
Evaluation of transition programming at NextPath

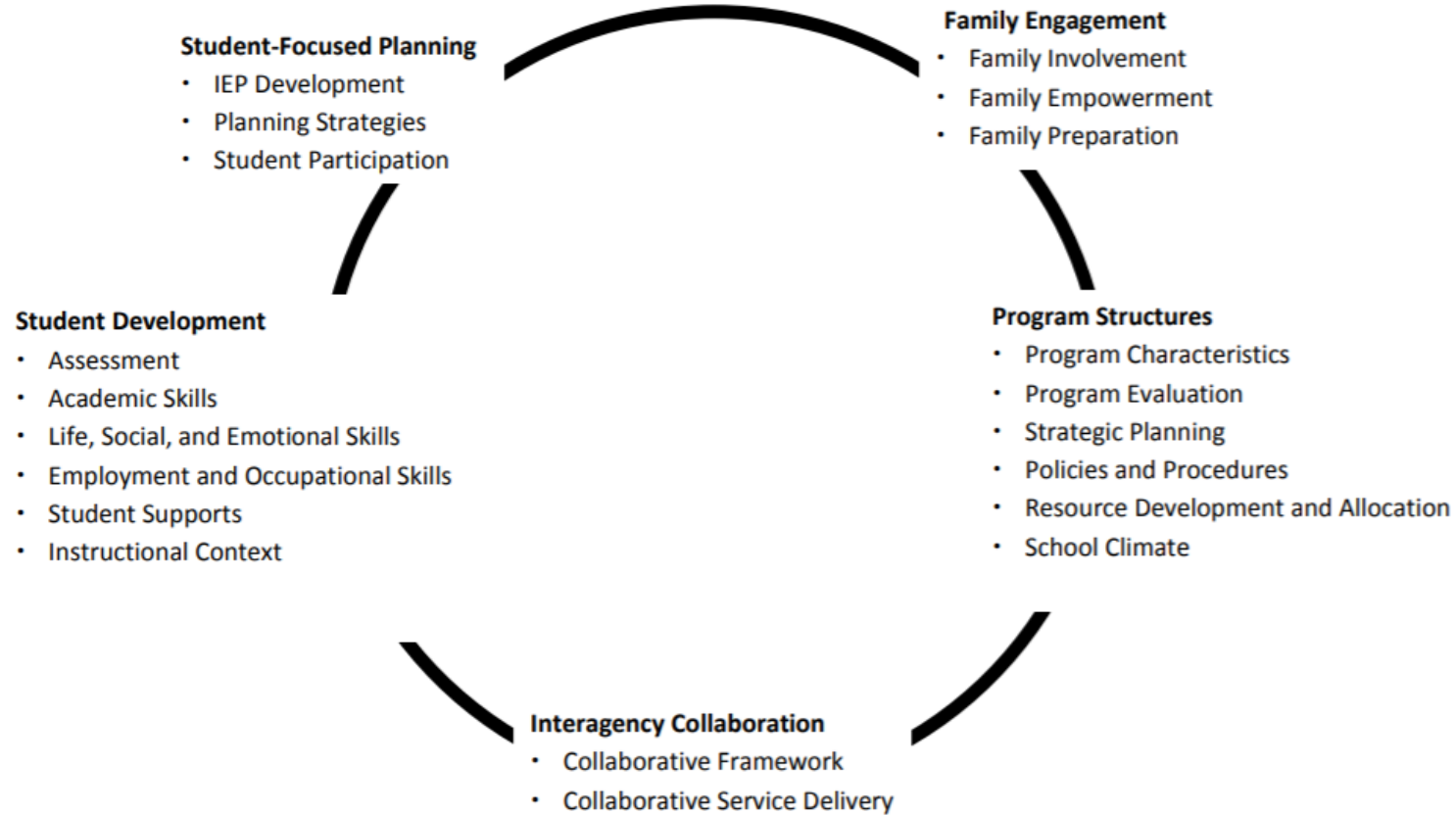
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What is NextPath?

- Goal driven
- A focus on ongoing learning
- Qualified and trained professionals guiding program development and implementation
- Data based decision making
- Measured risk taking
- Expectation that supporters are involved
- Group and individual programs
- Predominately funded by the National Disability Insurance Scheme (NDIS)

From the perspective of service users

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



Student focused planning

A focus on self-determination

- Implementation of a curriculum focused on developing self-determination

Student focused planning

Transition assessments completed

- Transition planning inventory
- Adaptive Behaviour Assessment System
- Control preferences scale
- Interview with supporter and young adult

Question 1: Control Preference Scale

- Option 1: “I prefer to make the final treatment selection about which treatment I receive”.
- Option 2: “I prefer to make the final selection of my treatment after seriously considering my doctor’s opinion”.
- Option 3: “I prefer that my doctor and I share responsibility for deciding which treatment is best for me”.
- Option 4: “I prefer that my doctor make the final decision about which treatment will be used but seriously consider my opinion”.
- Option 5: “I prefer to leave all decisions regarding my treatment to my doctor”.

Student focused planning

Students express their interests, preferences and limits

- Choice in daily programming
- Autonomy in relation in job choice

Student development

Assessment data drives academic instruction

- Data based decision making
- Student graphing progress

Student development

Life, Social, and Emotional Skills

- › Self-determination skills development (e.g., goal setting, decision making, problem solving, self-advocacy, etc.)
- › Independent living skills development (e.g., financial, first aid, safety, cooking, etc.)
- › Interpersonal skills development
- › Leisure skills development
- › Transportation skills development
- › Classroom behavior development
- › Social skills development
- › Youth autonomy fostered and supported

- Catching public transport
- Budgeting
- Communication
- Driver education
- Emergencies
- Social skills
- Technology
- Self-care

Student development

Development of employment and occupational skills

- Job Coach
- Support for development of small businesses

Interagency collaboration

Collaborative service delivery

- Vocational and tertiary education providers
- Disability Employment Services
- Schools
- Host employers

Family engagement

Empowerment strategies, setting high expectations, promoting child's self-determination

- Encouraging young adults to have conversations with supporters
- Use of data
- Student driven applications

Program structure

Resource development and allocation

-Goal Facilitators working with Assistant Goal Facilitators

Evaluation

<https://www.transitionta.org/evaluationtoolkit>

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