



Presentation prepared for 2nd Regional AAC
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Project Coordinator: Lauren Butler

Team member: Selmari Potgieter (OT)

A project of the Cerebral Palsy Association (Eastern Cape)

Contents

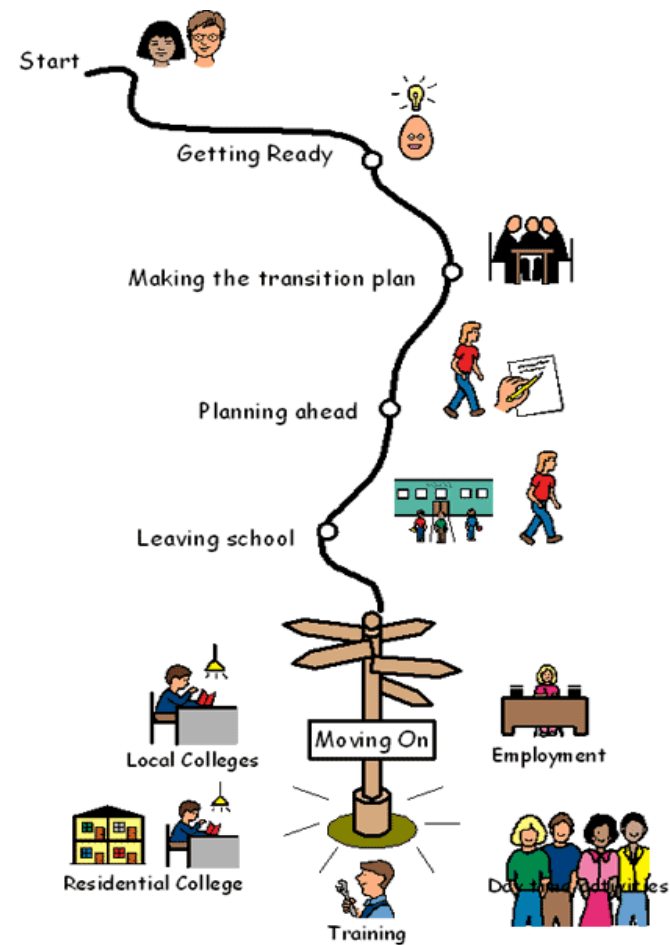
1. About Transition Planning
 - 1.1 Principles of Ukhetho
 - 1.2 Focus points

2. Method: 6 Steps
 - 2.1 Build a planning team
 - 2.2 Gather information
 - 2.3 Develop the Transition Plan
 - 2.4 Implement the Transition Plan
 - 2.5 Update the Transition Plan
 - 2.6 Exit meeting

3. Progress
4. Outcomes
5. Resolutions

1.1 Transition Planning

- Partnership
- Start at the age of 14 years old
- Person centered approach



1.2 Focus points:

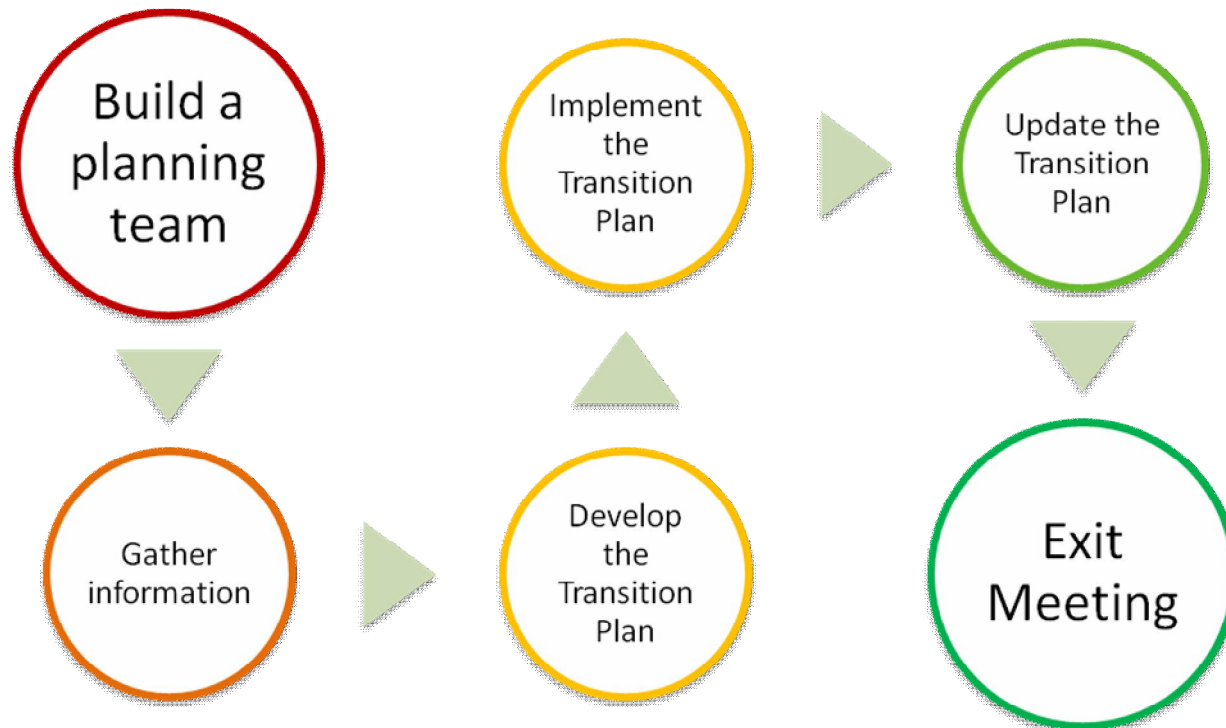
Focus points:

- Education
- Employment
- Health(care)
- Social/Emotional
- Life-skills
- Finances
- Housing/living arrangements
- Community involvement
- Transport
- All other area's that are relevant to the specific client

By offering:

- Advice
- Information
- Counseling
- Mediation
- Referrals

2. Method: 6 steps to Transition Planning



Step 1: Build a Planning Team

- The youth is the person who chooses the members of the Transition Planning Team.
- The youth is the person who decides who will be the Transition Planning Coordinator, this role can also be taken on by the youth himself.
- The significant people who become members of this team may include:
 - Parents/Caregivers
 - School personnel
 - Social workers
 - Service agencies
 - Current service providers
 - Community members
 - Members of the youth's informal network

Step 2: Gather Information

- Creating a personal profile, based on input of the youth and the planning team.
- Establishing a 'starting point.'

Step 3: Develop the Transition Plan

➤ This phase involves identifying the youth's goals and the available services and supports, and to discuss what steps or tasks need to be taken in order to achieve these goals.

Goal Category	Short-term goals	Long-term goals

Step 4: Implementing the Transition Plan

Put the plan into action:

- Who does what, when and how must be decided by the team.
- The Transition Planning Coordinator has the responsibility to follow-up the
- process.

Tasks	Responsible Team-member	Date to be completed	Check when complete

Step 5: Update the Transition Plan

- The Transition Planning Coordinator and/or the youth with CP schedules follow-up meetings.
- The Transition Plan is a 'living document' and therefore changes with the client.
- This step may be repeated several times in the process.

Goal category:			
Task:			
<i>Reviewed:</i>	<i>Status:</i>	<i>Status:</i>	<i>Status:</i>

Step 6: Hold an exit meeting

The Transition Planning Coordinator organizes a final planning session. At this stage, the Transition Plan is finalized, tasks and objectives are achieved by the group and any transition planning goals or objectives that have not been accomplished are addressed.

3. Progress:

Individuals currently involved with 'Ukhetho':

Northern Lights School:

15 participants

Other:

4 participants



4. Outcomes

Positive:

- Builds 'closer' relationships between participant and team members / service agents
- Facilitates goal setting
- *Initially* gives participants hope for the future
- Encourages forward thinking and planning

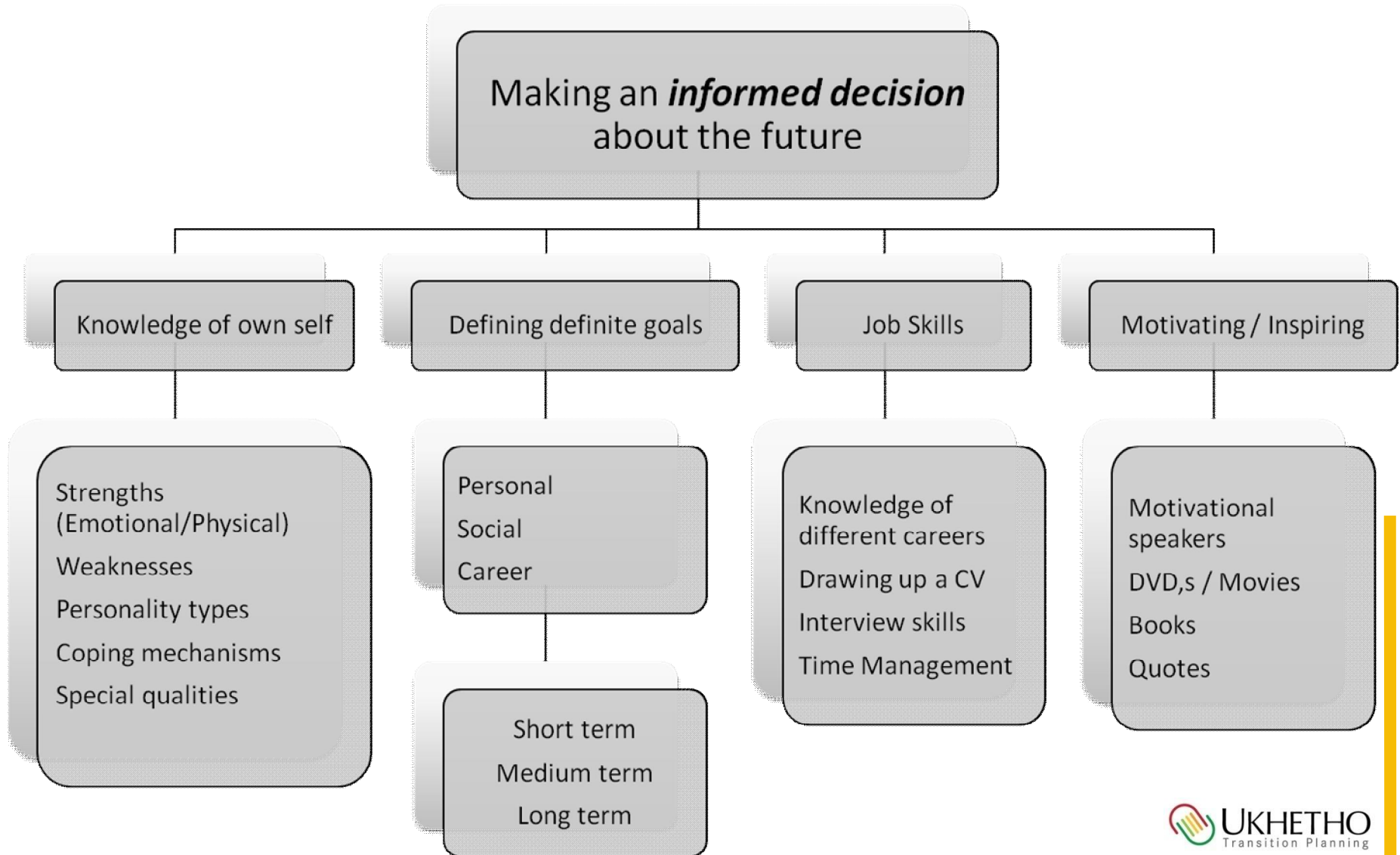
Negative:

- Our *focus areas* almost always require referrals;
- Referrals are not always successful leaving participant's de-motivated
- *Practical* goal setting is still a foreign term to many of the participants
- As process continues, participants loose interest - lack of 'beneficial' skills being acquired
- Current framework does not adequately prepare participants for *future*

5. Resolutions:

- Incorporate current model into *other frameworks* that will aid in skills development for the transition process
- Facilitate personal growth & understanding in order to prepare participants for goal setting

New Model:



Method:

- Run in 4 different phases with “Knowing yourself” as Phase 1...
- Start with groups followed by individual sessions
- Grade 10 up to Grade 12
- 2 hour session once per month
- Individual sessions to commence in Grade 12 – Simultaneously or after 4 phases
- Sessions to be run by Selmari (OT) and myself – in collaboration with school staff

Proposed Outcomes:

- Personal Growth
- Life Skills
- Understanding of *practical* Goal Setting
- Therapeutic effect – group setting
- Greater motivation
- Empowerment

Thank you

For further inquiries please contact:



Cerebral Palsy Association (Eastern Cape)

Affiliated to the National Association for Persons with Cerebral Palsy

54, Admiralty Way
Summerstrand, 6001
Port Elizabeth

Tel: 041 583 2130
Fax: 041 583 2306

Email: info@ukhetho.co.za
Website: www.ukhetho.co.za