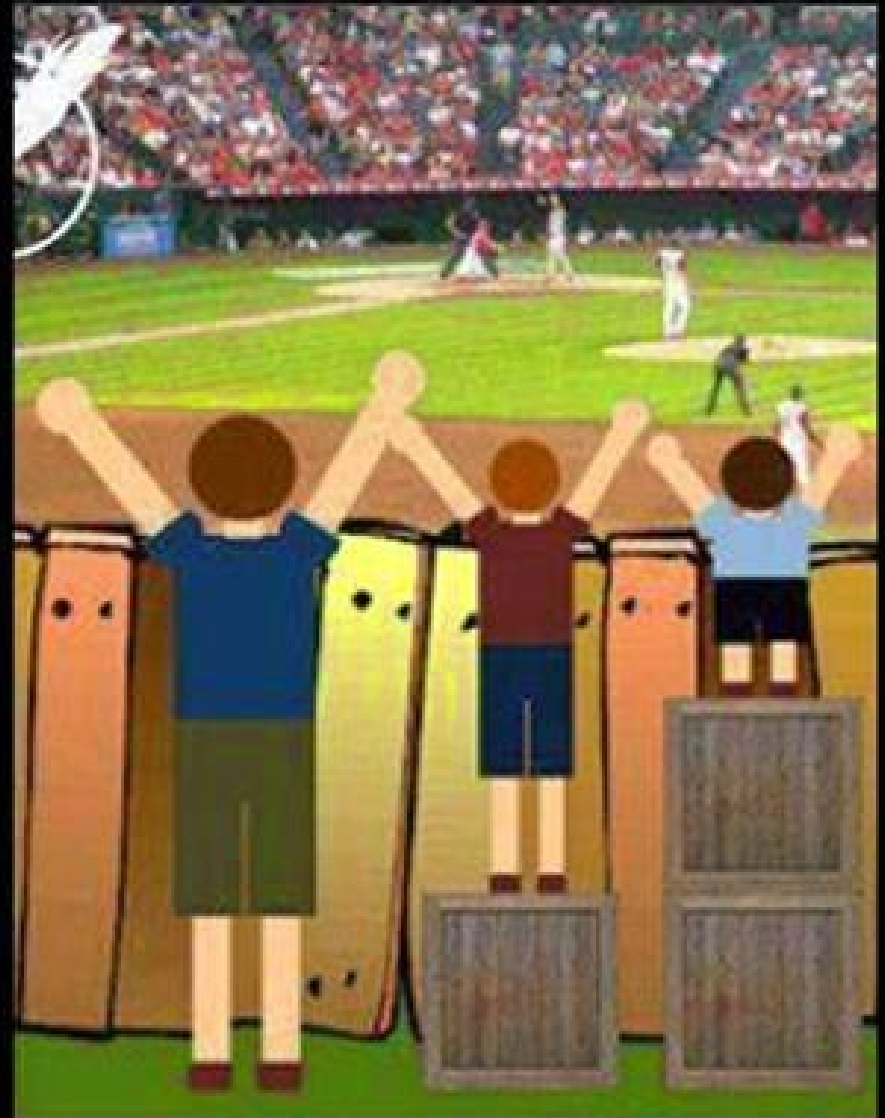
PORTUGUESE LAW, 2008

Teaching & School = Participation + Success + Supports & Services = Transition into Adult and Active Life

TRANSITION

"transition services "means a coordinated **set of activities** for a student, designed within an **outcome oriented process** that promotes movement **from school to post-school** activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adults services, independent living, or community participation (Individuals with Disability Act, 1990)
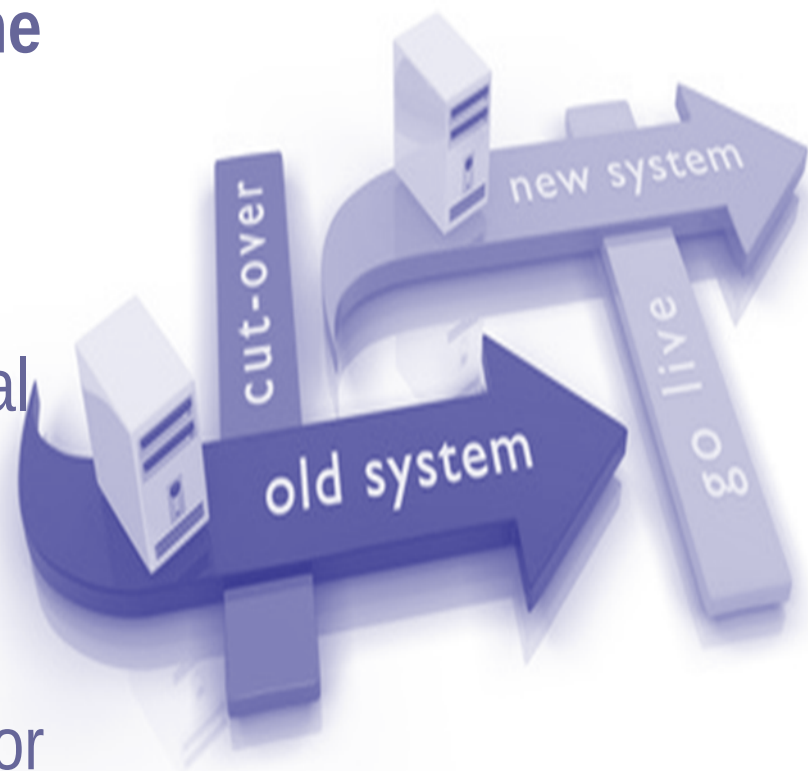
56. Young people with special educational needs should be helped to make an **effective transition from school to adult working life**. Schools should assist them to become **economically active** and provide them with the **skills** needed **in everyday life**, offering **training** in skills which respond to the social and communication **demands and expectations of adult life**. This calls for appropriate training technologies, including **direct experience in real life** situations **outside school**. Curricula […] should include specific **transitional programs**, **support** to enter higher education whenever possible and subsequent **vocational training** preparing them to **function as independent, contributing members of their communities** after leaving school. Unesco, 1994 – Salamance Statement, p.34)

© Chazda

Transition

1. How can People with special needs be prepared for life as adults and full participants in our society? (Pericas et al., 1999)

2. How can it be ensured that people with disabilities have access to relevant educational opportunities throughout their lives for na independent living? (Lauth et al,1996)

3. How can the number of students with disabilities leaving initial education and training without a minimum level of qualification be reduced? (Joint Employment Report, 1998)

4. In which way schools present good pratices according to national and intrnational guideline *in* and *for* transition (Santos, 2013)?

5. Are transition programs supportive and for employment of students with SEM (Santos, 2013)?

6. How ITPs being implemente reflect good practices in special education? Are IPTs leading to good results (Santos, 2013)?

7. Are Special Education a facilitator or a barrier in schools?

8. How best to prepare our students to enter the labour market?

RELEVANT FACILITATOR AND BARRIERS IN TRANSITION

Barriers	Facilitators
Lack of coordination between sectors	Implementation of flexible policies
Passive policies (benefit schemes…)	Flexible measures
	National Regulations (mandatory regulations and guidelines for ITP vs. individual schools/local iniatives)
	Local Projects (less constrained by policy service and closer to practical realities)
	Employer's information (possible benefits)
	Voluntary Organisations (promotion of interests)

Existence and Implementation of Policy and Practices

What is the NATIONAL POLICY within Transition?

There is one? Is it clear? If not, what can be done?

SCHOOLS GROUPS/EACH SCHOOL policy vs. Transition

There is one? Is it clear? If not, what can be done?

What should and can be done to improve ITP implementation' effectiveness?: More training? More supports? Transdisciplinar work/team? Role and participation of family and student? Community….?

RELEVANT FACILITATOR AND BARRIERS IN TRANSITION

Barriers	Facilitators
Overprotection	Students aspirations and wishes
	Students and parents involvment
	Clear Educational Strategies (contents, students' active participation, decision..)
	Profile of Competences with practical experiences (competences and abilities)
	Open options and clear information (employment opportunites and finantial independence...)

Student Participation and Respect for Personal Choices

Think About It

How is the transition **process student centred**?

Student and Family expectation? Interviews and questionnaire? How family participate and continue the work done in school? How these expectation are express in IEP and ITP?

IEP - Educational Strategies? Which **Contents**? Mental vs. cronological age? Why? **Evaluation**: yes or no? And with which tools? How do we know the right competences to be learned? Are them "useful in daily life"? Why? What for?**...**

Is the student interested and motivated in that skill? Do those competence controbute to Quality of Life?

RELEVANT FACILITATOR AND BARRIERS IN TRANSITION

Barriers	Development of an adequate IEP	
Contents (still cognitive)	**Individual Transition Plan**	**Facilitators**
Accreditation (without official certifications ≠ equal opportunities)	Competences and qualifications Work possibilities and perspectives to be considered Constant review	
	Regular Evaluation - multidisciplinary approach - development of a portfolio & certificates - Equal Opportunities	

Adaptive Behaviour on the Portuguese Curricula: A Comparison between Children and Adolescents with and without Intellectual Disability

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O COMPORTAMENTO ADAPTATIVO NO CURRÍCULO

Sofia Santos and Pedro Morato

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ITP – when it should be established? Ages to be initiated? Contents, competences and goals? Qualifications… ? Real certifications…. ? Partners and protocols? Assessment and tools?

Certification – Diploma and its relation with productivity? Who is the Reference person? How this person is prepared for this taks? Where are employers? What can be done to improve the all process?

Think About It

RELEVANT FACILITATOR AND BARRIERS IN TRANSITION

Involvement and Co-operation of all actors involved

Barriers	Facilitators
Lack of training	Existence of a support network (cooperation)
Lack of clear rules (e.g.: taking initiatives)	(Clear) Definition of tasks
Lack of communication	Involvement of employers and employment organisations (+ active & present)
Lack of commmom language	Further Training
	Re-inforcing career guidance services

A TRANSIÇÃO PARA A VIDA ADULTA DOS ALUNOS COM NEE: PERCEÇÕES DOS PROFISSIONAIS

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Is there a **supports network** in Portuguese schools?

Yes = which? If not = which one should exist?

Languages: Meetings: with whom? where=? When? What for? …

Training: in which areas? What to do?

Employers: what to do to be present and active? Training...?

Think About It

RELEVANT FACILITATOR AND BARRIERS IN TRANSITION

Barriers	Facilitators
Closed Systems (school and employment in different worlds)	Building networks (social and professionals)
Schooling pre-determines post-school possibilities	Establishing creative measures (to overcome negative attitudes)
	Extending dual systems (combinar teoria e prática)
	Organising flexible training measures (vocational training...)
	Improving cross sector communication: people from labour market into school
	Follow up: post-school
	Supports Measures: personal and material, financial and technical resources

Close working relationship between education and employment

RELEVANT FACILITATOR AND BARRIERS IN TRANSITION

Barriers	Facilitators
Rigid structures and/or procedures of the educational system	Early Process
Structural barriers (funding, lack of cooperation)	Adequate Guidance
Legal Barriers (different legislative systems)	Flexible Support
	Reference Person
	Follow up

Transition to Employment is part of a Long Process

School and employment = Close systemas

WE WANT to change? If so, how.. Where to…?

Networks (famíly – student - school – employment):

Which partnerships? Are ther ein local community? If not, how can you manage them?

Measures: what measures? Vocational orientation… Internships in real life…. Reference person (s)… Optimize resources…. (e.g.: peers)

focus on
☐ problems
☑ solutions

Capacity

+

Opportunity

... In community

EN DISABLED

Funcional

+

idade

INTELLECTUAL AND DEVELOPMENTAL DISABILITY EXAMPLE

| "IF...	"THEN..."
▪ Learn less competences/skills	1. need more learning opportunities for independent functioning
▪ Takes more trials and time to learn	2. Urgent to plan for the all year to garantee that will be enough time to practice and learn
▪ Forget faster and have more difficulties in recalling information	3. Need to *think out of the box*: outdoor in real life vs. indoor learning
▪ More limitations in making transfer knowledge	4. Learning in classes BUT with time to transfer in community settings
▪ More limitation in complex activites	5. Task analysis to present activities in a proper way to be understandble
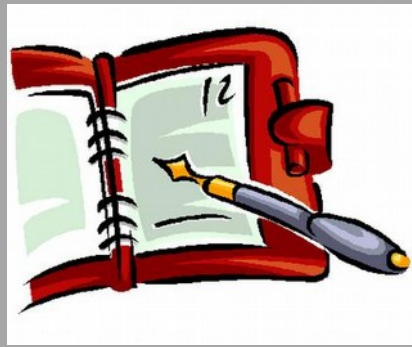
Best practice – What is good transition planning?

· …is not just about work, it is also adult
education, social relationships, supported living,
and community participation.

· …. is supposed to be positive - young people
with SEN must be in control of their own transition
process.

· … it is important to earn self-determination
skills or how to make choices and decisions for
themselves = more positive adult lives.

· … it is important for young people with SEN to
have "real", paid work.

· … there needs to be more choices and options
for young adults as they leave school.

· Schools, adult disability service providers,
employers, and adult education
services need to get together during the process
of transition planning
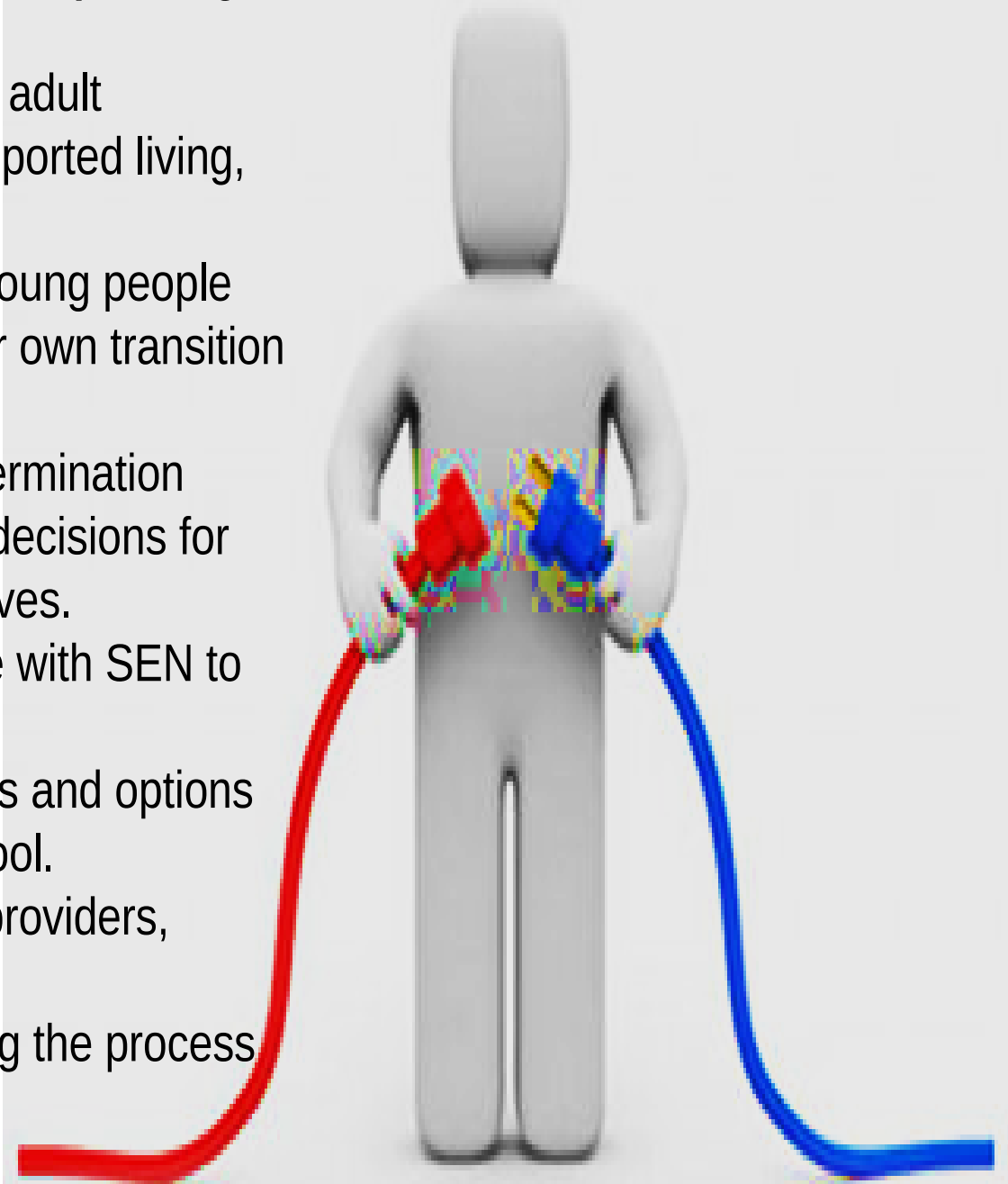
A Educação Especial no início do século XXI em Portugal

Sofia Santos, Marco Ferreira, Teresa Brandão, Pedro Mora,
Cristina Espadinha, Ana Rodrigues e Vitor Cruz

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Recommendations:
#creation of a centralized methodology of collection and analysis of statistical data from all organizations (CRC, 2011)
#Inclusive Education vs. Special Education
#Teachers training and functional diversity
#distribution and allocation of funds and resources for an effective participation
#service evaluation and monitoring
#building support (local and regional) networks and partnerships' between services and institutions
#real life experiences
#Quality of life (Santos e Morato, 2012; Simões e Santos, 2016)

The UN Convention on the Rights of the Child from the perspective of children with Intellectual Disabilities: an Analysis of 2001 and 2011 Portuguese National Reports

Journal:	*Journal of Policy and Practice in Intellectual Disabilities*
Manuscript ID:	JPPID-14-0010.R1
Manuscript Type:	Original manuscript
Keywords:	intellectual disabilities, Convention on the Rights of the Child, implementation, monitoring, policy and practice

Recommendations....

- Student in the centre of the plan: adaptive behavior and supports and self-determination…

- Research (e.g.: functional profile of persons with disability) and its dissemination

- Participation in community activties & Changing attitudes

- Support to families & Communication & common language

- Flexibility for Productivity and Qualification

- Design of program supports + reorganization of school services

- Employers participation

(EADSNE, 2002; Santos e Gomes, *submitted*)

REMEMBER
Follow Up

QOL in public policy to manage results, developing **performance indicators** and **outcome measures**, measuring programs (applied) **effectiveness**
(Verdugo & Schalock, 2009; Simões & Santos, 2014).

Ready for 2020?

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Thank you for your attention!