

National Centre for Guidance in Education

Working with Students with Intellectual Disabilities

19 October 2021

Dr Eimear McDonnell
Guidance Officer (Temporary)
(Post-Primary & Euroguidance)



Lárionad Náisiúnta um Threoir san Oideachas
National Centre for Guidance in Education



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Department of Education



Employee Assistance Service



Folláine le Chéile
Wellbeing Together

spectrum
.life

New Employee Assistance Service

Accessible 24/7, 365 days a year

Up to 6 free counselling sessions, where clinically appropriate

Unlimited, in the moment, clinical support if you just want someone to talk to

Wellbeing Portal and App - online services, live chats, videos, podcasts, blogs, digital gym

Online cognitive behavioural therapy

Freephone 1800 411 057

Email: eap@spectrum.life

Whatsapp/ SMS: Text 'Hi' to 087 369 0010

www.education.ie

<https://wellbeingtogether.spectrum.life>

Organisation Code yIVIU17



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The role of NCGE



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NCGE is an agency of the Department of Education

Our role:

Develop, support and influence quality guidance provision in post-primary schools and further education settings as part of lifelong learning, in accordance with national and international best practice.



Aim of this webinar



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OVERALL AIM:

Develop an awareness and understanding of guidance / 'transition planning' for students with an ID in mainstream and special schools as part of a Whole School Approach to guidance



Webinar participants



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Michelle English	Special Education Needs Organiser (SENO)	National Council for Special Education (NCSE)
Val Real	Area Manager	
Elaine Morris	Career Start Programme Instructor	Limerick and Ennis National Learning Network (NLN)
Dr Geraldine Scanlon	Assistant Professor	School of Human Development Dublin City University (DCU)



Objectives of this webinar



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Develop an understanding of:

- * Current context in terms of ID and guidance
- * The role of the National Council for Special Education (NCSE) in supporting guidance counsellors
- * Develop an awareness of alternative pathways for students with disabilities (NLN)
- * “Supported Transition” for school leavers with (ID) as a means of accessing mainstream opportunities in further / higher education, training, and employment (FETE).
- * Update to an existing resource; '**Setting Up A Network of Support**' to include **Disability supports**



Intellectual Disability (ID)



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* **Definition** World Health Organization (WHO) (Page 6)

“Intellectual disability means a significantly reduced ability to understand new or complex information and to learn and apply new skills (impaired intelligence).

This results in a reduced ability to **cope independently** (impaired social functioning), and begins before adulthood, with a lasting effect on development”

Disability depends not only on a child’s health conditions or impairments but also and crucially on the extent to which **environmental factors** support the child’s **full participation and inclusion** in society.



Statistics Section – Department of Education



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- * Data is supplied by the NCSE and the latest data available is for 2019:
 - * **8,035** pupils in special schools (n=114)
 - * **2,406** pupils in special classes in post-primary schools
 - * [gov.ie - Education Statistics \(www.gov.ie\)](http://www.gov.ie) \ Latest statistical reports \ Education Indicators for Ireland 2020



Rationale /Key Publications



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- * Aston, D., Banks, J. and Shevlin, M. (2021) Post-School Transitions for Students with Intellectual Disabilities in the Republic of Ireland, Dublin, Trinity College Dublin, available: <http://www.tara.tcd.ie/handle/2262/94978>
- * DES Inspectorate (2005) [Guidelines for Second Level Schools on the implications of Section 9\(C\) of the Education Act 1998, relating to students' access to appropriate guidance](#)
- * Education Act 1998, No. 51/1998, Dublin: Stationery Office, available: <http://www.irishstatutebook.ie/pdf/1998/en.act.1998.0051.pdf>
- * Government of Ireland (2015) [Comprehensive Employment Strategy for People with Disabilities 2015-2024](#)
- * Indecon (2019) [Review of career guidance final report](#), Dublin: Indecon International Research Economists,
- * NCGE (2017) [A Whole School Guidance Framework](#)
- * NDA & NCSE (2017) [A qualitative study of how well young people with disabilities are prepared for life after school](#)
- * Scanlon, G. and Doyle, A. (2018) Progressing Accessible Supported Transitions to Employment (PASTE) Navigating the transition from school: Voices of young people and parent, available <http://doras.dcu.ie/view/people/Scanlon=3AGeraldine=3A=3A.html>



Rationale



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- * [The Programme Recognition Framework \(PRF\): Guidance counselling \(2016\)](#)
- * [Criteria and Guidelines for Programme Providers](#)
- * Develop core competences including “the capacity to work with young people and adults and with those experiencing social exclusion and barriers to learning” (Page 5)



The challenge?



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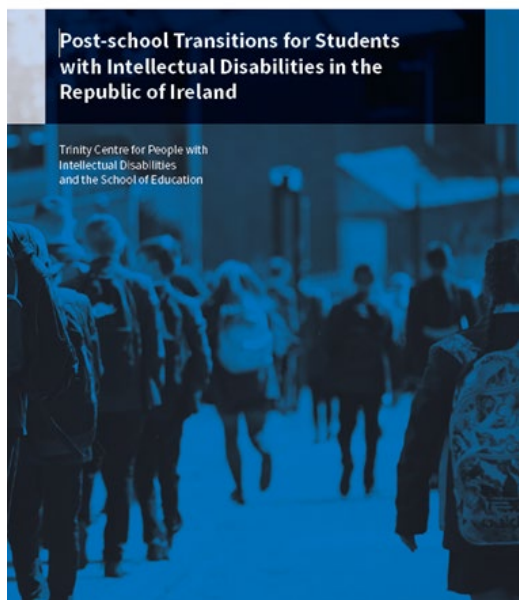
- * Meeting the “appropriate” guidance needs of the student with ID



Post-school Transitions for Students with ID in the Republic of Ireland



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- * Aston, D., Banks, J. and Shevlin, M. (2021) Post-School Transitions for Students with Intellectual Disabilities in the Republic of Ireland, Dublin, Trinity College Dublin, available: <http://www.tara.tcd.ie/handle/2262/94978>



Key Findings (Aston *et al.* 2021)



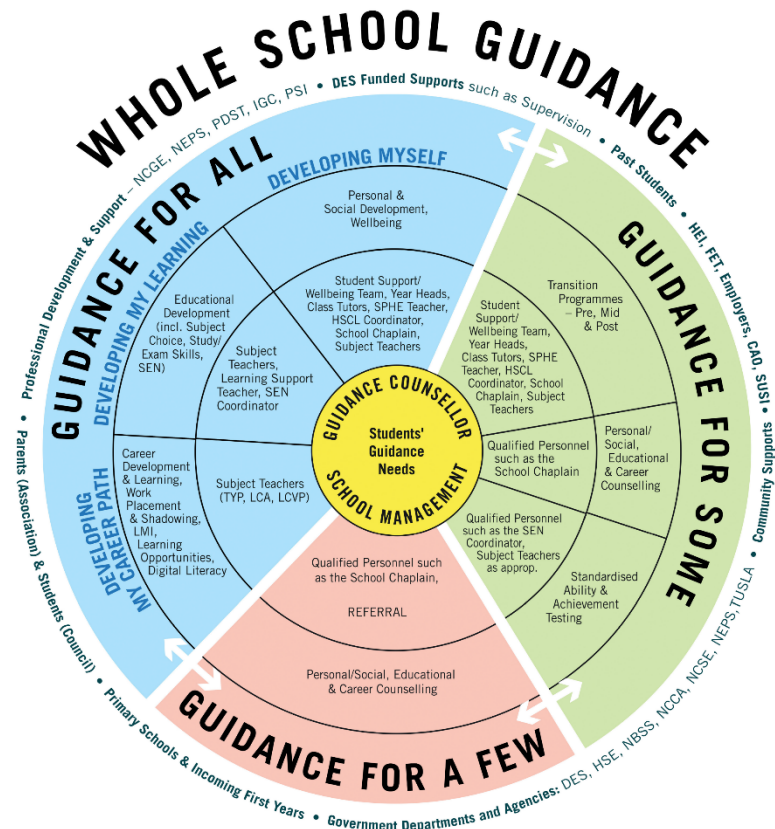
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1. Limited Career Guidance for Students with Intellectual Disabilities
2. Barriers and Enablers to Successful Transition
3. The Importance of an Inclusive School Ethos
4. The Impact of the Covid-19 School Closures



Policy Implications (Aston et al. 2021)

1. Implement a **Whole-school Approach** to Guidance Provision
2. Expand Post-school Options from Traditional Health-based Settings to Further and Higher Education for Students with ID
3. Broaden the Scope of Guidance beyond Preparing Students for the Leaving Certificate and College Entry
4. Ensure continuity of provision at Senior Cycle
5. Improve Access and Retention in Further and Higher Education





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DES (2005) Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998

- The guidance **plan** should include a detailed guidance **programme** which includes learning **experiences and activities** designed for specific groups of students.
- The guidance programme should draw on the expertise of the guidance counsellor/s who should be **central to the process** as well as all relevant management and staff.....
- The school guidance plan should reflect the **needs** of both junior and senior cycle students.
- **Balance** between the personal, social, educational and career guidance offered to students should be ensured in the plan.



Setting up a Network of Support ★ Disability Supports



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Setting Up a Network of Support

This document contains information on key supports for students. This document was collated to support Guidance Counsellors in their approach to Whole School Guidance and to ensure Guidance Counsellors have access to a variety of supports.

This document may be appended to the Whole School Guidance plan or may be a 'standalone' resource for Guidance Counsellors and other members of staff.

This document is not final nor exhaustive, it will need to be reviewed regularly.

Supports are outlined under the following headings:

- SCHOOL SUPPORTS (p1)
- LOCAL AREA SUPPORTS(p3)
- NATIONAL SUPPORTS(p6)
- NATIONAL DISABILITY SUPPORTS (p12)
- INTERNATIONAL SUPPORTS (p15)
- KEY GOVERNMENT AGENCIES / BODIES (p16)
- SUPPORTS FOR THE GUIDANCE COUNSELLOR (p17)

SCHOOL SUPPORTS

Support	How to access / make contact	Notes
Principal	Click or tap here to enter text.	Click or tap here to enter text.
Deputy Principal(s)	e.g. Extension 124 / email	<i>If not in office, usually in corridor near room 20.</i>
DLP/DDLP	May be same as above or may be different	Refer students if child protection issue as outlined in whole school guidance plan. https://www.education.ie/en/Schools-Colleges/Information/Child-Protection/Child_protection_guidelines.pdf
IT Coordinator	Phone number	Click or tap here to enter text.
Mentor System	Meet irregularly but coordinated by Mr Ryan.	Very helpful with last year's 1 st years especially those who needed extra help.
NEPS Psychologist	e.g., Phone and email	Call to school each year in September for initial meeting
Access Initiatives with local HEIs	Click or tap here to enter text.	Click or tap here to enter text.
Other relevant student activities e.g., Clubs / Teams	e.g., Basketball Mondays at 4 in the gym (Mr Reilly) e.g., Rugby Tuesdays and Thursdays at 7am (Ms O'Rourke) e.g., Frisbee Fridays at lunchtime (Mr Daly)	It is very helpful to have a list of what clubs/teams are available so we can refer students who are struggling and help them build a community.



Other School Teams e.g., DES Team	Click or tap here to enter text.	Click or tap here to enter text.
Other Staff Members with specialist training	e.g., Mr Lawrence is highly trained in first aid e.g., Ms Ni Rourke speaks Latvian fluently	Ms Ni Rourke helps with translation at times
Parent Councils	Chair email Secretary email	Very active and supportive in this school. Keen to know how they can help.
Prefect System	Meet Thursday at lunchtime Coordinated by Ms Smith. Guidance Prefect: Jimmy Murphy	The role of the 'Guidance Prefect' is to update all Guidance Notice Board and coordinate prospectuses.
Chaplain	e.g., Extension 123 / email	Available from 8am every day except Wednesday
Restorative Practice Groups led by peers	Click or tap here to enter text.	Click or tap here to enter text. http://www.restorativepracticesireland.ie/information-schools/
School affiliates e.g., ETB / Edmund Rice Trust etc	Click or tap here to enter text.	Click or tap here to enter text.
School completion activities and programmes	Click or tap here to enter text.	Click or tap here to enter text.
Student Councils	Meeting every Monday lunchtime in Room 9. Coordinated by Ms Ryan	Always looking for new projects / ideas to help students
Student Support Team	Meeting every two weeks at 11am on Wednesdays.	Share this document with members
Tutors	School Policy is to contact through...	Very helpful to have a list of these at the start of the school year. Also, helpful to know about the role of the tutor in this school as documented in the whole school guidance plan pg. 4.
Union Reps	Name and contact details	Click or tap here to enter text.
Wellbeing Coordinator	Click or tap here to enter text.	Click or tap here to enter text.
Whole School Guidance Team	Click or tap here to enter text.	A team has not yet come together in this school... maybe prioritise for after Christmas?
Year Heads	e.g., email / extension / regular meetings	Year Head of 1 st year regularly checks email Year Head of 2 nd year rarely checks
Other	Click or tap here to enter text.	Click or tap here to enter text.



- * Update to an existing resource;
- * Include Disability supports to support Guidance Counsellors in their approach to Whole School Guidance



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Michelle English Special Educational Needs Organiser with the NCSE Dublin South region.

Michelle is a qualified post-primary teacher and guidance counsellor. Michelle completed a Professional Postgraduate Diploma in Educational Leadership

Webinar on Guidance support for students with intellectual disabilities

An Information Session for
Guidance Counsellors

Presented by Michelle English (NCSE)

19/10/2021

Michelle.English@ncse.ie

Today's Session

We'd like to tell you about.....



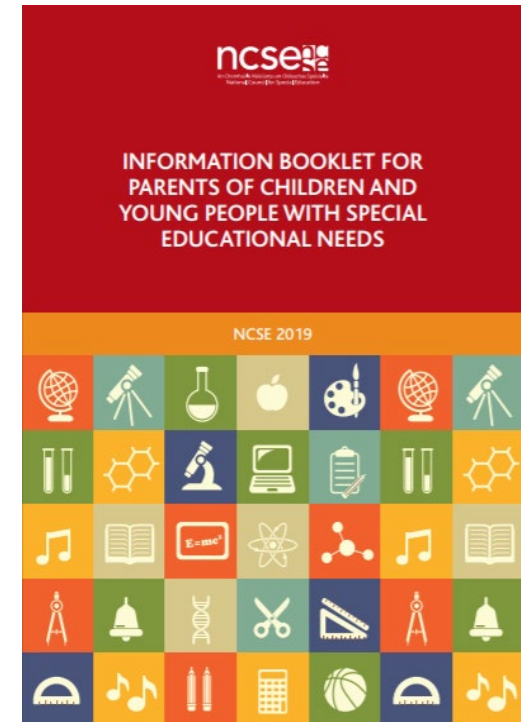
Who the NCSE are and what we do

Current research by the NCSE

Whole-school approach in supporting the transition of students with ID

Who We Are – What We Do

- Support schools
- Support parents
- Provide information
- Carry out research and advise the Minister for Education and Skills



NCSE Local Support teams

Schools Family

Advisors
for
Teachers

SENOs

Visiting
Teachers

Transition from post primary



NCSE Research

Moving to Further and Higher Education

An Exploration of the Experiences of Students
with Special Educational Needs

14


NATIONAL COUNCIL FOR SPECIAL EDUCATION RESEARCH REPORT NO.14

Findings


1. Pathways: making choices, access and progression
2. Resources and supports
3. Student experience

Recommendations

Facilitating effective access...



Begin the process of transition planning in JC with parental involvement



CPD opportunities for guidance counsellors to enhance knowledge and skills regarding aspects of transition planning

Recommendations

Ensuring the delivery of appropriate support



Regular review



CPD for staff in further and higher education



Continuum of support



Disclosure of SEN

NCSE Research

What Works in the Provision of Higher, Further and Continuing Education, Training and Rehabilitation for Adults with Disabilities?

A Review of the Literature

Carmel Duggan
and
Michael Byrne

NATIONAL COUNCIL FOR SPECIAL EDUCATION RESEARCH REPORT NO.15


Conceptual framework and examples of provision

Stage in Educational Process	Examples of Interventions		Examples of Outcome Indicators	
	at the level of the student	at the level of the institution/service provider		
Access	Outreach strategies Information provision Personal transition plans Guidance and advice	Transition programmes Differentiated assessments Differentiated matriculation processes Remission of fees Universal design in education	Enrolments Type of courses undertaken Level of courses undertaken	
Participation	Needs assessment Finance for subsistence Assistant personnel Befriending schemes Assistive technology Guidance On hand support	To support participation Transport Modified buildings	To support learning Pedagogies Teacher training Differentiated course material Universal design in learning	Completion rates Accreditation rates Level of accreditation
Progression	Career planning Guidance Work placements	Progression programmes Formal links to employers	Progress to education/training Progression to employment Retention/return to work	

Findings



Dearth of literature relating to adults with disabilities availing of adult education




Lack of transfer of good practice or learning across educational settings




Well resourced transition programmes based on good professional involvement

Findings



Measures focused on the specific needs of the individual, incorporating personal choice and good information were effective

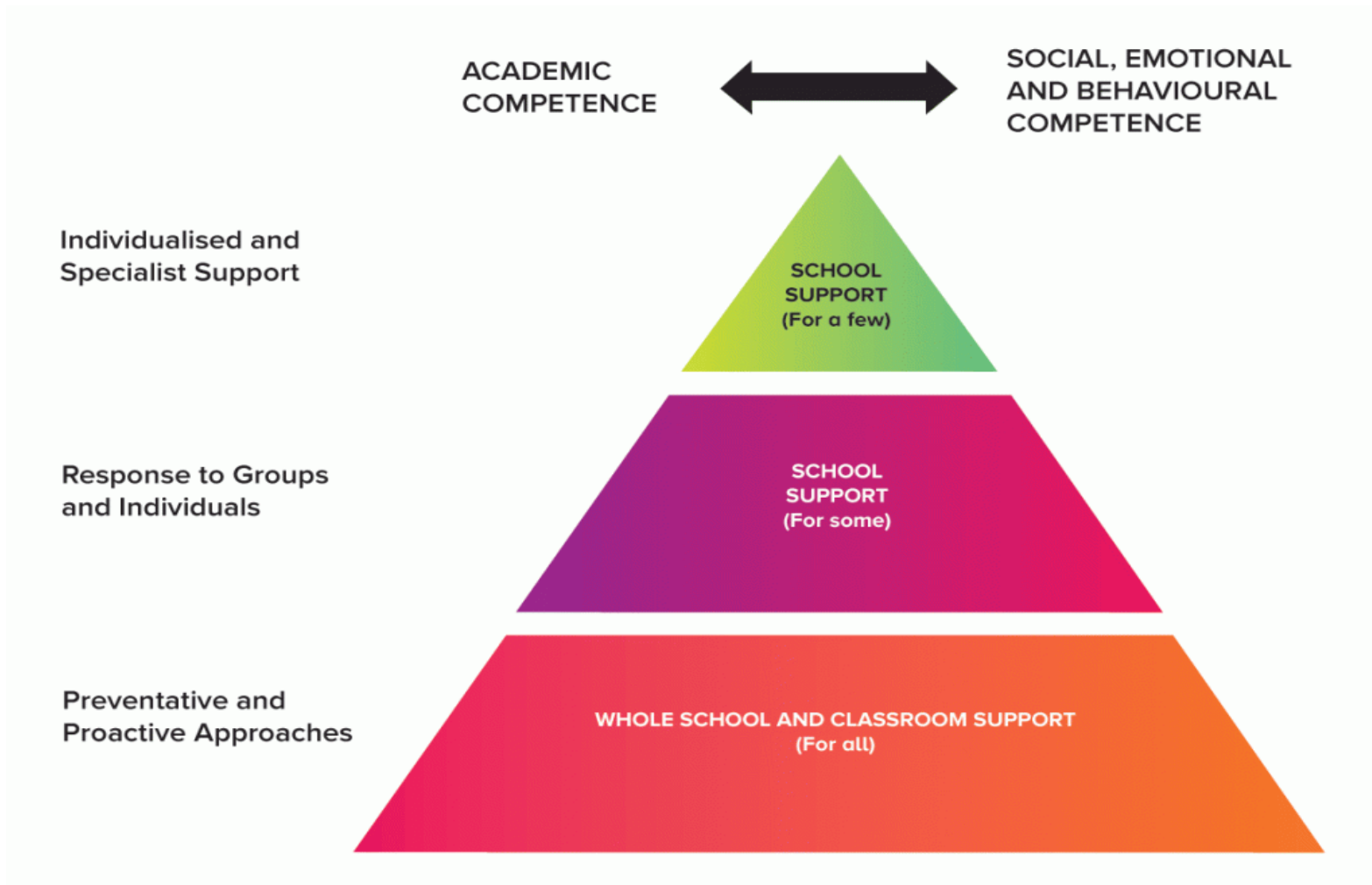


Building direct links between the educational course and the world of work

The implications of the review's findings for developing policy and practice in Ireland

- Development and deployment of personnel
- Institutional factors
- Involvement of people with disabilities in the design and delivery of measure to support their access to , participation in and progression from, higher and further education, adult and continuing education, vocational training and vocational rehabilitation.

Continuum of Support



NCSE Website Resources

Information Booklets & Pamphlets for Parents



Transitional Guidelines for Parents of Students with Special Educational Needs and for Schools

The NCSE has published transitional guidelines for parents of students with special educational needs. These guidelines are intended to assist parents to support their children to make successful transitions. The guidelines are available at four different stages of transitions.

The NCSE has also published guidance for schools on supporting students with special educational needs to make successful transitions.

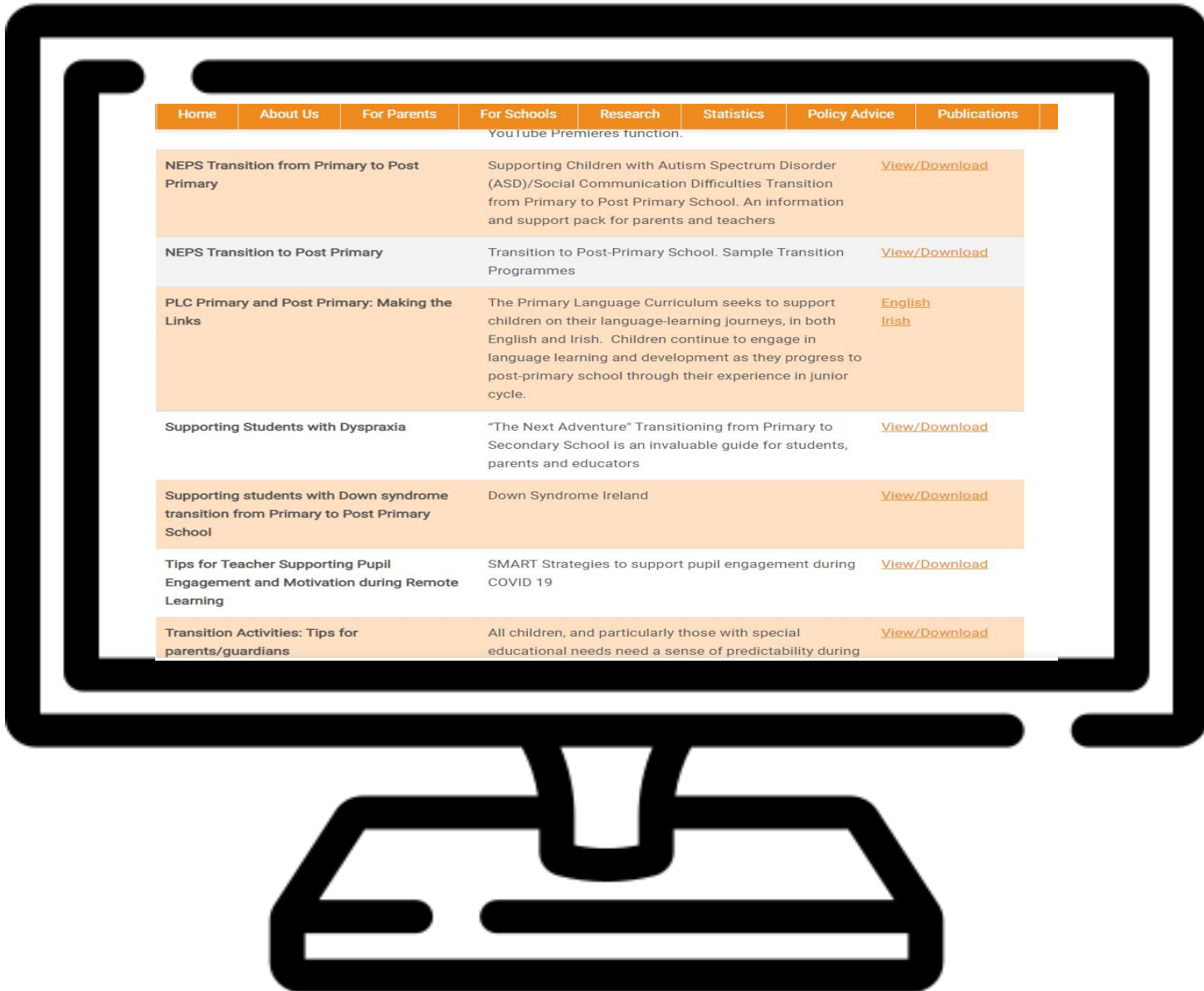
Please see the following table which contains links to all the guidelines.

Title	Version
Guidelines on Starting School	English Irish Polish
Guidelines on Moving from Primary to Post-Primary School	English Irish Polish
Guidelines on Moving between Mainstream and Special Settings	English Irish Polish
Guidelines on Planning for Life after School	English Irish Polish
Transitional Guidelines for Schools	English Irish

Click [here](#) for Press Release

Post-School Education and Training

NCSE Website Resources



Home	About Us	For Parents	For Schools	Research	Statistics	Policy Advice	Publications
You Tube Premieres function.							
NEPS Transition from Primary to Post Primary			Supporting Children with Autism Spectrum Disorder (ASD)/Social Communication Difficulties Transition from Primary to Post Primary School. An information and support pack for parents and teachers			View/Download	
NEPS Transition to Post Primary			Transition to Post-Primary School. Sample Transition Programmes			View/Download	
PLC Primary and Post Primary: Making the Links			The Primary Language Curriculum seeks to support children on their language-learning journeys, in both English and Irish. Children continue to engage in language learning and development as they progress to post-primary school through their experience in junior cycle.			English Irish	
Supporting Students with Dyspraxia			"The Next Adventure" Transitioning from Primary to Secondary School is an invaluable guide for students, parents and educators			View/Download	
Supporting students with Down syndrome transition from Primary to Post Primary School			Down Syndrome Ireland			View/Download	
Tips for Teacher Supporting Pupil Engagement and Motivation during Remote Learning			SMART Strategies to support pupil engagement during COVID 19			View/Download	
Transition Activities: Tips for parents/guardians			All children, and particularly those with special educational needs need a sense of predictability during			View/Download	



Michelle.English@ncse.ie



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Val Real & Elaine Morris Limerick Clare National Learning Network

Val Real

Area Manager National Learning
Network (approx. 100 students)

Elaine Morris

Career Start Programme Instructor



National Learning Network Prospectus 2021

QQI accredited ranging from level 1 - 5






National Learning Network

Investing in People, Changing Perspectives

Who we are and what we do....



NLN is the largest private training organisation in Ireland, we have centres in every county.

NLN is funded by ETB as a Specialist Training Provider

We provide training to school leavers needing extra support to help them reach their employment/further education goals

And also to people out of work/education due to:

- Accident, illness or disability
- Early School Leavers
- People that had a set back in life



No Educational Requirements or CAO points

**We help students bridge the gap from school to the
mainstream world**

**We help them build their confidence before they move
on to the world of employment/further education**



National Learning Network

Investing in People, Changing Perspectives



Extra Support Staff include:

- *Resource Teacher*
- *Work Related Social Skills Instructor*
- *Rehabilitation Officer*
- *Rehabilitation Psychologist*
- *Programme Development Officer*

Training Courses (Limerick & Clare)

These are the Courses run in Limerick and Ennis, but they will give you a good flavour of the courses run in every county in Ireland.

All our courses are funded by ETB or HSE

Provision co-funded by the Government of Ireland and the European Social Fund as part of the ESF Programme for Employability, Inclusion and Learning 2014 - 2020.



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board



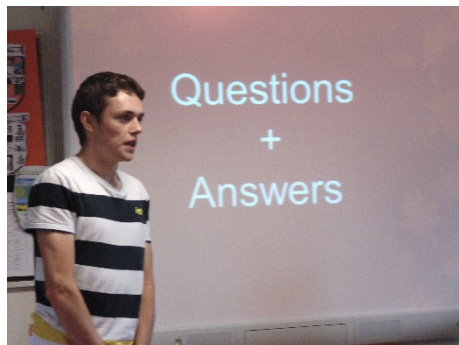
Career Start (Limerick & Ennis)

Employability Skills QQI Level 3 Major Award

Recommended for those finishing school to build up motivation, confidence and self esteem

(Full time programme for up to 18 months)







Pathways to Employment

(Ennis)

*QQI Level 4 Awards in Retail, Tourism and
Digital Technologies*



National Learning Network

Investing in People, Changing Perspectives





PC Maintenance & IT Systems Programme

*We offer a diverse range of Skills and
Qualifications, including:*

- *CompTIA IT Fundamentals+FCO-U61*
- *EBCI European Certificate in PC Maintenance & Networking*
- *EBCI IT-Diploma*
- *CISCO IT Essentials v7*
- *CompTIA A=Core*
- *New ECDL*





Catering Assistant

Catering Support QQI Level 4 Major Award



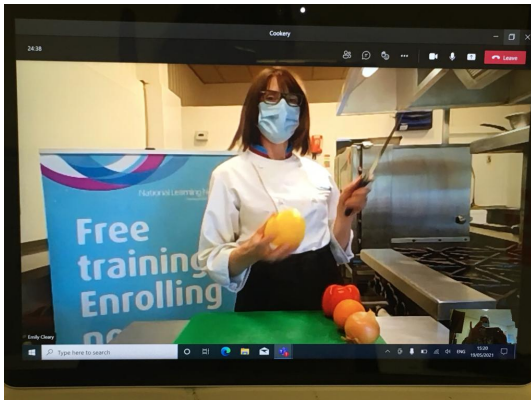
National Learning Network

Investing in People, Changing Perspectives



Training is carried out in a full professional kitchen working under full HACCP Management System

'This Course has given me the confidence to take me on to the next level of further Education.'





Employer Based Training

(on the job training in your area)

Employment Skills by EBT QQI Level 4 Major Award



National Learning Network

Investing in People, Changing Perspectives



Companies that we partner with include

Nursery Times

Co-Op Superstores

Moyross Community Centre

St. Munchin's

Vanduleur Gardens, Kilrush

Petmania

Tadhg O'Connor Builders Providers

Clare Genealogy Centre

Dromoland Castle Hotel

Woodstock Hotel, Ennis

Milford Care Centre

Guineys, William Street

Safety First, Limerick

Millennium Centre, Caherconlish

Centra, Gort Road, Ennis

St. Marys A.I.D. (LICP) Limerick

St Cronans Association CLG Roscrea



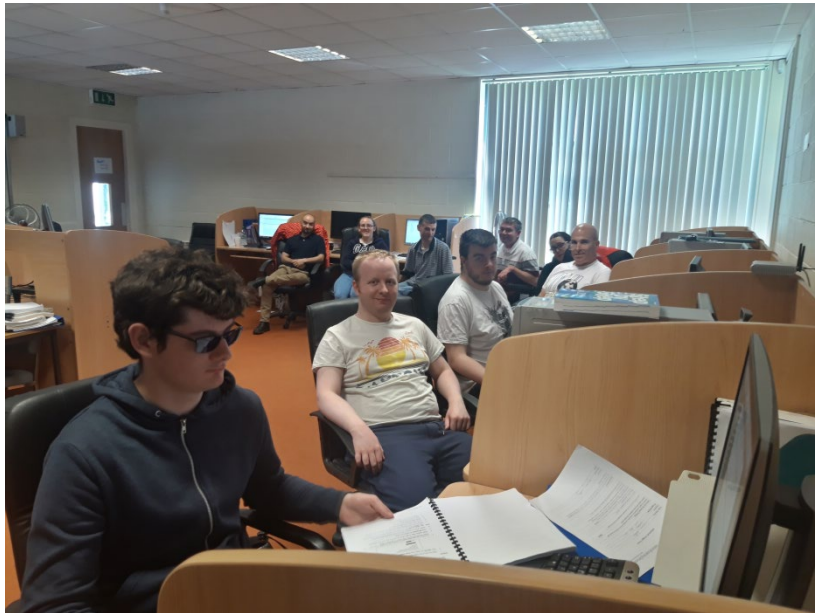
I.T. with Office Skills


*New ECDL, MOS and Accounts & Payroll QQI
Level 5 components*



National Learning Network

Investing in People, Changing Perspectives





*90% - 95% Positive Outcomes
to Employment or Further Education
for people who complete our training
programmes*

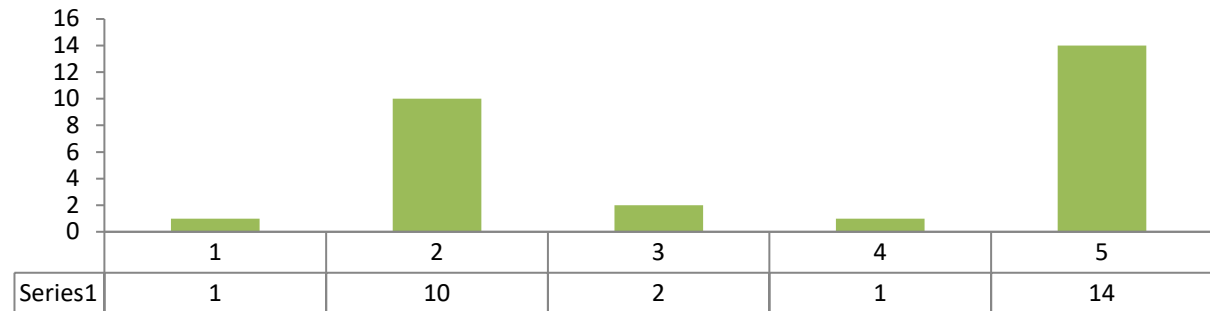
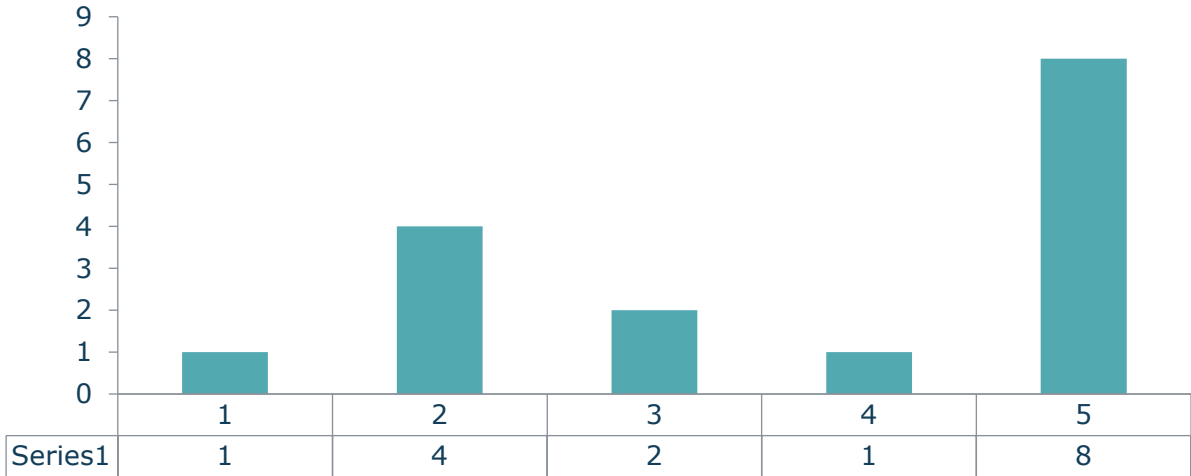
*As one of our former students said,
"NLN is not about **IQ**, it's about **I can**"*



National Learning Network

Investing in People, Changing Perspectives

Where Career Start Students progressed to in 2021 & 2020 – many of these came straight from school to NLN



Imad joined National Learning Network
in October 2017 for support with his goal to become a
Software Developer.

Certification
Major Award at
Employability Skills Level 3

Personal Effectiveness Level 4
Information Technology Level 4

*Made best friends, improved my confidence
and got Work Experience while with National
Learning Network.*

*'No One puts you under pressure at
National Learning Network'*



Imad went on to complete a
Level 6 programme with LCFE
and is now completing Level 8
Software Development in LIT

Dara joined National Learning Network
in October 2017 after completing his LCA Exams



Certification
Major Award at
Employability Skills Level 3

Workplace Safety Level 4
Information Technology Level 4

Weekly Observer, Wednesday, 14th November 2018. Observer Advertising 79

THE DAPPER YAPPER

Dog Grooming and Boarding Kennels
Coolybrown Ardagh, V42NC86. Owner Dara O'Connell
Tel: 089 4911990 ... find us on Facebook
Or email docthedapperyapper@gmail.com

The Dapper Yapper Dog Grooming and Boarding Kennels formally opened its doors on Sunday November 4th. Dara has converted an Old Pig House to individually heated Kennels, the old Milling parlour to a Grooming Parlour and the Haystacks now houses generously sized day runs. Dara has made a new gravel path from the Kennels to the Old Trollee to Limerick Railway line where dogs in for boarding can enjoy either a short 4 KM walk or for the leveler ones up to 10KM.

Dara completed his formal training with Paul Hogan in Ardara and is very grateful to Helen McCarthy of Perfect Paws for offering him work experience opportunities. Dara continues to develop his skills by attending full day 1:1 skills training from professional grooming trainers in Ireland.

Dara applying the finishing touches to Benni.

WE ARE PLANNING A BIG CHRISTMAS SUZZ WEEKEND on Saturday 22nd & Sunday 23rd of December
To get your Yapper a bit more Dapper for the Big man's visit on the 23rd. Over this advert and get 10% off. Call Dara on 089 4911990 to make a booking!

Dara left National Learning Network in
April 2019 and set up his own Business

'NLN gave me the confidence to set up my own business and the communication skills to deal with the public'

**Many Progression
Options from
Career Start with
Employer Based Training**

**Chloe and Cathy went on to
training at Nursery Times
Creche.**

**Sean with Tadhg O'Connor Ltd
and Melissa with Guineys**



To apply to NLN

***or for copies of our National or Mid West Prospectus,
contact us on:***

Limerick: 061 229777 or 087 3454408

Clare: 065 6864560 or 087 7110918

Other areas: 1890 283 000

Email: limerick@nlm.ie or clare@nlm.ie or info@nlm.ie



An Roinn Oideachais
Department of Education



Dr Geraldine Scanlon Assistant Professor School of Human Development Dublin City University

Research interests:

Strategies to support the inclusion of Children with Special Educational Needs in mainstream education and the implications for teachers and schools in facilitating those needs in light of Inclusion.

DEVELOPING POST SCHOOL PATHWAYS FOR YOUNG PEOPLE WITH INTELLECUAL DISABILITIES

Dr. Ger Scanlon

School of Human Development

Institute of Education



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

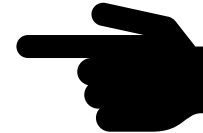
CONSIDERATIONS

- The notion of transition and the critical components that underpin and enable a seamless process including, supports, co-ordination of services, and support for employers is featured in the Comprehensive Employment Strategy for People with Disabilities (CES) (2015).
- This process is fragmented where young people are moving from compulsory education to Further/ Higher Education or employment (McGuckin et al., 2013).
- This is despite their aspirations being similar to that of their peers (Scanlon, Shevlin, & McGuckin, 2013) at the point of transition from school to Further and Higher education (FE/HE) or directly into the labour market.



Article 23 UN Convention on the Rights of the Child

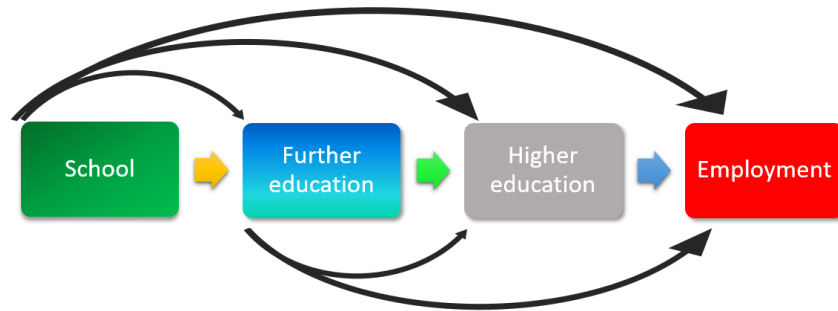
“children with a mental or physical disability have the right to special care, education and training designed to help them to achieve the greatest possible self-reliance and to lead a full active life in society.”



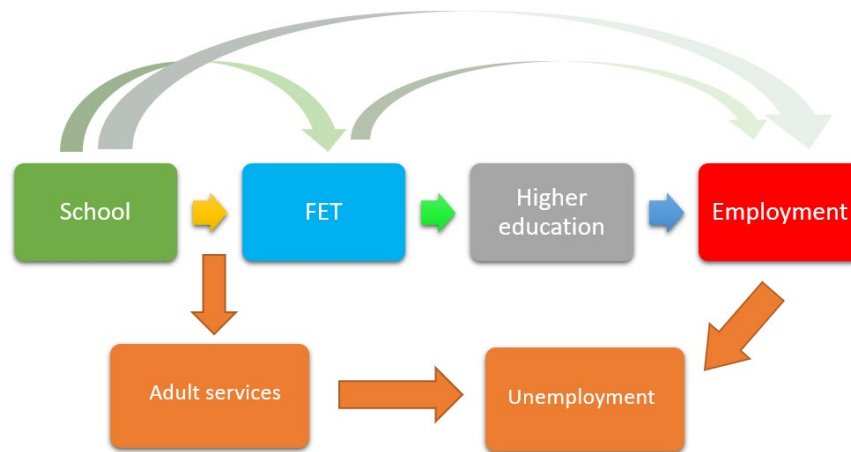
Article 7 UN Convention on the Rights of People with Disabilities

“all necessary measures should be taken to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children, and that the best interests of the child shall be a primary consideration.”

'Normative' transitions



Transition from special education?



WHAT DID WE DO

- ✓ Investigated supported transition for school leavers with intellectual disabilities, as a means of accessing mainstream opportunities in further / higher education, training, and employment (FETE).
- ✓ Outcomes for school leavers with ID, engaging with the WALK PEER supported transition model during their final two years in school.
- ✓ Captured the viewpoints of students attending two special schools, their parents and carers, recent school leavers, and education professionals.



Placing young people and their parents at the centre of their experiences



Barriers

- Perceptions, experiences, and descriptions of negative cultural and societal attitudes
- Limited pathways and opportunities that impact on aspirations and goals
- Lack of continuity between child and adult services, and provision of support to manage this transition bridge
- Lack of access to a Guidance Counsellor as schools are not sufficiently resourced to provide this support to students and their families
- An urgent need for greater clarity around options and financial implications, more timely communication of same to alleviate stress and anxiety for pupils and parents.



Facilitators

- ✓ Strong correlation between support programmes and transition planning, and their role in realization of goals and successes
- ✓ Growth in personal skills and confidence as an outcome of supported transition and work experience
- ✓ Development of clear goals and aspirations for the future, which can assist parents to support their children in achieving their ambitions
- ✓ Offers of permanent part-time employment, and enrolment in FET
- ✓ Access to QQI courses which will permit gradual progression up the qualification ladder
- ✓ WALK employment facilitators in schools, drawing together these strands.





YOUR LIFE

YOUR CHOICE



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

SUPPORTED TRANSITION MODEL





School Years

ACTION 5.1

Post School

Year One: ENGAGE

Year Two: PROGRESS

Year Three: TRANSITION

Year Four: DEVELOPMENT

Year Five: SUSTAINABILITY

Comprehensive Employment Strategy: Strategic Priorities



Build Skills Capacity & Independence

Provide Bridges of Support

Make Work Pay

Promote Job Retention



SUPPORTED TRANSITION MODEL

Building natural circles of support
within local communities

Bring the young person with
disabilities to a point in their lives
to make an "informed choice"
about their future

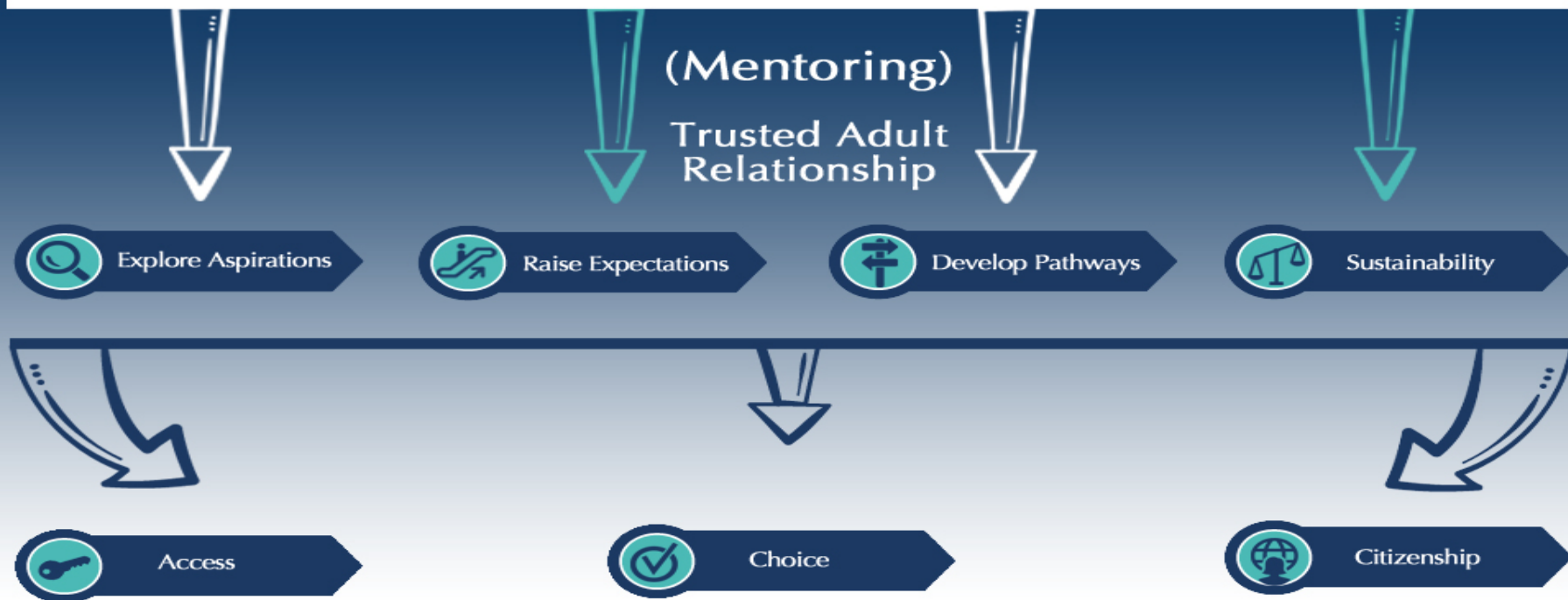


Agencies and
Government Departments





CAREERS & EMPLOYMENT FACILITATOR



Strategic Priority 5.1: Provide Co-Ordinated and Seamless Support





MOVING FORWARD



Supported Transition Planning Including all Learners STIAL

This project proposes to develop the Post- School Transition Trajectories for young people with disabilities form special and mainstream schools



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

AIMS

1. To develop a collaborative evidence-based framework between the WALK PEER model of Supported Transition for developing post school pathways (PSP) for young people with disabilities and educational stakeholders in mainstream and special schools.
1. To provide access to career guidance information and transition support to students with disabilities and their parents in mainstream and special schools.

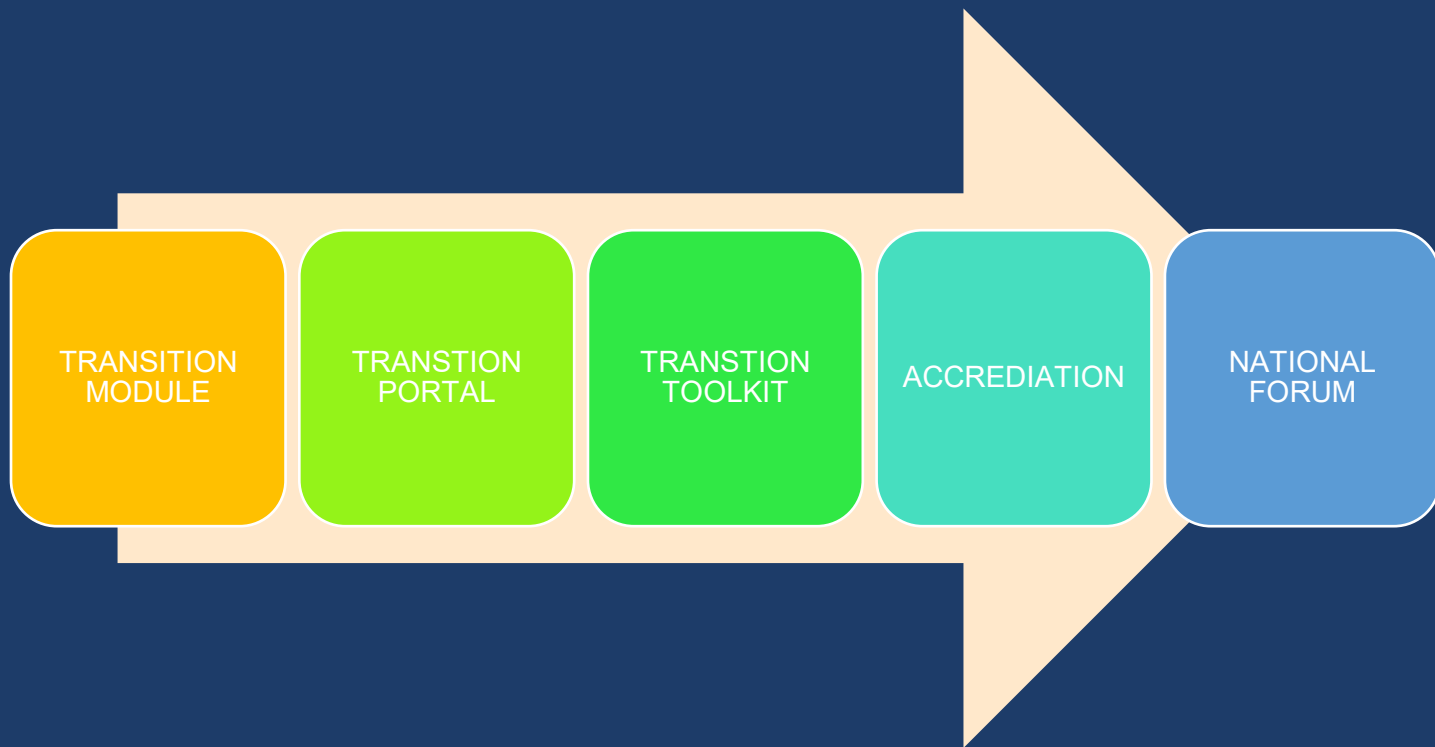


OBJECTIVES

1. To increase the capacity and promote the inclusion of young people with disabilities to access the same opportunities as their non-disabled peers in Ireland
2. To facilitate and coordinate capacity building initiatives on transition planning to strengthen and inform national policy on “Managing Transitions” for young people with disabilities (CES, pg. 16).



EXPECTED OUTCOMES



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

RESEARCH FRAMEWORK

ONLINE

1-1

COMMUNITY
OF
PRACTICE

WEB BASED
PORTAL

TRANSITION
TOOLS

HANDBOOK



WHATS NEXT?

Dr. Ger Scanlon

Geraldine.Scanlon@dcu.ie



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

Go raibh maith agaibh

Thank you

eimear.mcdonnell@ncge.ie



Lárionad Náisiúnta um Threoir san Oideachas
National Centre for Guidance in Education



An Roinn Oideachais
Department of Education



Erasmus+



Discussion / Q & A



An Roinn Oideachais
Department of Education





Lárionad Náisiúnta *um* Threoir *san* Oideachas

National Centre *for* Guidance *in* Education



An Roinn Oideachais
Department of Education



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ncgeinfo@ncge.ie



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