

Highland Council

'Vision for Transition Multi Agency Project'

Evaluation of the Pilot of 'MY Transition Guide'

Summary from Full Report

July 2008

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INTRODUCTION

Highland Council identified Transition Planning as a main driver to develop Curriculum for Excellence in Highland 2007-08.

The post of Transition Co-ordinator funded through Hi Hopes European monies, and match funded by Highland Council, co-ordinated efforts to seek out the voice of young people within transition.

A multi agency group was set up to steer the post of Transition Co-ordinator and they developed the Vision for Transition. Following this a consultation framework for young people was developed with Highland Children's Forum being the main driver. This consultation sought to gain the views of young people in Inverness and Ross and Cromarty on a range of topic headings, Your Life, Your Planning, Your Life after School, looking both forward toward transition from secondary education into adulthood and retrospectively on their transition experiences.

It soon became apparent that the quality and variety of their responses should form a stand alone separate report titled 'It's MY Journey' which confirmed the need for guidance for those who support young people in transition.

www.highlandchildrensforum.org/library.asp

The topic headings we asked young people about, made the recommendations for improving transition, these are:

1. Advice on the journey from child to adult.
2. Advice on meetings.
3. Advice on information.
4. Advice on having control of planning.
5. Advice on getting the right support.

The young people's recommendations are provided in the methodology section to follow.

Another contributor to Vision for Transition was a Tracking Study with four children that looked at five key areas of the transition meeting processes over the course of three months.

The five key areas were:

1. Who drives the process of transition?
2. How does the transition meeting meet the needs of the person?
3. When and how are others drawn into the process?
4. How are young people or their family enabled to contribute?
5. How does collaborative work assist the process?

Both 'It's MY Journey' and the above study contributed to the development of the Transition Guide. The recommendations in these documents provide the indicators of success for the Transition Guide Pilot Project to judge the Transition Guide against.

THE TRANSITION GUIDE

The Transition Guide was initially developed to enable young people with additional support needs, arising from disability/complex health needs, to have a planning tool for their transition. The Guide is now seen as an inclusive tool to be used to enable any young person to plan and work in partnership with their supporters to achieve a seamless transition.

www.highland.gov.uk/learninghere/psychologysevice/projects/transition.htm

The Transition Guide acts upon the recommendations from the consultation 'It's MY Journey'. It takes forward the Curriculum for Excellence, Getting it Right for Every Child, and uses the Transition Policy and Procedure to standardise practice. It seeks to provide a tool to enable young people to be active partners in their own transition and affords information to their supporters to assist and enable this to happen. It builds on the good practice of those in Highland who base their work with young people on collaboration, communication and co-operation.

The Transition Guide does this through providing information and tools to facilitate transition planning, which are outlined below.

The Guide contains a **Framework** which demonstrates how assistance is given in education to young people as and when they need it and focuses on the need for transparent communication and partnership working.

It provides a **Framework for Meetings** which outlines a structure which aims to provide young people and their supporters with a small, close and known group who will enable the young person to reach their goals through small structured steps and give a responsive reviewing method.

The Guide contains the **Wellbeing Star** which marries the Four Capacities of the Curriculum for Excellence to the Getting it Right For Every Child outcomes: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. The Star provides a conversation tool that aims to engage the young person to consider where they are right now in their life and perhaps how they can make it better. The emphasis is on the young person and their perception of their life. It also provides the adult supporting them with the information they need to support the young person in making informed choices and decisions.

The Transition Map within the guide provides a tool to engage and empower the young person to begin to plan for the future. It assists the young person to look at their skills and achievements, who they are, what they can do and how they can use all of this to make it possible for them to reach for their wishes.

The To Do List enables the young person to prioritise their needs and gives adults the opportunity to see the young person's priorities. It provides a method of detailing small structured steps to assist the young person to see and experience progress toward their chosen goal.

Using it with a projector and screen gives a central focus to meetings and so aims to help the young person to be central to all discussion and decision making. The To Do List can be printed off following the meeting therefore affording an instant record of the meeting and providing a tool for reflection. It also creates the agenda for review of progress at the next meeting.

The Transition Guide seeks to provide access to tools and documents which have an impact on transition planning, so enabling all to start from the same knowledge base. Its primary function is to promote questioning and constructive challenge and ensure that the planning and the process of transition maintain a central focus on the young person.

TRANSITION GUIDE PILOT STUDY METHODOLOGY

INDICATORS

The following are the indicators which were chosen to measure the Transition Guides efficacy against.

The Transition Guide aimed to:

- Act upon the recommendations given by young people in 'It's MY Journey'.
- Take forward Curriculum for Excellence, Getting It Right For Every Child, using Highland Council Transition Policy and Procedure to standardise practice.
- Give information for those supporting and undertaking transition to enable effective contribution.
- Provide a tool and framework to promote children and young people to be active partners in their transition.
- Enable children and young people to be responsible for their first steps in life long learning.
- Build on the ongoing good practice of all those involved in transition throughout Highland who base their work on collaboration, co-operation and communication therefore providing a reporting mechanism for the Child/ Young Person's Plan.

The aims of the Transition Guide Pilot Study are to:

- Refine and make necessary adjustments to the Guide where it has not met the expectations of young people or their supporters.
- Determine whether the Transition Guide has acted upon the recommendations made by young people in 'It's MY Journey.'
- Determine whether the Transition Guide has acted upon the recommendations for improving transition made by professionals who participated in this pilot.
- Determine if the Transition Guide has acted upon the Tracking study findings.
- Determine whether the Transition Guide has achieved the aims as set out within the Guide itself.

'IT'S MY JOURNEY' INDICATORS

Young people in 'Its MY Journey' made recommendations on what could help improve transition, whether there is evidence that the Transition Guide has fulfilled these recommendations provides the first indicators of success.

These recommendations are detailed below:

What could help with Advice?

- Professionals giving priority to making young people's choices possible through real life experience relevant information and practical support like attending meetings and minimising red tape.

- Provide a range of opportunities to develop skills in things like making choices, managing money and having good relationships by providing useful experiences in work and leisure. For example, the Leavers Project at Drummond School.
- Removal of unnecessary barriers between and within services, for, for example, provision of specialist health equipment or funding of support workers.

1. Advice on the journey from child to adult

- More work experience.
- Having practice at things like making choices.
- Learning skills like managing money.
- Having a back up plan in case a plan falls through.
- Getting guidance from adults not just information.
- Getting help to find specific information about support needs.
- Creative ideas in making dreams reality.
- See what people can do, not what they can't do.

2. Advice on Meetings

- Being better prepared for meetings.
- More person centred meetings.
- Something written or drawn to take away and reflect on.
- Someone to follow up the plan and make sure things are happening.
- Making a back up plan in case the first plan falls through.
- Creative thinking focussing on your abilities to enable you to achieve your dreams.

3. Advice on Information

- Information should be easier to find and understand.
- Professionals who are supporting the young person should know more about options and support available for that young person.
- Information about benefits and how this will change.
- More practice and advice about things like interviews.
- Getting specific help to find specific information about specific support needs.

4. Advice on having control of your planning

- Learning how to make good choices.
- Getting support to make choices.
- Being listened to.
- Having ideas made possible.
- Knowing about your rights.
- Good communication.

5. Advice on getting the right support

- Support for parent/ carers and the young person in working out benefits.
- Learning about managing money.
- Support the young person taking responsibility for own health and hygiene care.
- Better management of the transition in health service to make it a more gradual process.
- Medical equipment and treatment following through into adulthood.
- Social workers from adult services attending earlier planning meetings.
- Funding applications being sent off in plenty of time.
- Age appropriate care.
- Opportunity to use the phone.
- Support to write letters.

INDICATORS FROM PROFESSIONALS

To judge whether the guide adds value to existing systems a pre questionnaire was formulated by taking the aims of the Transition Guide and condensing them into five main aspects, the aim being to focus the professionals' answers on aspects of transition that were within the remit of the Guide to address.

The five aspects are:

1. Understanding of Curriculum for Excellence and Getting it Right For Every Child.
2. Tools that are currently used to support young people through transition.
3. Tools which record progress of young people.
4. Tools and processes which enable young people to take an active part in their transition.
5. Procedures which are in place to enable young people to identify their strengths.

The pre-questionnaire gathered views of participants as to what they felt they needed to improve their organisations' transition system within the five aspects of transition outlined above. Whether there is evidence that the Transition Guide has fulfilled these recommendations provides another set of indicators of success.

INDICATORS FROM THE TRACKING STUDY

This small study was undertaken to ascertain whether the needs of young people and their families were being met by current systems of transition meetings and transition planning and preparation. The Tracking Study considered the following five scope areas which were then broken down into key questions for the participants of the Tracking Study.

The key areas are:

1. Who drives the process of transition?
2. How does the transition meeting meet the needs of the young person?
3. When and how are others drawn into the transition process?
4. How are young people, their parents/carers enabled to contribute?
5. How does collaborative work assist the process?

These five scope areas provide another set of indicators upon which to judge the success of the Guide.

INDICATORS FROM THE TRANSITION GUIDE

Throughout the guide are aims that each part of the Guide, such as the Transition Map or Framework for meetings aims to achieve. These provide a mechanism for evaluation that provides another set of indicators of success that the Guide should achieve.

1. Wellbeing Star Aims are to:

- Help to see what Scotland wants for its children and young people.
- Help the child/ young person to begin to identify what they need to achieve their wishes.
- Assist the Child/ young person to reflect on their life now.

2. Transition Map Aims are to:

- Help the child/ young person to think about their own wishes.
- Help the child/ young person to think about the support they might need.
- Give the child/ young person a tool to help them to plan and be heard.
- Help people involved in transition to know who the child/ young person is, where they want to go and what they need to get there.

3. To Do List aims are to:

- Help the child/ young person feel they have ownership of their transition.
- Provide a method through which the child/ young person can have the confidence to share their views about transition with others.
- Give a method of planning progress which is solution focused and creates manageable steps, each of which are assigned to a named person with clear start and review dates.
- Assist the child/ young person and their supporters to highlight areas on which to focus for support and resources.
- Ensure the Core Group uses the Vision for Scotland's Children when reviewing progress.
- Provide a log of decision making that advises an Individual Education Plan or the Child/ Young Persons Record and/ or Plan that can be taken away by all involved at the end of the meeting.
- Offer clear visual representation of status of needs.

TRANSITION GUIDE PILOT STUDY METHODOLOGY

METHOD

The Transition Guide Pilot Study was conducted to provide evidence as to whether the indicators of success provided by young people, by professionals, by the tracking study and by the guide itself are achieved.

The methodology is outlined below.

- Schools and partner agencies were identified.
- The criteria for children and young people who would be asked to take part were set.
- A training plan was written for those using the Guide. To be delivered to participating schools and partner services by the researchers
- The support and help of Donnie MacDonald, Head of Education Services, was requested to contact the schools by letter. The letter detailed what was expected of the school, which groups of children/ young people were to be asked to assist and how training for using the guide was to be delivered.
- Contact was made partner agencies to invite them to be part of the pilot.

Nine secondary schools were invited by letter to take part. Of nine invited, one was unable to participate. Five schools offering primary education were invited by letter to participate. Of these five schools, one school was unable to participate.

Seven partner services were also invited to become involved. They were Adult Basic Education, Inverness College, The Calman Trust, Careers Scotland, Social Work Service, and NHS Epilepsy Nurses, and Learning Disability Nurses. One partner service was unable to participate.

The Secondary schools that participated were asked to use the Guide with a young person with additional support needs, with a young person who is at risk of not entering employment education or training when they leave school, and with a mainstream pupil who is uncertain about their future career options.

The Primary schools that participated were asked to use the Guide with a young person with additional support needs preparing to move to secondary education, with a young person moving from one class to another, who might need extra support, and a young person in mainstream education preparing to move to secondary school.

The partner services were asked to use the guide with as many young people as they could manage. The majority of the partner services used the guide with one young person of their choosing.

In order for staff in school and partner services to be comfortable using the Guide training sessions were set up in each area, where possible fitting in with the timetable of school or service. The training session consisted of the following:

- A broad overview of the principles that underpin the Guide.
- The use of a case study to trigger discussion on the issues of need to be addressed during a transition process.
- Opportunity to use the Transition Map and have discussion around its use.

- A demonstration and discussion of the To Do List and its use with a laptop and projector.

Before the training session professionals taking part were asked to complete the pre-questionnaire outlined above to gather their views on what changes would improve transition within their organisation, and so provide indicators of success.

The organisations had four to six weeks to complete the Transition Map and have a core group meeting using the To Do List with the young people they chose. In total thirty six young people completed the Transition Guide. Of these twenty four young people were interviewed. Two parents and all professionals that used the guide were interviewed.

Semi-structured interviews were conducted with the young people and with professionals. All interviews took place at school or at the organisation's base.

The interview process with young people consisted of one person interviewing the young person and one person recording, except for three young people where interviews were undertaken by the person who used the Guide with them.

The interviews with professionals varied to suit the organisational context, varying from individual interviews where only one professional had used the Guide to group interview followed by individual interviews to solely group interviews.

Interviews with professionals were taped and then transcribed. Two parents who had been involved in the Transition meeting using the To Do List were interviewed using the questionnaire in school.

The transcripts were analysed by the two researchers independently. Each researcher analysed the transcripts and pulled out emerging themes. The themes identified by each researcher were then discussed; where both researchers had identified a similar theme it was included in the final list of themes. The themes and their supporting quotes provided the evidence that was used to see whether the indicators of success provided by young people, by professionals by the tracking project and in the guide itself had been achieved.

The Guide was judged to have achieved an indicator when at least three independent participants provided a quote that supported this view.

The Guide was judged to have failed to achieve an indicator if there were:

- No themes.
- No quotes from participants.
- Themes emerged where there were quotes from participants that indicated that on this aspect the guide had not been successful.

One researcher conducted the initial analysis. The judgement made on each indicator of success and the quotes used to support that judgement were then scrutinised by the other researcher.

MAJOR FINDINGS AND CONCLUSIONS

Strengths and Limitations of the Pilot

The Pilot had the dual purpose of getting a wide range of perspectives on what changes were needed to refine the final Guide and to improve its usefulness as a transition planning tool. The Pilot included a wide range of organisations working in quite different local contexts. This meant the Guide was used with a diverse group of young people in organisations with quite different organisational structures and ethos.

The use of semi structured interviews to gather evidence allowed the researchers to tease out the participants' opinions on how best to refine the guide. This technique also allowed a rich picture of how the participants used the Guide to be built up which would not have been possible using other methods. This could then be fed back into the guide to clarify and expand the guidance on how it is best used.

The use of the recommendations from 'It's MY Journey', and from the professionals meant that the indicators of success to judge the Guide against took account of the perspectives of all stakeholders involved. The hope was that with such a diverse range of perspectives the indicators of success would cover the majority of issues that need to be addressed.

Although every effort was made to maintain the transparency of the evaluation process and the judgements that were made, the Pilot was conducted by the same people who created the Transition Guide. This is a clear conflict of interest, although every effort has been made to reflect participants' views accurately and fully.

Another limitation of the Pilot was its timescale of a six week period only which allowed the organisations just one opportunity to use the Transition Map. Not all participants were able to create a To Do List. There was opportunity for review in only one case.

It is recognised that as transition planning and management is an ongoing process, what the Pilot can say about the role of the Guide within the process is limited to a small snapshot.

SUMMARY OF MAJOR FINDINGS

The Pilot has provided evidence that suggests there are features of the Guide that make it useful for transition planning. This is not the same however as evidencing whether the Guide improves outcomes for young people.

The findings from the Pilot did provide evidence from young people and professionals that the Guide has met and achieved the majority of the indicators of success provided by:

- Young people.
- Professionals.
- The Tracking Study.
- The Guide itself.

This suggests that the Transition Guide could be an effective tool in facilitating a successful transition. However, as outlined in the previous section the methodology of the Pilot had a number of limitations that make this conclusion tentative.

There are other indicators that were within the remit of the Pilot for which no participant provided evidence that the Guide met them.

For example, the Guide did not help any participant's understanding of Getting It Right for Every Child or A Curriculum for Excellence: at best it reinforced what some participants knew. This may be less to do with the Guide and more because there are quite wide variations between organisations in how well understood and embedded both agendas are. For some people this meant that the information in the Guide was meaningless and for others it was too basic.

In addition there was no evidence that the Wellbeing Star helped children or young people to begin to identify what they need to achieve their wishes, nor, that it assisted them to reflect on their life now. This may be due to the language not being as youth friendly as it could be, such as use of the word 'nurtured', as noted by a number of participants.

However participants did find the Wellbeing Star useful in helping children and young people see what Scotland wants for them so perhaps poor terminology was not an issue.

A possible explanation is that it was not highlighted to the same extent in the training as the other tools, such as the Transition Map. This meant a number of organisations focused on using the other tools and did not use the Star.

As a result The Wellbeing Star has been extensively altered in the final version of the Transition Guide with the aim of improving its usefulness in respect of it helping the child or young person to begin to identify what they need to achieve their wishes, and assisting them to reflect on their life now.

Practitioners will need to consider whether the evidence for The Wellbeing Star's usefulness as a tool to help make Getting it Right For Every Child and A Curriculum for Excellence outcomes meaningful for children and young people is enough to warrant its use, whilst the improved Star may achieve the other aims although not evidenced from the Pilot.

The time commitment required to support children and young people to understand the terms used, also needs to be considered.

The outcomes themselves such as 'nurtured' should be considered by practitioners, as to whether they are relevant to the young people they are supporting particularly young adults. The language of the outcomes cannot be changed to make them more accessible for children and young people as they are set by national government.

All but two organisations who participated in the Pilot commented that there were aspects of the Guide that added value to their existing current transition support systems.

There was no evidence that the processes outlined in the Guide helped children, young people and their supporters to create a back up transition plan should their first choice of plan fail or not achieve resource allocation. The limitations of the Pilot mean that no conclusion can be drawn as to whether this indicator has been achieved nor whether the Guide will help enable more creative back up transitions planning.

No organisation provided evidence that they used the Guide to feed into existing planning tools such as Individual Education Plans. A number of participants saw the value of using the Guide in this way, and parallels could be drawn from its successful use in feeding young people's views into multi agency plans. How effectively it will work in practice could not be covered by the Pilot.

Some supporters perceived the additional time requirement of using the Guide as a drawback. For a few participants this would be a significant barrier for including it with the existing systems that they use to support young people going through transition. The Pilot did not explore how much additional time commitment was required. However given the need to be selective, it may not be as big a commitment as anticipated.

Other people and organisations had already begun to think of ways of adapting it to reduce the time required and customising it for their own setting.

However, if transition planning and management is to be underpinned by the principles outlined in 'Its My Journey', then, it is likely to take more time, whatever tools and processes are used.

For practitioners, the Guide offers tools and processes that will embed these principles in the young person's transition support systems; as long as these systems are underpinned by the same principles then they are in line with good practice.

PARTICULAR STRENGTHS OF THE GUIDE AS EVIDENCED IN THE FINDINGS

Helping the young person to participate effectively and feel ownership of their transition planning was a strength many of the participants noted. The Transition Map provided a tool which helped the young person plan, and also to record their plans in a way that meant that they could make a meaningful contribution to the planning process. Meaningful in the sense that their ideas are recorded in a way that can feed directly into the planning process, without the need for their ideas to be interpreted by professionals to make them fit.

Ensuring the views of children and young people are part of the substance of the plans, rather than in a separate box at the end of the plan. Many participants noted that this was a feature of the Guide that would add value to existing transition planning processes.

Using the To Do List with a projector and screen enabled the young person to participate effectively and feel ownership of their transition planning. Where this was used the participants noted that it encouraged greater participation from the young people, possibly because it created a shared focus.

Many of the participants felt that the Transition Guide provides a process that is person centred.

The Guide as a useful tool to share information. There were a number of aspects of the Guide the participants felt were useful in this respect. A major one, related to the previous strength, was that the process helped to ensure that young people had a meaningful voice in their transition. Through completing the Transition Map and for some, the To Do List, the young person had a method of sharing their views with supporters wherever this information was needed. Participants noted its potential use as a tool to share when new professionals take over supporting the young person, using it to share the young person's views in meetings, both speaking for the young person if they are not able to contribute, or as a prompt to encourage their contribution.

The To Do List's similarity to other planning tools was noted, but some participants noted a number of features that they felt were useful. The use of the To Do List with a laptop and projector was highlighted above. Other features are its simplicity which some participants found makes it easy to refer back to and reflect on.

The Scaling part of the To Do List was particularly useful in enabling young people to highlight their priorities in a clear way to their supporters. In an organisation that had a follow up meeting, they reported that the young people liked the scaling as it provided a means to show progress.

Most young people found the Transition Mapping process useful. The feature that they and professionals noted was its visual impact, particularly the 'I CAN' 'I AM 'I HAVE' part of the map, which for many of the young people helped boost their perception of themselves. From the participants' comments it seems that the link between this side of the map and the planning side was less to do with actually seeing the links between what they can do and what their plans are. The participants that mentioned this felt that many young people struggled with it. What going through the process of identifying strengths, skills and qualities did was to motivate and boost confidence, which may have a positive impact on their planning.

Another feature of the Transition Map, relating to its visual impact, was that it provides a tool for reflection for the child/ young person which has the potential to help them take a broader perspective to their plans.

ACTIONS WHICH HAVE BEEN TAKEN TO IMPROVE THE GUIDE AS A RESULT OF THE PILOT

One of the aims of the Transition Guide Pilot was “to refine and make necessary adjustments to the Guide where it has not met the expectations of young people or their supporters”. In order to fulfil this aim we have taken the following actions based on the comments and suggestions we have been given:

- A number of participants noted that a paper based exercise was not accessible for a group of young people with literacy support needs or who are non verbal. A section has been added to the final version outlining potential methods of using the Guide with such children or young people.
- The Transition Guide cannot be seen in isolation and to make it meaningful and useful for the child or young person they need to have opportunity to recognise and reflect on their skills. A section on resources to use with young people that will help with this has been included in the final version of the Parents, Professionals and Partner Service Guide.
- A selection of transition planning resources and information is currently being collated.
- So that the Transition Guide can continue to meet the needs of children/young people and their supporters an email address has been added to enable continued input from all who use the guide. It is hoped that children/young people and others will use the email address to make constructive comments in order that the Guide continues to enable children and young people to remain central to their transition plans.
- A cartoon map has been inserted at the beginning of the document to direct children and young people to areas of the Guide to assist stages of planning, sharing their own information and getting the help they need to meet their needs. In the Parents, Professional and Partner Services Guide a “How to use the Guide” section leads the reader through all stages of the Guide and provides a web address for obtaining the guide electronically.
- In the “Stuff and people to help you plan“ section information has been added in the form of web addresses on Advice, Advice on continuing to learn, Advice and Planning tools for young people with Additional Support Needs, Benefits, and Relationships and Sexual Health.
- In the children/young persons Transition Guide the Wellbeing Star is now in the form of questions asked by a cartoon character with responses from the other character which give website addresses which might help them to obtain the help and support they need. This theme is mirrored in the Parent, Professional and Partner Service Transition Guide.
- The Transition Map timings have been altered to “now” “soon” “later” and “and then”. This was seen as more understandable to children and young people however an editable Transition Map where the timings can be changed has also been created and will be available on the web. In the Parent, Professional and Partner Service Guide a section on ideas for using the Map has been added along with some resource ideas.
- The To Do List in the Guide has had the addition of a space for children /young people to add their own special things that they want to highlight to others from the “I can” “I am” “I have” section of the Transition Map. A section added to the bottom of the To Do List is for participants to make comment on the Action Plan, or any other part of the meeting.
- The Transition Time Line has been reworked to provide a less wordy format which provides information in line with the Integrated Service Joint Transition Policy and Procedure detailing when actions need to happen to promote positive transition practice.

IMPLICATIONS AND DIRECTION FOR FURTHER RESEARCH.

This Pilot has shown that professionals and young people involved in transition have identified features of the Transition Guide that fulfil many of the recommendations made by young people and by professionals on improving transition.

This suggests the Guide could be useful in facilitating transition planning as part of a transition support system that is based on the principles outlined in It's MY Journey.

The limitations of the Pilot mean that should the Guide be used more extensively then a more rigorous evaluation will be necessary and valuable to continually improve the process and the tools used.

The Joint Transition Policy and Procedure advocates a total transition planning and management period of two years. A future evaluation would benefit from being over a similar length of time and carried out by independent evaluators

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Transition Guide

www.highland.gov.uk/learninghere/psychologicalservice/projects/transition.htm

Curriculum For Excellence

www.hvlc.org.uk/ace

Getting It Right For Every Child

www.forhighlanschildren.org/html/girfec/girfec.php

NHS Highland and Highland Council

Integrated Services for Young People and Young Adults with Additional Support Needs as a result of Disability and/ or Complex Health

Joint Transition Policy

www.highland.gov.uk/NR/rdonlyres/6F087043-0ABB-4302-AD17-6840F88D759A/0/JointTransitionsPolicy.pdf

Joint Transition Procedure

www.highland.gov.uk/NR/rdonlyres/D79AD91C-68A8-4F34-A8F4-2DD62DF63D8C/0/JointTransitionPlanningProcedure.pdf

Transition Guide Pilot Project Evaluation Report

www.highland.gov.uk/learninghere/psychologicalservice/projects/transition.htm

Tracking Study

www.highland.gov.uk/NR/rdonlyres/C741D1B6-6D1D-4CA6-95BC-E32EAB4C5A61/0/TrackingStudyofTransitionMeetings.pdf

Professional Questionnaire

www.highland.gov.uk/NR/rdonlyres/8CAA5C0A-5198-4C12-AA21-952D5BB37822/0/transitionquestionnaireprof.doc