

Short Course

School-to-home Transition for Learners with Intellectual Disabilities

Module for Trainees

This short course sits within the Kenya Institute of Special Education (KISE) Department for the Intellectually Different and Autism. The course addresses a neglected area of special education, namely the transition of older learners with intellectual disabilities from school into adult life in the community. Experience suggests that many such learners either 'drop out' or extend their time in school well beyond normal graduation age. This is because families and teachers are not equipped with the knowledge and strategies required to support learners to undertake a structured and planned transition from school to community life.

This course provides trainees with an understanding of the principles of good transition and equips them with practical knowledge and strategies for initiating and running a transition programme. Trainees will also be offered the opportunity to apply their new knowledge in a practical school-based assignment.

Course content

The content of this course has been developed from contributions by practitioners with many years of practical field experience in school-to-home transition for learners with intellectual disabilities. It particularly draws upon experiences of former staff of St. Catherine's Special School in Butula, Busia County. It also includes experiences and knowledge gained from ground-breaking transition programmes conducted at special units within Mitaboni Primary School and Thinu Primary School in Machakos County. Further content resulted from a consultation workshop attended by representatives from Kenya Institute of Special Education (KISE), Ministry of Education officials, Non-Government Organisations (NGOs), head-teachers, teachers, parents, guardians, social workers and school leavers with disabilities who spoke about their own personal experiences of transition.

A word on language

Throughout this course, we have used the terms 'intellectual disability' and 'intellectual disabilities' to describe the learners that are the subject of this course. Where information resources are referenced, the original document titles are used. We appreciate that various alternative terms are in use in Kenya and these include 'learning disabilities', 'special educational needs (SEN)' and 'mentally disabled'. We understand that opinions vary concerning the most appropriate and clear use of language.

Course length

The course is a short course taught during college holidays. The activities in this course document require at least 20 hours of lecturing time with additional time required from trainees. An in-school project of two to three months will also be assigned, in which trainees are expected to work within their existing teaching settings to put into practice the learning and approaches to transition that they have learnt in the theoretical classroom-based sessions. A report of this project will be required as part of the course assessment.

Learning approach

The course is designed principally for practicing teachers (in-service teachers) but will also be open to under-graduates and parents as the course becomes established. The course content is taught using a participatory learning approach, which employs discussion and interactive activities with the trainees, both individually and in smaller groups. Trainees will be expected to reflect on their own personal experiences, including their teaching experience and contribute to the learning of others. The lecturers will facilitate the learning activities and ensure all the learning outcomes have been fulfilled. The staff teaching this course include visiting lecturers with practical experience of running transition programmes, as well as KISE department staff.

Throughout this text we have used the following terms:

- *Lecturer* – the person teaching this course.
- *Trainee* – the person learning from this course.
- *Learners* – pupils / students / school leavers, with learning disabilities.

Aim of the course

To equip trainees with a sound knowledge and understanding of the transition process of learners with intellectual disabilities from school to home / community; and to introduce strategies to allow transition programmes to be initiated or strengthened in special education settings in Kenya.

Important Note: This course document should be used in close conjunction with the handbook for teachers: *'What Next After We Leave School? School-to-Home Transition for Learners with Intellectual Disabilities'*. Reference to numbered sections and pages are made throughout the lecturer guidance.

Learning Outcome 1

By the end of the session, the trainee will be able to explain the concept and meaning of school-to-home transition in the context of learners with intellectual disabilities.

Specific Learning Outcome 1.1 – The meaning of 'Transition'

To be able to explain what is meant by the word 'Transition'.

Activity 1.1 (45 minutes)

Think about your own personal experience of finishing your schooling and moving on to further education or to community life / work. What factors affected your experience of transition? How did it make you feel psychologically and what were the challenges you had to overcome. What support did you get, if any, and from whom?



Handbook reference - 1.1 page 5.

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion.

Specific Learning Outcome 1.2 – The importance of successful transition

To be able to describe why a successful transition is important.



Activity 1.2 (60 minutes)

Consider the following four questions:

- Why is successful transition important for the individual learner concerned?
- Why is successful transition important for the learner's family?
- Why is a transition programme important for a school?
- Why is successful transition important for the learner's community at large?



Handbook reference - 1.4 page 7

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion.

Specific Learning Outcome 1.3 – Comparative transitions

To be able to compare how transition for learners with intellectual disabilities is similar or different from that of non-disabled learners.



Activity 1.3 (45 minutes)

Consider the experience of a non-disabled learner in mainstream education making the transition from school to work or further education. Compare that with the likely transition experience of a learner of the same age with an intellectual disability. What are the similarities and differences in the challenges, opportunities and support required / provided?



Suggested mode: *Trainees consider the activity question in small groups and then feedback to a whole class discussion.*



Activity 1.4 (30 minutes)

What do you think could be the negative effects of a poor transition for a learner with intellectual disabilities and their family and community as a whole?



Suggested mode: *Whole class discussion.*

Summary

Briefly review the learning outcomes from this session (1.1 to 1.4). You can evaluate your learning by answering the following questions:

- Define the word 'Transition' in the context of education.
- Why is good transition important to the whole community, as well as the school leaver themselves?
- Name two ways in which the experience of transition might differ for a learner with an intellectual disability as compared to a learner without a disability?

Learning Outcome 2

By the end of the session, the trainee will be able to explain the importance of involving parents / guardians in the planning and implementation of a transition programme.

Specific Learning Outcome 2.1 – Parental attitudes

To be able to identify the different attitudes parents / guardians might have to their son or daughter with an intellectual disability finishing school and making the transition into the community.



Activity 2.1 (30 minutes)

Discuss the reasons a parent might have for wanting their child with a learning disability to stay in school beyond normal graduation age?



Handbook reference - 1.2 page 5 & 1.3 page 6.

Suggested mode: Whole class discussion.

Specific Learning Outcome 2.2 – Involving parents

To be able to explain strategies and methods that schools could implement to help parents / guardians understand and contribute to the transition of their learners.



Activity 2.2 (45 minutes)

Discuss the following scenario:

A parent regards their son with a learning disability as a burden, and says that when he is at home he just sits idle and does not contribute to the family. What can teachers do to help in this situation?



Handbook reference - 1.3 page 6 & 2.2 page 8

Suggested mode: Trainees consider the activity question in small groups and then feedback to a whole class discussion.

Summary

Briefly review the learning outcomes from this session (2.1 to 2.2). You can evaluate your learning using the following questions:

- What reasons might there be for a parent / guardian to be reluctant for their child with an intellectual disability to transition from school?
- Why is it important that parents are involved in the transition process?

Learning Outcome 3

By the end of the session, the trainee will be able to describe why a learner's progression through school is important and transition should be planned early in the pupil's education.

Specific Learning Outcome 3.1 – Progression of learners through school

To be able to explain why it is advantageous for the school and parents / guardians to have an expectation that learners with intellectual disabilities will progress through school and successfully graduate into adult life when they leave school.



Activity 3.1 (60 minutes)

Consider the following scenario:

A special unit for learners with intellectual disabilities has a total of 60 pupils. 10 of these pupils are over the age of 18 years, and some are as old as 22 years. The teachers and parents have not planned for the transition of these older learners. Some of the older learners start to drop out of school as the families struggle to pay the fees, but most continue to repeat school years and their situation does not change. What strategies could be used to ensure that this situation is better managed?



Handbook reference – Summary of Transition Process, page 17.

Suggested mode: Trainees consider the activity question in small groups and then feedback to a whole class discussion. This activity could also be set as a written assignment.

Specific Learning Outcome 3.2 – Determining transition timings

To be able to identify the factors which determine when learners with intellectual disabilities should make the transition from school to home / community.



Activity 3.2 (60 minutes)

Consider the following 3 questions:

- Do you think there is a fixed age at which learners with intellectual disabilities should transition from school?
- Do you think there is a certain level of academic attainment that learners with intellectual disabilities should reach before transition from school?
- Do you think there is a certain level of skills for daily living that learners with intellectual disabilities should reach before transition from school?



Handbook reference – 1.2 page 5 & 2.1 page 8.

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion.

Summary

Briefly review the learning outcomes from this session (3.1 & 3.2). You can evaluate your learning using the following questions:

- What problems might a school experience if older learners are becoming stuck in school and not progressing to graduation and transition?
- Name at least two factors which should determine when a learner should transition from school?

Learning Outcome 4

By the end of the session, the trainee will be able to identify the different transition options for school leavers.



Activity 4 (60 minutes)

Think of a youth or adult with an intellectual disability that you know. What kind of education did they receive? If they finished school, what activities were they engaged in after school? What were the options available to them? What further education or other opportunities should be available to school leavers with disabilities, and to what extent do these options vary with the severity level of the intellectual disability. What are the most appropriate and realistic options?



Handbook reference – 2.3 page 9.

Suggested mode: Trainees consider the activity question in small groups and then feedback to a whole class discussion. This activity could also be set as a written assignment

Summary

Briefly review the learning outcomes from this session (4). You can evaluate your learning using the following question:

- If a school leaver with an intellectual disability is unable to get a job in the formal sector, name at least two other options that might be available to them?

Learning Outcome 5

By the end of the session, the trainee will be able to explain why the acquisition of self-care / independence and social skills are important for successful transition of learners with intellectual disabilities, and describe how these skills can be learnt effectively.

Specific Learning Outcome 5.1 – Self-care / independence skills

To be able to define and give examples of ‘self-care / independence skills (also known as activities of daily living)’ in the context of learners with intellectual disabilities, and describe how these skills can be learnt effectively.



Activity 5.1 (60 minutes)

Identify 10 examples of self-care / independence skills. Discuss methods and approaches that will best allow these skills to be learnt at home and at school.



Handbook reference – 4.1 page 14 / 15 & 5.3 page 18.

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion.

Specific Learning Outcome 5.2 – Social skills

To be able to define and give examples of ‘social skills’ in the context of learners with intellectual disabilities, and describe how these skills can be learnt effectively.



Activity 5.2 (45 minutes)

Identify at least eight examples of social skills. Discuss methods and approaches that will best allow these skills to be learnt at home and at school.



Handbook reference – 4.1 page 14 & 5.3 page 18.

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion.

Summary

Briefly review the learning outcomes from this session (5.1 & 5.2). You can evaluate your learning using the following questions:

- Describe the difference between self-care / independence skills and social skills.
- Give an example of one self-care / independence skill and one social skill. How and when can these skills best be taught in the school environment?

Learning Outcome 6

By the end of the session, the trainee will be able to describe why learners with intellectual disabilities need to gain practical vocational skills relevant to their home / community context, and how to incorporate vocational training into the school curriculum.



Activity 6 (60 minutes)

Consider the following scenario:

Mary is a 16 year old girl with Down's syndrome who has been attending a Special School in Kenya for the last 8 years. She has good social and independence skills but her academic attainment level is low. She has difficulty counting to ten and writing her name. She likes helping with cooking and serving food to others and enjoys gardening and looking after animals in the school farm. At home, she interacts well with her mother and three brothers. It is a poor rural home which has a small shamba growing a little maize, bananas and some vegetables. Her mother also runs a small kiosk at the local marketplace. What would be the most useful subjects / skills for Mary to learn for her future life? What strategies could be used to identify the most suitable practical vocational skills for Mary to learn at school before she makes the transition back to living in her home / community?



Handbook reference – 3.1 page 10 & 4.1 page 14.

Suggested mode: Trainees consider the activity question in small groups and then feedback to a whole class discussion. This activity could also be set as a written assignment.

Specific Learning Outcome 6.1 – Curriculum modification

To be able to adapt a curriculum specific to your school that emphasises practical vocational skills and 'learning by doing'.



Activity 6.1 (60 minutes)

Consider the following scenario:

Joyce, a teacher in a special unit has recently been given permission to use part of the school compound as a vegetable garden for teaching learners with intellectual disabilities. She soon notices that most of the pupils are learning quickly and enjoy the outdoor lessons much more than the usual academic classroom based teaching of literacy and numeracy. Joyce now wants to go on to establish a broader and more structured pre-vocational and vocational training curriculum for all the older learners. The head teacher asks her to justify the reasoning behind her suggestions and to write a short proposal on how it can be achieved. What do you think will be the questions and concerns of the head teacher and other teachers? What rationale and justification should Joyce use to address their questions and support her proposal?



Handbook reference – 4.1 page 14 & 5.3 page 18 & 5.4 page 19.

Suggested mode: Trainees consider the activity question in small groups and then feedback to a whole class discussion. This activity could also be set as a written assignment.

Specific Learning Outcome 6.2 – Vocational skills

To be able to identify the skills and activities to include in a pre-vocational and vocational training curriculum, and know how to increase a school's capacity to teach vocational skills.



Activity 6.2 (60 minutes)

Identify 12 examples of skills and activities that could be taught in a pre-vocational or vocational curriculum for trainees with intellectual disabilities. Use the following sub-headings as reminders; animal and crop husbandry, handicrafts, services, building and workshop skills. Think about your own abilities. What knowledge and skills do you have that could be taught in a vocational training setting. Whom could you consult for further support and training in this field?



Handbook reference – 5.4 page 19.

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion.

Specific Learning Outcome 6.3 – The length of vocational training

To be able to show that you have considered the length of time required for pre-vocational and vocational training.



Activity 6.3 (45 minutes)

Consider whether there is a standard period of time over which most schools teach pre-vocational and vocational training. Should this period be the same for learners with intellectual disabilities and should it be the same in all schools and for all individual learners?



Handbook reference – 5.2 page 16 & Appendix 3 page 24.

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion.

Summary

Briefly review the learning outcomes from this session (6.1 to 6.3). You can evaluate your learning using the following questions:

- What concerns might a head teacher and a school's administration have about introducing a more practical and vocational approach to teaching learners with intellectual disabilities.
- How might a special education teacher decide on the best subjects to include in a new pre-vocational course in their school / unit.

Learning Outcome 7

By the end of the session, the trainee will be able to explain how parents and guardians can best be involved in the transition process.

Specific Learning Outcome 7.1 - Involving parents / guardians

To be able to identify strategies for involving parents / guardians in the planning and implementation of the whole transition process.



Activity 7.1 (60 minutes)

Consider the following scenario:

A father comes to drop his son Azizi to boarding school at the start of term. Azizi, who is 15 years old and has mild intellectual disabilities, is about to start pre-vocational classes. The teachers request a meeting with Azizi's father before he leaves. How should the teachers introduce the idea of transition? Identify at least five issues which should be discussed with Azizi and his father concerning the future transition of Azizi from school to his home / community?



Handbook reference – 2.2 page 8. This booklet, Appendix 1 page 18, Appendix 2 page 22.

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion. This activity could also be set as a written assignment.

Specific Learning Outcome 7.2 – Preparing a home visits programme

To be able to plan and structure a successful home visits programme and parent-to-school visits.



Activity 7.2 (60 minutes)

Consider the following scenario:

A special school wants to start a home visits programme for the first time. They have six learners of school leaving age, but the teachers have not yet visited any of their homes. What plans do you think need to be put in place by the school to start the home visits programme? Consider what official approvals would be required and how the costs might be covered. When might the visits take place and what arrangements would have to be made in advance with the school and the families?



Handbook reference – 3.1 page 10. This booklet, Appendix 2 page 22.

Suggested mode: Individual trainees consider the activity questions and then feedback to a whole class discussion.

Specific Learning Outcome 7.3 – Conducting home visits

To be able to conduct a successful and effective home visit.



Activity 7.3 (60 minutes)

Think of a family you know well (it could be your own family). Imagine that one of the family members is an 18 year old learner with moderate intellectual disabilities who is soon to be making the transition from school to home. Imagine you are a teacher who is visiting the home. What approaches will you use to effectively communicate with the family members and who will you need to talk to? What questions will you ask and what observations will you make whilst you are at the home. Use the Check List for Home Visits, appendix 1 page 18 & the handbook to guide you and complete the Check List for Home Visits by writing your answers in the right-hand column of the check list template.



Handbook reference – 3.1 page 10. This booklet, Appendix 2 page 22

Suggested mode: Individual trainees consider the activity questions and then complete the Home Visits Check List (Learning Resource 1). This activity could be set as a written assignment or completed in the lecture room.

Summary

Briefly review the learning outcomes from this session (7.1 to 7.3). You can evaluate your learning using the following questions:

- Suggest three key questions that a teacher might ask a parent when introducing the idea of future transition for their child.
- What are the main objectives of a home visit to the learner's home and why are home visits an important part of the transition process?

Learning Outcome 8

By the end of the session, the trainee will be able to explain the meaning of an 'Individual Transition Plan' (ITP) and be able to formulate, implement and monitor an ITP.



Activity 8.1 (60 minutes)

Read through and understand the following three learning resources:

'Individual Transition Plan' (Appendix 2)

'Individual Transition Timetable' (Appendix 3)

'Individual Transition Budget' (Appendix 4)



Handbook reference – 5.1 & 5.2 page and 5.5 page 20. Also in this booklet appendices 1 to 4.

Suggested mode: Trainees should be assigned to read through the three learning resources during, or in advance of the lecture room session. The three resources should then be reviewed as a whole class activity.



Activity 8.2 (120 minutes)

Think of a learner with an intellectual disability. Based upon what you know about that learner's abilities, interests and situation at home, complete the Individual Transition Plan (Appendix 2), Timetable (Appendix 3) and Budget (Appendix 4) by writing in the appropriate boxes.



Handbook reference – 5.1 & 5.2 page and 5.5 page 20. Also in this booklet Appendices 2 to 4.

Suggested mode: This activity can be completed in the lecture room (under lecturer supervision) or set as a separate written assignment.

NOTE: This is the most important part of the course. A proper understanding and the application of the Individual Transition Plan, together with the Timetable and Budget will be a strong indicator that the trainee has grasped the core principles and approaches.

Summary

Briefly review the learning outcomes from this session (8.1 & 8.2). You can evaluate your learning using the following questions:

- What is the purpose of an Individual Transition Plan?
- When should an Individual Transition Plan be started and how often should it be updated?
- Why are the timetable and budget important elements of the transition planning?

Learning Outcome 9

By the end of the session, the trainee will be able to describe why the first few months after a learner leaves school are very important, and why follow-ups and monitoring are needed.



Activity 9 (60 minutes)

Discuss in what way, and to what extent you think the school should maintain an involvement in the lives of school leavers after transition. How might schools monitor the successes and failures of their transition programme over time?



Handbook reference – 7.1, 7.2 & 7.3 page 23.

Suggested mode: Trainees consider the activity question in small groups and then feedback to a whole class discussion.

Summary

Briefly review the learning outcomes from this session (9). You can evaluate your learning using the following questions:

- Do you think schools have responsibility for following up on the progress of students after they have finished school? If so, for what period?
- What measures could be used to assess whether a student's transition has been successful or unsuccessful?

School-based Project

Learning Outcome 10

By the end of the school-based project, the trainee will have demonstrated that they have put their theoretical learning about transition into real-life practice on the ground.



School-based project brief

You are expected to work within your existing teaching settings (Special School / Special Unit / Inclusive educational setting) to put into practice the learning and approaches to transition that you have learnt in the theoretical classroom-based sessions.

Over the course of 3 to 4 months trainees should:

- a. Explain the assignment to their school management and gain permission to proceed.
- b. Identify at least one of their oldest learners who is ready to start the transition process.
- c. Introduce the subject of transition to teaching colleagues, the chosen learner and their family using the strategies they have learnt.
- d. Establish whether all parties agree to start the proposed transition process. If they are not ready, identify another learner who is ready to start transition.
- e. Arrange and conduct a visit to the learner's home. Complete the 'Check List for Home Visits' and record the visit with photographs or video clips (ensure to get full consent for photos / video).
- f. Complete an 'Individual Transition Plan', 'Individual Transition Timetable' and 'Individual Transition Budget' in consultation with the family and colleagues.
- g. Begin implementation of the Individual Transition Plan, including the teaching of self-care / independence skills and practical vocational training relevant to the chosen learner(s).

Note: You are unlikely to complete the full transition process in the time allocated to your assignment, but you should ensure that you complete the tasks a. to g. above, and put in place plans to make sure that your learner's transition can be successfully completed.

Project assessment report

In a report of about 7 to 9 pages (single spaced, 12 point Arial font), you are expected to fully document your experience of the practical implementation of the transition process with a learner(s) in your school. You should include evidence of how you implemented your learning from the lecture room-based sessions. You should make observations about the successful elements of the process, and also critically analysis the challenges or difficulties, and the strategies used to address them.



List of Learning Resources

Appendix 1 - Check List for Home Visits.

Appendix 2 - Individual Transition Plan (ITP).

Appendix 3 - Individual Transition Timetable.

Appendix 4 - Individual Transition Budget.

Separate Document - Handbook on School-to-Home Transition for Learners with Intellectual Disabilities. 'What Next After We Leave School?'

Appendix 1 - Check List for Home Visits - Template

Question / Observation	Answer
Date of visit	
Name of School Leaver	
Name of principal carer / mentor	
Number of family members / siblings	
Location of home (notes of how to find home for future visits)	
Name of nearest school	
Details of home environment and income activities.	
What is the level of financial security of family (eg. are family members educated / employed, subsistence farmers?)	
Are there family members with time available to directly help the school leaver?	
Family's attitude towards disabled school leaver	

Does the family seem willing to support the school leaver with a home based programme	
What ideas does the family have for activities for the school leaver?	
Ideas for a home based programme	
Vocational skills to teach at school	
Proposed Assistance	
Other Comments	

Check List for Home Visits - Example

Question / Observation	Example of answer
Date of visit	<i>March 5th 2017</i>
Name of School Leaver	<i>Peter Wanyama</i>
Name of principal carer / mentor	<i>Mother Mrs Walwanda - Father deceased</i>
Number of family members / siblings	<i>4 sisters and 1 brother</i> <i>Brother employed locally as a watchman.</i> <i>2 sisters married</i> <i>2 sisters in school (grades 5 and 7)</i>
Location of home (notes of how to find home for future visits)	<i>Go through Butula market, turn down small road beside polytechnic and proceed about 1 km. Homestead on left side near small river.</i>
Name of nearest school	<i>Butula Boys Secondary</i>
Details of home environment and income activities.	<i>Family of subsistence farmers with 2 acres of land growing mostly maize.</i> <i>Have a few chickens and a few goats.</i> <i>Also grow tomatoes to sell at market and mother weaves traditional baskets to sell.</i> <i>Small mud house. Son has put up his own house on the compound.</i> <i>Water tap is 10mins walk away.</i> <i>Seasonal river nearby.</i>
What is the level of financial security of family (eg. are family members educated / employed, subsistence farmers?)	<i>This is a poor family reliant on a one acre shamba. The mother is supporting the family with a little help from her son.</i>
Are there family members with time available to directly help the school leaver?	<i>The mother (and younger sisters) can supervise Wanyama with his home based programme</i>
Family's attitude towards disabled school leaver	<i>The mother used to see Wanyama as a burden, but now she has learnt that he has something to offer the family, helping around the homestead. She is however worried that when he leaves school there will be another person to feed.</i>

	<i>She is also worried about her neighbours who do not have a positive attitude to having a disabled person nearby.</i>
Does the family seem willing to support the school leaver with a home based programme	<i>Yes - the mother has accepted that it is high time Wanyama started thinking about leaving school.</i>
What ideas does the family have for activities for the school leaver?	<i>Goat keeping - The mother has observed that Wanyama is interested in animals and likes looking after the goats.</i>
Ideas for a home based programme	<p><i>After discussion with the family the following activities were identified:</i></p> <p><i>Rearing Goats.</i></p> <p><i>Growing vegetables - digging, planting watering etc.</i></p> <p><i>Collecting water for the family.</i></p> <p><i>(consider small tree nursery project for the future).</i></p>
Vocational skills to teach at school	<p><i>Animal husbandry - goats especially</i></p> <p><i>Growing vegetables - digging, planting, weeding watering etc</i></p> <p><i>Tree nursery skills</i></p>
Proposed Assistance	<p><i>Purchase of 4 female goats</i></p> <p><i>Jembi</i></p> <p><i>Panga</i></p> <p><i>Vegetable seeds</i></p> <p><i>Tree saplings and tubes to start nursery</i></p>
Other Comments	<p><i>The mother was advised to help Wanyama become as independent as possible. She should remind him about daily routines of bathing and dressing, and allow him to do as much as possible on his own.</i></p> <p><i>The neighbours are negative towards Wanyama. Wanyama's mother is concerned about this, and on the next home visit the teacher will offer to talk to the neighbours to try to enlighten them concerning Wanyama's special needs</i></p>

Appendix 2 - Individual Transition Plan - Template

Achievement levels and learning targets		
Subject	Current attainment level (date)	Learning Target (date)
Self-care e.g. Bathing Cleaning Teeth Dressing Toileting Eating		
Social skills Social / interactional skills Communication skills Appropriate behaviour		
Activities of daily living / Independence skills e.g. Cooking Washing utensils Housework Laundry Shopping Phone call		
Vocational skills and knowledge Note the student's areas of particular interest or ability or particular challenges. Make reference to the 'list of Income Generating Activities'		
Date of next targets review		

Note – this sample individual transition plan is not exhaustive. It should be adapted and developed to suit the school or vocational centre in which it is to be used, and integrated with the curriculum and school assessment systems. The assessments of current attainment levels and targets can be made much more detailed and specific where appropriate. The key is to keep the Individual Transition Plans up-to-date and relevant for the student concerned. They should also be shared and agreed with parents / guardians as up-dates are made.

Individual Transition Plan - Example

Achievement levels and learning targets		
Subject	Current attainment level (Aug 2018)	Learning Target (by Jan 2019)
Self-care Bathing Cleaning Teeth Dressing Toileting Eating	<i>Mary needs little assistance with self-care, she sometimes needs reminders to bathe and clean her teeth.</i>	<i>To remember to bathe and clean teeth without reminders, and to learn how to help younger children with their self-care.</i>
Social skills Social / interactional skills Communication Appropriate behaviour	<i>Mary has good social and communication skills. She is friendly to other pupils and shows understanding of others' emotions (empathy).</i>	<i>Mary is sometimes inappropriately over affectionate. For example hugging teachers in class. Her target is to determine appropriate levels of affection in various social settings. This will also safeguard her from potential mistreatment or abuse.</i>
Activities of daily living / Independence skills Cooking Washing utensils Housework Laundry Shopping Phone call	<i>Mary can complete basic housework such as sweeping and washing utensils. She can do her own laundry. She likes to help to cook but needs close supervision for safety reasons. She can visit the shops but has difficulty remembering what to buy and cannot count money. She cannot dial a phone, but can speak on the phone with assistance.</i>	<i>Mary needs to learn about safety in the kitchen, concerning the danger of heat and possible accidents. She should continue to practice her other skills to increase her independence and self-confidence. Practical numeracy lessons may help her develop further independence skills.</i>
Vocational skills and knowledge Note areas of particular interest or ability or particular challenges. Make reference to the 'list of Income Generating Activities'	<i>In lower classes Mary has shown an interest in practical lessons especially needlework and knitting. She has a limited concentration span and her skills need development and practice if she is to reach a level for income generation. Mary also enjoys looking after the school sheep and growing vegetables, including planting, watering and weeding.</i>	<i>At this stage Mary should practice all the skills on the pre-vocational curriculum, with a view to specialising when she reaches vocational class. Mary's sister is at polytechnic learning dress making so there is potential for Mary to be involved in this enterprise in future. She is also from a rural home where her gardening and animal husbandry skills will also be useful for the future and should be emphasised in her pre-vocational training</i>
Date of next targets up-date	October 2018	

Appendix 3 - Individual Transition Timetable -Template

Year	Class	Planned Milestones	Summary of Progress and Comments
Year 1			
Year 2			
Year 3			
Post school (year 4)			

Individual Transition Timetable - Example

Year	Class	Planned Milestones	Summary of Progress and Comments
Year 1	Pre-vocational Class	Meeting at school with mother to introduce principles of transition	Teachers met with Mary's mother at the end of term. Mary is 16 years and we agreed she should start pre-vocational classes next term. The date of the first home visit was set.
		First home visit	The home visit took place. Mary lives with her mother in a rural home 2 hours from the school. There is potential for Mary to rear goats, do vegetable gardening and some needlework after transition. See home visit report for details.
		Start Pre-vocational class	Mary joined pre-vocational class and has settled in well.
		Completion of pre-vocational class	Mary has progressed well in Pre-vocational class and will advance to Vocational training classes next year
Year 2	Vocational Training Class	Start vocational training	Mary began vocational training classes well and learning emphasis was put on skills appropriate to her home environment, namely, animal rearing, gardening and needlework / knitting.
		Home-to-school visit	Mary's mother attended a 'home-to school visit' and worked with Mary and her teachers. Her mother learnt a lot about how Mary's abilities can be developed to contribute to the family in future and how she can reach her full potential.
		Complete year 1 of vocational training	Mary completed year of vocational training successfully and will progress to her final year of school
Year 3	Vocational Training Class	Start final year of school	Mary started her final year of school. The learning will increase in specialisation in gardening, animal rearing and needlework / knitting. (see attainment records)
		Second and final home visit	A final home visit was made and the family were seen to be ready for Mary's transition. See home visit report for details.

		<p><i>Completion of vocational training</i></p> <p><i>Graduation at end of school year</i></p>	<p><i>Mary completed her second year of vocational training class successfully. See final attainment report.</i></p> <p><i>Mary's mother and sister attended Mary's successful graduation ceremony.</i></p>
Post school (year 4)	Not applicable	<p><i>Phone calls and visits</i></p>	<p><i>2 phone calls to Mary's mother and the local pastor confirm that Mary's welfare is being properly taken care of and she is occupied with income generating activities on a daily basis.</i></p> <p><i>A home visit will be made when staff are next near to the home.</i></p>

Appendix 4 - Individual Transition Budget - Template

Description	Cost per unit	Quantity	Total Ksh	Possible source of funds
School inputs				
Sub-total				
Assets for school leaver (Start-up assets)				
Sub-total				

Individual Transition Budget - Example

Description	Cost per unit	Quantity	Total Ksh	Possible source of funds
School inputs				
<i>Home visit 1, travel and lunch</i>	<i>600</i>	<i>2 teachers</i>	<i>1,200</i>	<i>School fund</i>
<i>Home visit 2, travel and lunch</i>	<i>600</i>	<i>2 teachers</i>	<i>1,200</i>	<i>School fund</i>
Sub-total			2,200	
Assets for school leaver (Start-up assets)				
<i>Goats</i>	<i>5,000</i>	<i>3</i>	<i>15,000</i>	<i>Donation from well-wisher</i>
<i>Seeds</i>	<i>1,000</i>	<i>1</i>	<i>1,000</i>	<i>Family contribution</i>
<i>Wheelbarrow</i>	<i>4,000</i>	<i>1</i>	<i>4,000</i>	<i>Family contribution</i>
<i>Watering can</i>	<i>800</i>	<i>1</i>	<i>800</i>	<i>Family contribution</i>
<i>Jembi & other tools</i>	<i>1,500</i>	<i>1</i>	<i>1,500</i>	<i>Family contribution</i>
Sub-total			22,300	