

Which Way Now?



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Purpose

The purpose of this booklet is to provide disabled young people and their families/whanau in Northland with useful information that will support them as they "transition" from school. Transition is a process, not an event so planning for it could take place over a number of years to ensure the best outcomes for the individual. On the other hand, if you have a shorter timeframe to work with or if you have already left school, the information will also be equally pertinent.

The booklet is addressed to the young person, but the content is relevant and applicable to their friends and whanau who are embarking on this journey with them. Teachers may also find this resource useful when guiding students through the transition process. Please note that the information is intended to assist in generating options and thought processes and it is not a prescriptive text i.e. it doesn't need to be followed verbatim. Feel free to pick and choose what information you need from this resource; for instance, if you are only interested in finding somewhere to live, just read that bit.

The information contained is not exhaustive, and there may be services and agencies that have inadvertently been excluded, for which we make our apologies in advance. The statements and information provided by organisations for inclusion

in this resource do not necessarily reflect the views of CCS Disability Action or Tiaho Trust. Other than where national organisations are mentioned, the information in the booklet relates only to services available in Northland at the time of publishing.

Wherever possible, we have included the phone numbers and websites for different agencies and organisations referenced in the text in Section 12.

Introduction

Leaving school or home is a big step towards independence for anyone to take. For some, it can be exciting while for others, it can be full of confusion and uncertainty. Some young people will know exactly what they want to do while others haven't made up their mind yet. There's no right or wrong answer because everyone is unique and your situation won't be the same as anyone else's, so relax if you haven't got all the answers.

Leaving school and/or home is a big learning curve. The information in this resource is to help you and your family and friends to support you to start thinking about the future and what decisions you may need to make and making plans to make that future real.

You may have already been dreaming about your future and what you think you might want out of life. It's great to have some inkling of where you want to head to. Even if something seems like a long time ahead in the future, it doesn't hurt to start thinking about it. You may feel that you have to make a decision or decisions that will affect the rest of your life. The reality is that we all have to make decisions but as circumstances and priorities change, we can make changes. We don't have to stay on the same path forever, just because that's what we thought we wanted to at that one point in time when we started making plans.

We don't pretend that we know all the answers, all that we aim to do is to provide you with at least some of the information which may be helpful when you do leave school or home or point you in the right direction to find the information you need.

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SECTION 1: *Planning*

1.1 Where to start?

Q: *What do I want and how do I get it?*

A: *Make a plan.*

You have probably been thinking about what you want to do when you leave school. It's likely that your family and friends have their ideas about what you could do and while it's great that they are interested, don't let them decide for you – it's your life. However, your family can be enlisted to support you with and to help you make your decision. They are great for providing a different point of view, they have lived with you all these years so may know things about you that you don't even think about which might be important but best of all, they really care about what happens to you.

Maybe you have thought about getting a job, travelling around the country or overseas, going onto further study or just having a break. These ideas have undoubtedly been bouncing around your brain so the best thing to do, if you haven't already done it, is to put it down on paper.

This isn't as scary as it sounds – we don't have to call it a "plan" or use a fancy template. It just lets you see things in black and white and is a good way to make sure that you don't forget to include anything. We suggest you recruit your family to help you do this – get them to do the writing which leaves you free to come up with the great ideas!

What you will need is four pieces of A3 paper and some vivid markers – four different colours if you really want to push the boat out.

Head each piece of paper with one of the following headings:

- Things I like doing or that I'm good at.
- Things that are important to me.
- Important people in my life.
- My dream(s).

What you do next is write down under each heading, everything you can think of which is relevant for you. BUT be honest about what you write down! Once you have exhausted all your ideas, ask your family for theirs and put them on as well if you want to. You may be surprised at all the different ideas and thoughts that come out. Once you are happy with what's written, then congratulations, because you have just started your plan! Next you need to work out how to start putting things in place to make your plan happen.

Now if that sounds a little too loose for you, there are more structured ways as mentioned below to approach the planning process.

1.2 Individual Planning

Individual planning focuses on the person and their needs by putting them in charge of defining the direction for their lives, not on the systems or funding that may or may not be available to serve them. This ultimately leads to greater inclusion as valued members of both community and society. The focus is only on the individual and their needs and not on available funding or prescriptive service systems.

Examples you may have heard about are:

- PATH - Planning Alternative Tomorrows with Hope (a focussed planning process).
- Individual Service Design.
- Individual Funding.
- Essential Lifestyle Planning.
- Self or Family Governance – a small group of people who collaboratively support a person with lifestyle planning.
- Micro Boards.
- Recreation and leisure activities.
- Circles of support.

For some people, going to work or tertiary education is not the future direction. However, it is really important that a service is designed for that person so that their needs for further personal growth and development are met.

The 10 best practice principles

There are 10 best practice principles that underpin successful transitions. They are supported by recent New Zealand research and international best evidence. These are summarised below:

1. The transition from school process starts when the student turns 14 at the latest. It is part of a specific planning process that aims to maximise academic achievement as well as functional life skills.
2. The student and their family/whanau drive the process.
3. Partnerships are developed between the school and community supports.
4. The transition plan is embedded in mainstream education and community settings.
5. The process identifies and overcomes barriers to the student's learning and support.
6. The student and family/whanau are offered information and support that opens the door to a wide range of inclusive community-based options.

7. There is a clear distinction between the needs of the family/whanau and the needs of the student during transition.
8. Develop and practice functional life skills at home and in other natural settings.
9. From the age of 18, students with special needs should receive services in natural community settings.
10. Regularly evaluate the outcomes of the transition planning process.

Source: National Transition Guidelines, Ministry of Education, March 2011

The full version of this document can be viewed and downloaded from the Ministry of Education website. Each of the above principles is discussed in more detail and action points are provided to ensure that people involved in your transition planning know what to do.

We have included a sample template (Appendix 1) of an IEP Transition Plan. There are other formats like PATH plans which incorporate pictures and words. Most of these more structured planning tools are probably best utilised when there is a team of people working with you.

1.3 Transition Coordinators

Having someone who can coordinate the whole transition planning process is ideal. This should be someone who knows you well, knows a lot about what's available and can coordinate between you, the school and different services out there. Because of this, they need to be great communicators. Now you may be thinking that this could be describing your mum or dad, but it is probably best to find a neutral person for this role.

There are specialised Transition coordinators out there and they are usually employed either by different disability support organisations or by schools. Some have been contracted by the Ministry of Social Development to provide this

service so there is no charge to you or your family. If you already have a relationship with a particular organisation, ask them if they have someone who deals with Transition and take it from there. If not, ask the SENCO at your school if they can refer you to someone.

In Northland, the following organisations provide Transition service coordination:

- Blomfield Special School and Resource Centre.
- CCS Disability Action.
- IDEA Services.
- Ngati Hine Health Trust, Kawakawa.
- Northpoint Services Trust

Blomfield Special School and Resource Centre

Transition Programme

Blomfield School is based in Maunu Road, Whangarei for students aged 5 to 21 who have an intellectual disability. They may also have a physical disability. Blomfield is a Ministry of Education State funded school. Just like other schools there are four terms and we are open for instruction from 8:30 am– 2:50pm. Most students qualify for ministry funded transport and are taxied to and from school each day.

The transition programme is for students who are 16 to 21 years old who have ORS funding. Students can enter the programme at any age e.g. at 16 or after completing year 13 at a mainstream high school. Students aged 14 and 15 may be considered according to individual needs.

We believe that working toward independence enables students to participate to their fullest potential in the community.

Our transdisciplinary team approach includes the student, family and carers, staff and relevant agencies working together to develop a personalised programme for students.

The school employs Occupational Therapists, a Physiotherapist, Psychologist and a Speech Therapist as part of the transdisciplinary team along with Special Education teachers and support staff.

Whichever way you decide to plan, you need to keep the following in mind:

- Be aware of your own strengths and skills.
- Have a clear understanding of your goals and make sure that others do as well.
- Don't be afraid to brainstorm with others.
- Ensure you have access to information about a wide range of options.
- Regularly review your plan, in case things change.
- You are the Chief; let the Indians help you do the running around but ultimately, you're the one who gets to make the decisions.

Some Transition service provider profiles follow:

Each Student has an Individual Plan written annually which is reviewed regularly.

We provide a safe and supportive environment in which students can develop their independence and create a future for themselves.

The programme will enable the student to 'transition' into the community and will include:

- Knowledge of how to access support in the community
- Social skills and personal safety
- Enhanced individual interests
- Skill training (e.g. horticulture, hard and soft material technology, food technology, information technology)
- Work experience with job coaches
- Developing a work ethic
- Voluntary community work
- Appreciation of information technology
- Sporting, cultural and artistic learning opportunities
- SPEC (South Pacific Educational Course)
- NCEA supported unit standards (these last two programmes provide students the opportunity to gain recognised National qualifications.)

There will be regular assessment and reviews with students being encouraged to make choices about what they would like to do in their future.

Along with the traditional curriculum areas such as English, Mathematics, and the Arts, the transition programme also provides the chance to be involved with:

- Recreation and leisure skills
- Self-care skills
- Social Skills
- Life Skills
- High Needs Care and Support
- Domestic skills
- MOVE® for students to develop independent mobility skills.
- PECS (Picture Exchange Communication System)
- PMP (Perceptual Motor Programme)
- Healthy living
- Physical Fitness
- Special Olympic events
- Northland Secondary Schools sporting events
- DISE (Digital Imaging Special Education)
- Cultural opportunities
- Kapa Haka

CCS Disability Action Transition Services

Our funding enables us to meet an important need by providing transition services to a wide range of young disabled people regardless of type or level of disability.

Eligibility

Our transition services are specifically targeted at disabled students that are in their last one or two years of high school. We provide transition services for:

- ORS funded students that are aged 16-21 and in their last year of school,
- students who are receiving ACC funded services may also be eligible to receive our services,
- students that are not funded by ORS or by ACC but will still face significant barriers when transitioning into study, employment and community participation.

How we work with you

Through our transition services, we offer support to young people and their families over the course

Our Values

The Blomfield School Community will encourage and model; Cooperation, Respect, Responsibility, Integrity and Perseverance. Fostering teaching and learning opportunities for all is paramount.

The transition programme provides a range of experiences to broaden the student's appreciation of the community around them.

In the student's final year at school, the student, the school and family along with the selected Transition Services Co-ordinator make a plan to ensure programmes and funding are in place beyond school.

Contact details

Transition Leader
P O Box 1139
31 Maunu Rd
Whangarei 0140
Phone 09 43 82105
www.blomfield.school.nz

of a one year period. We provide an individualised transition service that:

- assists young people and their families to start thinking about and planning for life after high school;
- assists young people to develop a transition plan by identifying pathways into study, employment and community participation;
- assists young people and their families to put their plan into action by setting up activities and experiences as identified;
- walks alongside the student as they work towards their goals;
- provides information about and links to other services and organisations.

Because every student has individual aspirations, circumstances and needs, there is no such thing as a typical transition period. In the past, we have assisted students and their families to:

- assemble funding applications for equipment and extra training;
- explore employment options through voluntary work experiences;
- connect with vocational services and tertiary providers;
- access further government funded resources that may be available to them
- connect with other CCS Disability Action staff to talk about leaving home, flatting, getting a job or getting out in the community with mates.

Idea Services Transition

Idea Services Transition supports students to move from school to the adult world. This involves supporting students to plan and move into further education, employment and local community activities in their last year of school. Idea Services is a service division of IHC New Zealand Incorporated.

Transition planning is a team process. The team includes the student at the centre, their family and whanau, friends, and school staff, all working together to develop a Transition Plan that meets the students' needs and wishes.

Who is eligible:

- Students who are eligible for Transition are:
- a New Zealand citizen or permanent resident currently living in New Zealand;
- aged between 16 and 21;
- funded by Ongoing Resource Scheme (ORS);
- in their final year of school.

How does it work:

Transition works with the student and their support network to:

- develop a Transition Plan;
- coordinate activities and experiences identified in the plan;
- make referrals and links to other services and agencies;
- achieve the student's goals.

Referrals

We receive referrals from secondary schools via the Special Education Needs Coordinators (SENCOs), from North Able (NASC) or you can contact us directly. If you would like to find out more about our transition services, our transition coordinator is always available to meet with students and families on an individual basis and this can be arranged by contacting our office.

To have an information pack posted to you or to arrange a time to meet with a transition services coordinator, please contact us on (09) 437 1899, or drop into our offices at 291 Kamo Road, Whangarei. You can also contact us by email at northland@ccsdisabilityaction.org.nz.

The action plan includes introduction to different services and agencies who offer the following services:

Day Services:

A Day Services supports people to achieve their goals as well as meet their disability support needs and will include:

- Individualised disability support services
- Recreational and leisure activities the person wants to do
- The chance to mix with others and learn new social skills
- Planned group activities
- Maintenance of daily living skills
- Exercise and fitness

Vocational Services:

People are supported to identify and participate in community activities to follow their interests, passions and dreams for example:

- **Supported employment**
This involves supporting people to find paid jobs and includes job search, training and ongoing support.
- **Voluntary work**
A person may want to contribute to the community by becoming a volunteer. Staff support people to identify opportunities for voluntary work based on their interests.

- **Education and skill development**

People are supported to identify learning needs and develop skills and access further education and skill development in the community, or in a centre.

Flexible support is offered that might involve support with budgeting, maintenance of the house, shopping or preparing meals.

For more information and to ask any questions please call:

Residential Services:

Groups of people can choose from a range of residential support options ranging from fully staffed residential homes sharing with 3 or 4 others to supported independent living in a flat or shared home.

IDEA Services Northland

14-20 Clyde Street
PO Box 688
Whangarei
Phone 09 470 2000
Fax 09 470 2001
www.idea.org.nz

Supported Independent Living:

People are supported to live independently, in their own home and be part of their local community.

Contact person:

Daniel Manning
Phone: (09) 438 9184 Mobile: (027) 436 4237

SECTION 2: *Moving on from school*

Tip: *Try to start planning for when you leave school as early as possible.*

2.1 Leaving school

- You can start planning for leaving school at least two or three years before you leave. This can be discussed at your Individual Education Plan (IEP) meetings. Staff at your school should be able to help you plan for transition from school to work or further study or training.
- Look at your goals and where you want to be in YOUR future. Think about what skills or learning you need to be as independent as possible.
- Find out through your school about the options for transition services.
- For some students with disabilities within the last two years of school, the IEP might focus on transition, out of school needs such as money handling and budgeting, self help skills, use of transport options, work experience, community skills or developing links with adult services. If you are known to NorthAble NASC you may want to consider their involvement at this time in the Transition process. Focus on a collaborative approach – having more people involved, working together, may assist with a smoother transition from school life to out of school life. In addition to you, these may include whanau, friends, your school, community agencies, Ministry of Education, Special Education and specialist services eg

Transition coordinator and therapists.

- Young people who get Very High ORS funding, and are in their last year of school and aged 21, may qualify for individual funding from Ministry of Social Development (MSD) for transition to adult life and community based service support. Talk with your school about applying for this or they can contact the National Contracts Manager at MSD.

2.2 Equipment used at school

- If the Ministry of Education has supplied your equipment it would normally be returned when you leave school. However, discuss this with the MOE Group Special Education (GSE) Lead Worker and they can find out who is responsible for Equipment or Assistive Technology.
- If you think you will need to use the equipment outside of school discuss this with the school and Lead Worker from GSE. You should also include the possibility of needing equipment as part of your Transition plan.

• ORS funding

The Ongoing Resourcing Scheme (ORS) is a resource for students who have severe difficulties and is used to fund specialists to provide advice

and programmes, additional teaching time and teacher aide time when children need support with personal care and/or to engage in the curriculum. Your Principal or SENCO at school will know if you are currently ORS funded.

SECTION 3: Support Needs

Tip: *Ensure you get what assistance you are entitled to. Take a support person or advocate with you to these meetings.*

At this stage, you, your family and your school will be totally familiar with what kinds of support you need on a day-to-day basis as chances are, you have been living at home while attending school. When you leave school, you will probably be moving into uncharted waters. There may be some changes because many services are either focussed on children and youth or on adults, and at this stage you will probably be moving from one service to another.

3.1 Assistance with disability related needs

- To get assistance for your disability related needs you will need official documentation from a clinician such as a Medical Specialist or education professional. You will need to have had confirmation of an intellectual disability before you turn 18 years of age. If you do not have official confirmation before 18 years of age, you may be asked to consider further assessments such as a full psychological (psychometric) assessment.
- If your disability is due to an accident or medical misadventure, contact the Accident Compensation Corporation for an assessment of need and help with identifying the providers who can support you.
- The eligibility to gain support services through the Needs Assessment, Service Coordination Service (NASC) is the following:
 - are aged 0 – 65.
 - have been identified as having a Physical, Sensory or Intellectual Disability, or a combination of these, that are not based on a personal health or medical diagnosis, and which is likely to continue for a minimum of six months and result in a reduction of independent functioning to the extent that ongoing support is required.

People with a personal health or medical diagnosis, mental health or ACC do not meet the eligibility criteria under the NASC contract with the MOH.

- If you don't meet NASC or ACC criteria you can contact NorthAble DIAS or ACC for a list of services that may meet your need.
- If you are eligible or want to determine your eligibility for Work and Income assistance with health or disability related costs, contact the Work and Income New Zealand Call Centre.
- If you are admitted to hospital, speak with a Social Worker prior to being discharged about short-term assistance.
- If you are funded through the Ongoing Resourcing Scheme (ORS), talk with your teacher or Ministry of Education Special Education Lead Worker.
- For equipment, housing and vehicle modifications, contact Accessable for information. Referrals to them will need to be made through your GP, NASC or Medical Specialist.

3.2 Specialist reports

You can find out about getting a specialist report from:

- Your General Practitioner or the Practice Nurse.
- A hospital Social Worker.
- Your ACC Case Manager.
- Directly with a Medical Specialist or Psychologist.
- Special Education Lead Worker at Ministry of Education (MOE) Special Education Service.
- School Principal, if the school is a provider of specialist services.

3.3 Communication support

- If you are funded by ORS, talk with your teachers at school about speech language therapist (SLT) and occupational therapist (OT) support.
- Contact NorthAble DIAS for information on what Communication supports may be available.
- Contact the Northable NASC if you are currently a client.
- Talk Link
- Contact details for private Speech Language Therapists can be found in the Yellow Pages.

3.4 Personal support

- It is important to talk to your GP if you are worried about any personal or health issues, if you are feeling stressed or depressed or if you are worried about any side effects from drugs you are taking. Remember to have regular health checks.
- Work and Income can organise an Agent, (a friend or family member), who can act on your behalf. This may be useful especially if you are having difficulty communicating your needs.
- You can phone one of the Advocacy Services in this booklet.

3.5 Individualised funding

Individualised funding (IF) is one way of paying for support services. It gives disabled people (or their nominated agents) direct authority to decide how their disability support funds are spent. This means the disabled person has more choice and control over how, what and when supports are provided and who provides the support. Anyone wanting to manage their supports in this way must go through a Ministry of Health-contracted IF Host organisation. IF can be used to purchase services provided by support workers including costs of training and recruitment. However,

these workers cannot be the spouse/partner or parents of the disabled person, nor can they live in the same house. Individualised funding does not cover costs related to medical supplies, equipment, home renovations, leisure, recreation and personal or family costs.

In order to access IF, you will have to have a Needs Assessment and Service Coordination (NASC) assessment done. If Personal Care (PC) and Household Management (HM) hours are going to part of your support package and if you want to consider IF, the NASC organisation will make a referral to an IF Host of your choice.

IF Hosts will help you to understand IF, and how to organise, set up and manage your supports. They also look after payments for the support services and can assist you with reporting requirements. They are required to report back to the Ministry of Health themselves on how well the service is working. If they take on responsibility for other things e.g. recruitment, training and paying your support workers, they are entitled to charge you an additional fee for this.

For more information, contact your local NASC or contact Disability Support Services at the Ministry of Health. There is also a booklet "Your Guide to Individualised Funding" available in hard copy or online. Guidelines about Individualised Funding are also available online at the Ministry of Health website.

3.6 More Information

- CCS Disability Action.
- IHC / IDEA Services.
- NorthAble DIAS.
- Tiaho Trust.

SECTION 4: Accommodation

Tip: *Don't rush in and sign up for the first house or flat you see. Make sure it meets your needs or can be modified to do so.*

4.1 Finding a Place to Live

This may be your first opportunity to move away from home and there will be lots of things to consider. You may be staying in the same town or perhaps you are moving to the other end of the country. Realistically, there isn't a lot of accessible housing stock out there for rental but you may be able to find something that suits you; just be prepared to spend some time finding it. Alternatively, you may be able to board with someone, become a flatmate or you may move into a hall of residence if you are pursuing tertiary studies.

Ideas to consider:

- Register with local real estate agents or rental companies about houses that meet your needs and in areas where you want to live.
- Think about whether you want to rent/board or buy.
- Talk with friends and family and people they know about available houses or about getting a flatmate or boarding
- Contact Housing New Zealand Corporation (HNZC) for support on finding a rental. They can also access specialists such as occupational therapists who can look at potential housing modifications through their housing solutions service.
- Discuss with your NorthAble NASC Service Coordinator about the various options that are available to meet your needs. This may include disability support services such as SIL, Residential, Shared Care or Contract Board.
- Get a referral to an occupational therapist to assess the need for possible housing modifications.
- Advertise in the local and daily papers for a flatmate.
- Contact the Department of Building and Housing for information on tenancy.
- If you need housing modifications, phone Accessable to see if they can help.

What are Supported Independent Living services?

Supported Independent Living (SIL) services provide a means of supporting a person who wishes

to live in their own home or in a flat by themselves or with others. The person usually needs a level of support or supervision that is beyond what is provided by personal support and household management services. SIL is not intended to be a 24 hour support service.

What is a Community Residential Support Service?

CRSS support people in an accessible, safe, homelike environment that allows for privacy and independence. This includes having individual bedrooms and a place for personal belongings. The support is aimed at enhancing personal growth and development, and enabling the person to have control over their life. A home is situated in a community and people are supported to take part in the community.

4.2 Emergency housing

If you are in the unenviable situation of needing emergency housing, contact these people who may be able to assist.

- Housing New Zealand Corporation .
- NorthAble DIAS for information which may be able to assist.
- NorthAble NASC if you are a current client and they may be able to assist with potential short-term residential options.
- Your ACC caseworker may be able to assist with potential short-term residential options.
- Citizens Advice Bureau.

SECTION 5: Advocacy

Tip: *An advocate doesn't need to be a professional; a family member or friend could advocate on your behalf.*

This section deals with what you could do if you feel that you may have concerns, need to explore different options or need support or guidance about reaching a solution. Self advocacy is essentially speaking up and speaking out for your rights. It's about having a choice of options, having a say and being listened to and being taken seriously. This may be around specific issues or just getting information. You may want to enlist someone to help you and that's fine too. Please see below for a list of agencies who may be of assistance.

5.1 Decision Making

- Contact your local Community Law Centre for advice on issues such as power of attorney, signing rights; and welfare guardianship.
- Contact the IHC Advocacy Service for advice around issues relating to people with an intellectual disability.
- Contact Budgeting Services for assistance with financial issues.

5.2 Advocacy Agencies

The following agencies are free and provide a range of Advocacy Services.

- The Nationwide Health and Disability Advocacy Service.
- Youth Law provides free legal advice, advocacy and support to youth under 25.
- IHC Advocacy provides individual and systems advocacy to people with an intellectual disability.
- People First is a self advocacy organisation for people with an intellectual disability.
- Disabled Persons Assembly (DPA).
- One Double Five Community Law Centre (Whangarei).

5.3 Problems with service providers and /or funding

- Initially discuss your concern or complaint with the Coordinator or caseworker that has been working with you. If this does not work, escalate to a discussion with the manager of the service.

- If your concern or complaint is not resolved, ask about the complaints procedure of that service. It is advisable at this point to put your complaint into writing and to also have some one to support you. Do not do try to do this on your own.
- If the issue is not resolved with the provider, contact the funder of the service. This may be the Ministry of Health (MOH), ACC or the Ministry of Social Development (MSD). They can assist you to look at other service options and give you advice on further action.
- If you cannot resolve your issue with the provider, contact the Nationwide Health and Disability Advocacy Service for further advice and assistance.

5.4 You, the Law and your Rights

At some point, you may end up having a brush with the law, possibly through no fault of your own. There are some excellent pocket-sized guides, "Your Rights" and "Your rights with Police" put out by YouthLaw. The first one provides a brief guide on what your rights are whilst the second is more specific about what to do when being questioned by the Police, what to do when faced with a Police search and information about arrests, detainment and charges.

It is illegal to be discriminated against on the grounds of disability, gender, age, race, family status and sexual orientation among other things. If you believe that your human rights have been breached, contact the Human Rights Commission who provide a free and confidential service. If you are having difficulties accessing education on the same basis as other students, contact CCS Disability Action for further assistance.

SECTION 6: Further Education

Tip: *Learning doesn't need to stop when you leave school.*

You may wish to continue studying, either to gain further qualifications in order to pursue a career or just because you are interested in something. There are courses that you can enrol in and attend locally or you can engage in distance learning (which means that you can learn from the comfort of your own home, usually including an online component rather than on-site in a traditional classroom or campus setting). Sometimes you can find courses which are fees-free, so that you can learn for free.

6.1 Literacy Courses

Contact your local Citizens Advice Bureau or tertiary provider for information on Literacy or Numeracy courses that are in your area.

- Far North REAP
- Literacy Whangarei
- Te Roroa Learning Assistance

6.2 Tertiary Education

Tertiary institutions are required to provide equity of access to educational opportunities for all students by the Human Rights Act 1993 and the Education Act 1989. They are funded to meet the needs of students with disabilities and remove barriers to participation in tertiary education.

Each Tertiary Provider has a contact person or service for disabled people. Contact the Disability Coordinator at the education facility that you are interested in going to. They will help you look at options to assist your access to their campus and can provide a range of options for support within the learning environment.

It is a good idea that you try to visit the tertiary campus(es) where you intend to study so you can check out the accessibility and get a chance to speak to the Disability Coordinator face to face. He or she can work with Workbridge to access funding that you may be entitled to and also identify what supports you may need to achieve your educational goals. Services and support may include notetakers, transcribers, alternative formats, assistive/adaptive technology, exam support, sign language interpreters, mental health support, information, and assessment.

In most cases, you will need to apply to the tertiary institution in the year before you intend commencing study. Application opening and closing dates will vary, so ensure that you know when these are, as you don't want to miss out. Places at halls of residence are also highly sought after and you will need to apply to these as well.

There are also scholarships and financial assistance available to students undertaking tertiary education. Each will have specific criteria as to who is eligible to apply e.g. some are targeted to people with specific impairments, some are only for course fees etc. A Google search will unearth a multitude of options.

Some of the providers are listed below:

- Auckland University
 - Auckland University of Technology.
 - Kelston Deaf Education Centre.
 - Massey University Albany.
 - NorthTec.
 - Open Polytechnic.
 - People Potential.
 - Te Wananga o Aotearoa.
- Contact your local Work and Income office for information on the Training Incentive Allowance (TIA).
 - Contact your local Workbridge office regarding training support funding.
 - Some disability agencies, for example the Royal New Zealand Foundation of the Blind have funding for specific impairments in a tertiary environment, so if you are registered with a community agency, discussing your plans with them is a good idea. The Jubilee Trust offers grants to Northland students with physical disabilities in their first and second years of tertiary study. For further information about the Jubilee Trust, phone CCS Disability Action.

- If embarking on tertiary study, it is very likely that you may need to take out a student loan. The Student Loan can help to finance your study. This is made up of three parts - compulsory fees, course-related costs and living costs. You have to pay a Student Loan back.
- Phone Study Link for details on student loans and allowances.

6.3 Adult Community Education

There are two Adult Community Education (ACE) providers in Northland that run evening classes and you must be over the age of 16 to enrol. Here you can learn anything from photography to yoga to website design although most courses are at an introductory level and not intended to replace more formal training offered by accredited tertiary providers.

SECTION 7: Employment

Tip: *Ensure that your CV is up to date and professional in appearance. It has to be your foot in the door to getting a job interview.*

Perhaps you have decided that you really want a job after leaving school. As part of your Transition Plan, include opportunities for you to have some work experience placements which are relevant to the career you wish to pursue. If you have had a good work experience placement, that may be a great place to start when beginning your search for permanent work.

7.1 Moving into Employment

- Discuss career planning with your school Careers Guidance Councillor, if still at school.
- Talk to Career Services or chat online with a career adviser, Monday to Friday 8 am to 8 pm and Saturday 10 am to 2 pm. They have information on jobs, education and training information for school students and leavers and family and whanau.
- Check the employment section in your local and daily paper. These have the most jobs on Wednesdays and Saturdays.
- For under-21 year olds, contact Modern Apprenticeships if you are looking for an apprenticeship.
- Contact your Work and Income Case Manager who can register you as a job seeker and assign a work broker. Discuss with them if you will be entitled to a Job Plus Subsidy. If you are receiving a benefit from Work and Income, then you need to talk to them about what happens with your benefit if you are working.

coaches and work brokering. They will be able to help you develop a Curriculum Vitae (CV) and help you with applications for Job Support funding and information about the Mainstream Programme funded by the State Services Commission. They will also provide information to access funding for equipment and support related to your disability needs. There should be no charge for using their services.

The following agencies offer Supported Employment services in Northland:

- CCS Disability Action.
- IDEA Services.
- Workbridge.
- Deaf Aotearoa.
- NorthAble - LYKNZ.

Job Support funding

Workbridge is a Government organisation that works with disabled people to help find employment. It funds job support in the workplace and can also help you to keep your job if you are already in employment. They can also fund training. Remember, even if you are working with another Supported Employment Agency, you can still get the above services from Workbridge.

7.2 Supported Employment Services

Supported employment agencies provide job searching and ongoing job support, such as job

7.3 Finding work

- Talk to lots of people. Think about the people you know who can help or who can help spread the word for you. Often, it's not what you know, but who you know.
- Find someone who will support you to find work.
- Ask businesses near where you live if they need anyone.
- Look in the local and daily papers in your area or go online to websites such as Trade Me and Seek.
- Enrol with Student Job Search.
- Contact your Work and Income Case Manager.
- Contact your employment consultant from a Supported Employment Agency.
- Check out the Recruitment/Employment Agencies in the Yellow Pages and go with a support person to the interview.
- Once you have found a job, you will need to apply for an IRD number from Inland Revenue if you haven't already got one.

7.4 Daytime support services

The two key objectives of vocational services funded through Work and Income are to increase the participation of people with disabilities in employment and increase the participation of people with disabilities in their communities. Funding is available through Work and Income for people to attend contracted vocational services.

- Contact Ministry of Social Development (MSD) for contact details of services/providers of Day/Vocational Services.

The following are some of the Day/Vocational Services in Northland. Please note that not all of the services listed below are funded by MSD or the MOH therefore you may need to pay for the cost to attend. It is important to discuss your need for a Day/Vocational Service with your NorthAble NASC Service Coordinator around the time you are planning to leave school.

- Deaf Aotearoa.
- Forget me Not (Whangarei only).
- Greenways Trust.
- IDEA Vocational Services.

- Kaurilands Trust.
- MINDS Trust.
- NorthAble LYNKZ (Whangarei only).
- Royal NZ Foundation of the Blind.
- Whau Valley Whaiaora Support.

7.5 Other options

For some people, going to work or tertiary education is not possible because of their disability. However, it is really important that a service is designed for that person so that their need for further personal growth and development are met. As part of your transition planning and working with the people who know you best, look at developing a plan and design of individual service / supports to best meet your needs.

- Talk with your school and MSD if you are leaving school at the age of 21 or in your 21st year and you are receiving Very High ORS funding.

VHN Funding

VHN (Very High Needs Funds) may be available for students leaving school who are funded at school under ORS Very High Needs. This funding can be used flexibly and used to support participation in the community as well as in vocational areas like further education or work opportunities. The funding is required as the student has higher support requirements that may require extra resourcing.

How to access it

1. Contact MSD to confirm your eligibility or check with your school SENCO.
2. Find a provider who is able to deliver this funding. This may be a Transition provider who you are already working with or ask one of the Transition providers listed earlier like CCS Disability Action or IDEA Services for information on how they could deliver this support to the student.
3. A proposal or Plan needs to be developed outlining how you want the supports delivered. This includes who is going to be doing the support, what it looks like and when. The supports provided can be individualised for the student as below. This plan along with a budget is sent to MSD regional office.
4. Once the plan is approved, the agreed plan can start with a provider. This funding can be rolled over for a number of years if it is still required.

Some scenarios of how VHN funding could be used:

- Sally loves going to an office as a volunteer. One of her jobs is to shred paper in the paper shredder. She also loves animals and the support worker was looking for ways in which Sally was able to spend time with animals as part of her programme.
- Now Sally has learnt to ride the local buses, she and her support worker take bag loads of shredded paper to the local pet shop. Here, she helps with making the puppies new beds full of old shredded paper.
- Jeff has a support worker come in two days per week where they plan their activities. On Tuesdays, they go swimming together followed by Bocchia. Some of the costs of the programme are covered by the VHN contract. Another day, they work in the garden nursery that they have developed in Jeff's back yard. Once a month, they go to the local market to sell some of their plants.
- Maria uses her VHN funds to help her attend Polytech three days a week. Her support worker goes with her, making sure she gets to the right classes and acts as the reader/writer in her classes.
- Tim and his buddy Peter go to Plunket every week and wash two cars out of the fleet. Tim gets paid for this and Peter makes sure that things run smoothly and that the cars are always clean and gleaming.

SECTION 8: *Income and money*

Tip: *Budgeting may be boring, but it should help you balance the books!*

It's a big, wide world out there and if you are going to stand on your own two feet, it will mean taking charge of your finances. If you haven't already got your own bank account, you may need to open one at a bank of your choice. All the major trading banks offer a range of banking options, including banking by mobile phone or internet as an alternative to going to the local branch.

8.1 Financial Management

- Contact your local Work & Income Case Manager to make sure you are getting all the income support (benefits) you are entitled to and eligible for. If you need help talking with Work and Income, you can appoint a friend or family member who can act on your behalf; this person is called an agent. This person may be useful especially if you are having difficulty communicating your needs or understanding the forms or information.
- Contact your Work & Income Case Manager about the Disability Allowance. If you are already receiving the maximum allowance, you may qualify for a Special Benefit.
- Keep a folder for your receipts relating to disability-related costs in one place, as you will need these for proof if you receive the Disability Allowance.
- Think about whether you could do some part-time work and discuss with your Work & Income Case Manager about how this may work for you.
- If you are turning 16, talk to Work & Income about eligibility for the Invalids Benefit, disability allowance and accommodation supplement.
- Discuss options for future employment support with Workbridge, school and Supported Employment Agencies.
- Talk to a budget advisor. Budget advice services affiliated with the NZ Federation of Family Budgeting Services are as follows:

Whangarei

- Anglican Counselling and Care.
- Salvation Army Community Ministries.
- Whangarei Budgeting Services.

Mid and Far North

- Bay of Islands Budgeting Service.
- Kaipara Budgeting Service.
- Kaitaia Community House.
- Kaitaia Family Budgeting Service.
- Mid North Budgeting Services.
- Mid North Youth Services Kerikeri.
- Te Huarahi Ora Tonu Budgeting Services.

SECTION 9: *Interpreter Support*

Tip: *Some interpretation services are available free of charge; remember to ask.*

An interpreter is a person who explains what the meaning of words are, so if you have difficulty understanding some words or situations then you may want to get an interpreter. This person may be a friend, parent or an advocate.

Some people need assistance with understanding the different environments; places or situations they find themselves in. They may need a social Interpreter to help them make sense of different situations; they may also need a personal assistant to help them.

9.1 Finding an interpreter

- You have the right to have a support person of your choosing with you at any meetings you attend. Remember you do not need to go to meetings on your own.
- Ask the people whom you trust to be a social interpreter.
- Contact NorthAble DIAS if you want information on Interpreting Services and how to contact them.
- NASC Clients can talk with their NASC Service Co-ordinator about possible supports they may be able to access.
- You can access an Interpreter for translation into English through your local DHB. This service is free.
- It is advisable that where possible, you should have an interpreter independent of the organisation or your support network at meetings to ensure a neutral translation occurs.
- Contact Deaf Aotearoa if you need support with New Zealand Sign Language.
- Contact iSign who provide a national NZ Sign Language interpreter service. There is funding available if you are having meetings with some Government organisations (Court, Work & Income, ACC, Tax/IRD, Immigration, Police or Hospitals) but you need to ask those Government organisations to book an interpreter for you.
- Language Line.
- Royal New Zealand Foundation of the Blind for access to deaf/blind interpreters.



SECTION 10: Cultural Support

Tip: *Don't feel you need to only work with mainstream providers; you may be more comfortable with a specialised provider who is a better fit culturally.*

10.1 Culturally appropriate services

You may choose to seek out the assistance of culturally appropriate service providers to provide input into your journey.

For visually impaired whanau

- Royal NZ Foundation of the Blind.

For hearing impaired whanau

- Deaf Aotearoa.

Maori service providers

- Ki a Ora Ngatiwai.
- Ngati Hine Health Trust (outside Whangarei).

- Ngati Hine Health Trust (Whangarei).

- Te Ora Hou Aotearoa (Whangarei).

- Te Runanga Te Rarawa (Kaitaia).

Other cultures

- Northland Pacific Islands Charitable Trust.

- Whangarei Settlement Support.

SECTION 11: Social Relationships and Recreation

Tip: *Even when you make new friends, don't forget the old ones.*

Leaving school can mean that relationships that have formed during that time may become less meaningful, especially if you are moving away from the area. It does present new opportunities to meet new people in new situations and that can be both exciting and intimidating at the same time. This could happen either in formal settings e.g. classrooms or lecture theatres or informal settings like parties or other social gatherings.

11.1 Social Opportunities

- Getting your driver's licence and learning to drive will increase opportunities for you to get out and about. You cannot apply for a driver's licence until you are at least 16. There is a three stage process in getting your licence and it will take at least 24 months before you can get a full licence to drive a car. For more information, contact NZ Transport Agency.
- Join your local library if you haven't already. Libraries now lend DVDs, music CDs, jigsaws and electronic games in addition to books and magazines. Membership of libraries is free to residents and ratepayers of a district but ID and proof of your address will be required.
- If you are a DVD or gaming fiend, signing up at your local DVD store will give you access to a much wider range of DVDs and electronic games than the library.
- Talk with people you know about community and/or church youth groups close to where you live if you would like to hang out in a group.
- If you're not embarking on tertiary study, consider enrolling in evening classes or joining a club as these are a great way to meet people.
- Computers are also a great way to keep in touch with people. You can use instant messaging to talk to your friends, open a Facebook account or Skype your friends. Remember to keep your personal details safe though.
- Volunteering can be a fun and worthwhile thing to do. Ask around some not-for-profit groups if they need any help. Try your local SPCA if you love animals or ask at the local rest homes if they would like someone to help out.

- If you are of the legal drinking age, you might choose to go out for drinks with friends at a local pub or club or you may wish to invite them to your house or flat for drinks. Just remember to drink responsibly and don't drink and drive. Alternatively, although alcohol is widely consumed at social events, it is just as acceptable and quite normal not to drink alcohol at all.
- Remember that you will need photo ID that proves your age before you can purchase alcohol from a supermarket or retail outlet or enter a bar or nightclub. This photo ID must be one of the following: Passport, New Zealand driver's licence or HANZ 18+ card. You can pick up an application form for the 18+ card from any NZ Post shop.
- When at social gatherings, it is very easy to be tempted into experimenting or overindulging with different things e.g. drugs and alcohol. If you are worried that this could happen to you, take a responsible friend along with you to the party or outing. Having someone else "to watch your back" should prevent things from getting out of control. It is illegal to possess or consume/smoke drugs (e.g. cannabis, ecstasy, heroin, methamphetamines, LSD). There is fast, free confidential information on specific drugs available via text from the NZ Drug Foundation.
- Contact the Halberg Trust Sport Opportunity Adviser who will help link you into a sport or physical activity that you are interested in. Getting involved in sports offers opportunities to meet new people. The Sport Opportunity Adviser may also be able to assist you to get funding to help cover the 'extra' costs needed to do an activity if you are under 20. Phone the Halberg Trust direct or contact Sport Northland who will be able to put you in touch with the Sport Opportunity Adviser.
- Another great way of meeting new people, if you can afford it, is to travel, either in New Zealand or overseas. To travel overseas, you will need a passport. You can download the application form for a passport from the Department of Internal Affairs website or pop into a travel agency to pick up an application form.

11.2 Counselling

Being a young adult is not always easy and sometimes you might want to talk to someone outside of your family or support circle.

- Contact the NorthAble DIAS for information on counselling services.
- If a client of NorthAble NASC, a Service Coordinator may be able to assist you to find out how you can access a funded counselling service.
- If you are at high school or a tertiary institution, there will be counsellors on campus that you can talk to, usually at no charge.
- You may want to talk to your General Practitioner who may be able to assist.
- Call the Citizens Advice Bureau who may be able to refer you to different services.
- Contact The Lowdown if you think you may be depressed.
- Look in the Yellow Pages under Counselling Services. Be sure to check out the cost before you make an appointment to ensure that it is affordable for you.
- Lifeline offers free, professional and confidential counselling over the telephone 24 hours, 365 days a year.
- Youthline offers support for young people, families and communities.
- Whatsup is a free telephone counselling service for 5-18 year olds.
- The Pulse - Te Hotu Manawa - has many social services working together on one site in Whangarei.

11.3 Information on Sexuality and Relationships

Out on your own, you may embark on exciting new relationships. These can become deep and meaningful or they may simply be relaxed and friendly. This is a time that you may become sexually active if you haven't already. Try not to be pressured into situations which may be uncomfortable for you. Learn to say "No" assertively. Remember that relationships are not all about all sex.

An excellent read is "Sex with Attitude", part of a set of five handbooks written expressly for teenagers and published by the youth division of Parents Inc. To get your hands on a copy, see if you can get one through your school or contact Attitude.

- Contact Family Planning for advice and information about relationships and sexuality issues.
- Talk to your General Practitioner or the Practice Nurse about contraception.
- Contact Relationships Aotearoa for advice or information.
- Talk with a family member or a close friend that you trust.

11.4 Useful contacts for leisure and or sport

- Boccia Northland.
- CAB.
- Community Centres – contact your local council office for details.
- Deaf Sports Federation of NZ.
- Halberg Trust.
- NorthAble DIAS.
- Parafed Northland (wheelchair rugby and basketball).
- Paralympics NZ.
- Sailability Northland.
- Special Olympics.

SECTION 12: *Other things you might want to know*

Contact details for organisations mentioned in this booklet or who may be of assistance.

Name of Organisation	Website address	Contact phone
155 Community Law Centre (Whangarei)	www.communitylaw.org.nz	09 437 7535
Accessable	www.accessable.co.nz	0508 001 002
Accident Commission Corporation	www.acc.co.nz	0800 101 996
Adult Community Education		09 408 1380 09 435 0889 Whangarei
Altogether Autism	www.altogetherautism.org.nz	0800 273 463
Anglican Care Centre	www.whgcare.org.nz	09 437 6397
Arthritis NZ	www.arthritis.org.nz	0800 663 463
Auckland University	www.auckland.ac.nz	0800 61 62 63
Auckland University of Technology	www.aut.ac.nz	0800 288 864
Bay of Islands Budgeting Service	www.familybudgeting.org.nz	09 404 1582
Blomfield Special School and Resource Centre	www.blomfield.school.nz	09 438 2105
Boccia Northland		09 435 4092
Brain Injury Association	www.brain-injury.org.nz	0508 127 246 09 459 5013
Career Services Rapaura	www.careers.govt.nz	0800 222 733
CCS Disability Action	www.northern.ccsdisabilityaction.org.nz	0800 227 2255
Citizens Advice Bureau	www.cab.org.nz	0800 367 222
Deaf Aotearoa	www.deaf.org.nz	09 437 2022 Whangarei
Deaf Sports Federation of NZ	www.deafsports.org.nz	Fax 03 379 5089

Name of Organisation	Website address	Contact phone
Department of Building and Housing	www.dbh.govt.nz	0800 836 262
Department of Internal Affairs	www.dia.govt.nz	0800 225 050
DPA	www.dpa.org.nz	09 437 1825
Enable NZ	www.enable.co.nz	0800 171 981
Epilepsy Northland	www.epilepsy.org.nz	0800 202 122
ESOL & Community Education	www.xtend.co.nz	
Family and Community Services	www.familyservices.govt.nz	04 916 3300
Family Planning	www.familyplanning.org.nz	09 438 1986
Far North REAP		0800 436 7327 09 408 1380
Greenways Trust		09 439 8133
Halberg Trust	www.halberg.co.nz	0800 425 237
Housing New Zealand Corporation	www.hnzc.co.nz	0800 801 601
Human Rights Commission	www.hrc.co.nz	0800 496 877
IHC/IDEA Services	www.ihc.org.nz	0800 442 442 09 470 2000 Whangarei
iSign	www.isign.co.nz	0800 934 683
Kaipara Budgeting Service	www.familybudgeting.org.nz	09 946 5440
Kaitaia Community House	www.kaitaiacommunityhouse.familybudgeting.org.nz	09 408 1021
Kaitaia Family Budgeting Service	www.familybudgeting.org.nz	09 408 0026
Kaurilands Trust		09 439 2147

Name of Organisation	Website address	Contact phone
Kelston Deaf Education Centre	www.kdec.school.nz	09 827 4859 Fax 09 827 9819 TTY 09 827 9806
Ki a Ora Ngatiwai		09 435 4586
Language Line	www.ethnicaffairs.govt.nz	0800 656 656
Lifeline	www.lifeline.org.nz	0800 543 354
Literacy Whangarei		09 438 2511
Massey University Albany	www.massey.ac.nz	09 414 0800
Mid North Budgeting Services	www.familybudgeting.org.nz	09 401 2216
Mid North Youth Services		09 407 7511
MINDS Trust		09 404 0402
Ministry of Education	www.minedu.govt.nz	0800 622 222
Ministry of Health - DSD	www.moh.govt.nz/disability	0800 373 664
Ministry of Social Development	www.msd.govt.nz	04 916 3300
Modern Apprenticeships	www.modern-apprenticeships.govt.nz	0800 427 773
Motor Neurone Disease Association	www.mnda.org.nz	09 624 2148
Nationwide Health and Disability Advocacy Service	advocacy.hdc.org.nz	0800 555 050 09 430 0166 Whangarei
Ngati Hine Health Trust		09 430 2386 Whangarei 0800 737 573 Mid/Far North
NorthAble DIAS / NASC / LYNKZ	www.northable.org.nz	09 430 0988 Whangarei 0508 637 200 (rest of Northland)
Northland Down Syndrome Support Group		0800 693 724 (press 3)
Northland Multiple Sclerosis Society	www.msnz.org.nz	09 438 3945

Name of Organisation	Website address	Contact phone
Northland Pacific Islands Charitable Trust		09 430 2717
Northpoint Services Trust		09 401 2522
NorthTec	www.northland.ac.nz	0800 808 856 09 470 3555
Office for Disability Issues	www.odi.govt.nz	04 916 3300
Open Polytechnic	www.openpolytechnic.ac.nz	0508 650 200
Parafed Northland	www.parafednorthland.co.nz	09 437 9632
Paralympics NZ	www.paralympics.org.nz	09 526 0760
Parent and Family Resource Centre	pfrc.org.nz	09 636 0351
Parent to Parent	www.parent2parent.org.nz	0508 236 236 09 437 3337 Whangarei
Parkinson's Northland	www.parkinsons.org.nz	09 436 1196
People First	www.peoplefirst.org.nz	0800 20 60 70
People Potential	www.peoplepotential.co.nz	0800 367 2562
Relationships Aotearoa	www.relationshipsaotearoa.org.nz.org.nz	09 405 2532 Kaikohe 09 408 1085 Kaitia 09 437 0712 Whangarei
Royal NZ Foundation of the Blind	www.rnzfb.org.nz	0800 243 333
Sailability Northland	www.sportsground.co.nz	0800 430 3406
Salvation Army Community Ministries		09 438 8335 ext 620
Special Olympics	www.specialolympics.org.nz	09 630 8062
Stroke Foundation Northland	www.stroke.org.nz	09 437 0859 Whangarei 0800 566 383 Mid/Far North
Study Link	www.studylink.govt.nz	0800 889 900 Deaf Link freefax: 0800 621 621

Name of Organisation	Website address	Contact phone
Support Options	www.supportoptions.co.nz	0800 625 100
Talk Link	www.talklink.org.nz	09 815 3232
Te Huarahi Ora Tonu Budgeting Services	www.familybudgeting.org.nz	09 408 2001
Te Ora Hou Aotearoa	rangatahi.wordpress.com	09 438 5556
Te Runanga Te Rarawa	www.terarawa.co.nz	09 408 1971
Te Wananga o Aotearoa	www.twoa.ac.nz	0800 355 553
Tertiary Education Commission	www.tec.govt.nz	0800 601 301
The Lowdown	www.thelowdown.co.nz	Freetxt 5626
The Open Polytechnic of NZ	www.openpolytechnic.ac.nz	0508 650 200
The Pulse		0800 843 785
Tiaho Trust	www.tiaho.org.nz	0800 430 3406
Te Roroa Learning Assistance	www.teroroalearning.org.nz	09 439 1001
WEKA - What Everyone Keeps Asking	www.weka.net.nz	0800 171 981
Whangarei Budgeting Services	www.familybudgeting.org.nz	09 430 0177
Whangarei Settlement Support	www.wdc.govt.nz	09 470 3056
What's up?	www.whatsup.co.nz	0800 942 8787
Work and Income	www.workandincome.govt.nz	0800 559 009
Workbridge	www.workbridge.co.nz	0508 858 858
YouthLaw	www.youthlaw.co.nz	0800 884 529
Youthline	www.youthline.co.nz	0800 376 633 Helpline Freetxt 234

SECTION 13: *Glossary*

The acronyms explained

ACC	Accident Compensation Corporation
CAB	Citizens Advice Bureau
DHB	District Health Board
DPA	Disabled Person's Assembly
DSD	Disability Services Directorate
GP	General Practitioner or Family Doctor
HNZC	Housing New Zealand Corporation
MOE	Ministry Of Education
MOH DSD	Ministry of Health – Disability Services Directorate
MSD	Ministry of Social Development
NASC	Needs Assessment and Service Co-ordination
ORS	Ongoing Resourcing Scheme
OT	Occupational Therapist
PATH	Planning Alternative Tomorrows with Hope
PPPR Act	The Protection of Personal and Property Rights Act
SIL	Supported Independent Living
SLT	Speech Language Therapist
WEKA	What Everybody Keeps Asking

SECTION 14: Checklist

14.1 Things to think about when preparing to leave school:

check	
	Have you done any planning for your future that sets clear goals for where you want to be, and breaking them down into smaller steps or goals?
	Think about how you get around your own community now and how you will in the future. You may need support to develop new skills to access public transport.
	Have you had an opportunity for work skills development and to gain work place experiences?
	Consider your numeracy and literacy skills, what support and ongoing education will you need?
	Identify key people for areas you may need support with e.g. filling in forms, legal documentation and disclosure of your personal information.
	Have you talked to the school's career or guidance counsellor about developing a career plan?
	Consider your skills that will help assist living as independently as possible, e.g. cooking, home skills, and budgeting.
	Don't be afraid to take a risk in trying new things, it is okay to make mistakes as it is how everyone learns.
	Think of ways you can keep in contact with the friends you have at school when you leave.
	Look at joining sports groups, clubs, activity groups, church or youth groups, which will give you lots to do when you leave school.
	Do you have an IRD number?
	Do have an 18+ card, which you need if you want to buy alcohol or go to the pub? You can use a driver's license or a Passport. Application forms for the 18 + card are available from your local NZ Post Shop.
	Are you developing skills that will help you maintain your safety with adult relationships?

SECTION 15: *Some success stories*

My Kickstart Experience by Brent Copeman



I moved out of home and away from my family to attend a life skills course in Auckland when I was 18. Everyone at the course was partially or totally blind, so I found it good living with people who had the same impairment as me. I initially found it hard being away from my family, but soon got to know the other flat mates and tutors so didn't feel so lonely.

We had what was called O and M or Orientation and Mobility. This was teaching us strategies on how to get from one point to another. We had to prove to the staff that we were confident in travelling to and from our chosen points before we were allowed to travel there independently. This permission to travel independently is also known as being signed off.

The staff assessed how confident we were at the beginning of the year and started us accordingly. Most people including me started with finding their way around the grounds. Some of the places I eventually got signed off to were Britomart (the main transport hub in the centre of Auckland) and Sylvia Park (a new large shopping mall). I enjoyed learning O and M skills as we got taught how to use public transport and how to plan a journey.

These are skills that I had never learnt before as I previously lived in a rural area with no public transport.

During the first six months we covered all the basic skills, like cooking and cleaning. The cooking was the area that I felt I learnt the most. I learnt how to cook basic meals like quiche and meatloaf. It is also when I learnt some of the unwritten rules of cooking, like not using a colander as a bowl and remembering to drain your pasta before you mixed it with the rest of your macaroni cheese.

After the first six months of learning the basic skills, we were encouraged to attend a course or work experience. Over my two years, I had the luxury of attending both a course and work experience. I attended Manukau Institute of Technology (MIT) in Otara and completed a course in Frontline Administration Level 4. At first I was a bit nervous about the course as I was unsure how hard Polytech would be, as I had only experienced school before this. I grew to love my course and found the skills taught in it very relevant.

I found that Polytech wasn't that much harder than school and as long as you kept up with your class work and handed assignments in on time, and then the course wasn't that hard. The course took me a year to complete as I did it part time whereas most of the others in my classes did the course full time. I was very happy when I found out I had passed and when I received my certificate, it made me feel like all the extra work I had put in was worth it.

I had two work experience placements while at the course. The first was with a local appliance store on a Saturday morning. My job there was to meet and greet the customers as well as assist the owner. I enjoyed this placement as it got me out and about on the weekend, meeting people.

My second work experience placement was with the Manukau City Council. In that placement I did a lot of typing and data entry. I enjoyed this placement because it allowed me to use the skills that I had just learnt from my course in a practical workplace situation.

I also enjoyed it due to its location, as it was on the 5th floor. Being at that height gave you great views of the city and it was directly across from the Manukau mall, meaning it was a simple bus ride to get to.

Each Friday we had an outing. We got to do all sorts of activities throughout the year. The activities ranged from climbing the harbour bridge and Rangitoto, to high ropes courses. These outings gave us the chance to have different experience and in some cases gave us the chance to build our confidence and trust in our fellow team members. This also gave me the chance to do activities that I wouldn't have been able to do otherwise, due to the cost like the harbour bridge climb.

The last thing I enjoyed about attending my course in Auckland was the socialisation, because as I said at the beginning, we all had a visual impairment which meant we had something in common to start with. Throughout the year we had a lot of outings and team building activities that made us closer as a group. I made a few good friends in Auckland who I still keep in contact with.

Overall, I really enjoyed my two year course in Auckland and the biggest thing it gave me was confidence, to know that I can live independently. Before I went to Auckland I was quite happy to live at home with my parents, yet now I can see a day that I will move out on my own and live independently and enjoy the experience.

My Transition Experience by Alana Best



My background

Full-time hearing school mainstreamed – never attended a Deaf unit or Deaf school.

Main communication: New Zealand Sign Language (3rd official language of NZ).

Attended Whangarei Girls High School 2000 – 2005 with a notetaker/ NZSL communicator.

When I was attending school, I always was interested in Science and Social Studies, along with a few other subjects when I was in the mood. So when I went to high school, I kept Science and Social Studies as subjects while others were optional.

My goals were:

5. Becoming Deaf Teacher .
 - a. Teach NZSL.
 - b. Teach Science to intermediate or high school age students.
6. Having changeable Science career or work that isn't the same daily and remains challenging.
 - a. Biosecurity officer (I enjoyed Environmental Law so it became more of a real job possibility).
 - b. Scientist (I have a passion for field work).
 - c. Safety and Risk management – combination of a and b.

I achieved:

1. Certificate in Deaf Studies (2006).
2. Bachelor in Applied Science, Environmental Science (2010) (Started 2007).
3. More experiences in both areas and gained more knowledge to link with the real world.
4. More passion in both areas and further confirmation that I'm on the right path.
5. More detailed feelings/knowledge about what areas I have no passion for.

First thinking about what to do when I left school...

Year 11 – the first year NCEA was launched so that year was unusual for all of us, including teachers but I managed to pass all my subjects, based on the first year of NCEA standards. That was also the first year that we all had to think about our future. That year, I wasn't ready as I felt that I knew nothing. Teachers assured me that I would be ready next year and not to worry about it until I was Year 12 or 13 when I was more serious and had the opportunity to take trips to tertiary institutions.

Year 13 – came and went - again I had the career forms. But after I ventured into the Deaf World by attending Deaf camps internationally and in NZ, I developed a passion for Deaf World "finding myself", after years of hearing schools.

That year I was told that it's time for tertiary institution trips, so I took my time to look through career booklets, tertiary institution programmes and papers on different kinds of degrees. I also won a trip to "Hands On" Science week held by Otago University.

At the time, I said to my family that I wanted to go to the best university or tertiary institution that has the Science course I wanted to do. At that time, on the list were Otago Uni, Waikato Uni, Auckland Uni and AUT. My mum wasn't happy that I wanted to go to the other end of New Zealand as she was very worried about my support, education and my well-being but I was sure I wanted to go to Otago Uni because it was definitely the top university for Science study.

When I went there for the "Hands On" week along with qualified interpreters, I found out what the University Hostel was like, with spending four nights there. The classes were excellent and exactly what I wanted! After that, I worked out that I wanted to do Science and more specifically, which areas. This was an eye-opening experience, living like a real student and seeing how it worked, the classes, the hands-on tools, lectures and the different times.

I was nervous about facing a real university, real lectures with rumoured complicated language and many people told me I wouldn't understand because I'm Deaf and no other Deaf people had studied there for the Science. When I got there, I was

glad to know that everyone was wrong, and I did understand everything because we were talking the same language, Science!! And it was easy to ask questions as there were no stupid questions; even if you thought to yourself that it was a stupid question, you just asked anyway.

After that experience, I was very determined that I wanted to do Science for my career. But what areas – that was the uncertain part. Soon after that, the info days were on, so I went to Waikato University – it was looking good so I earmarked it, then went to Auckland University and I saw the huge lecture rooms and decided right there that's wasn't me as I had tried it out in Otago University and found it uncomfortable. So University of Auckland was crossed off my list. I came home and looked through everything again, and still on the list were Waikato Uni, AUT and Otago University.

At the same time while I was thinking about my career, I was thinking I needed to be more involved in my own culture and improve my sign language as it was strongly English. So I included NZSL in my future goals. There were only two tertiary institutions that offered NZSL papers. One was Victoria University, but I took a dislike to Wellington due to its weather and character so I picked AUT.

Later in the year after exams, Mum and I visited AUT in our own time to see the building where the Deaf Studies course was located. We met the lecturer there and we talked about what the course included. After that, I decided immediately to do the Certificate in Deaf Studies as a "gap year" while I found my feet in doing things the University way and how it worked on campus. This cultural "gap" year concept was met with amusement by my teachers and family but they fully supported me.

[Quick explanation of cultural "gap" year: I wanted a gap year where I have a break like those who went overseas for OE before starting or resuming their study. I didn't feel ready, I was totally clueless what I actually wanted to study in Science and didn't want to waste my time and money doing something I would suddenly drop out of or change halfway. Cultural gap year concept – a year off from anything to do with Science and high school subjects but still going to university and doing Deaf Studies where I

could learn my own identity, catch-up on my sign language and learn Deaf history. This was like visiting my own past, learning “French” language and it was my future as a proud Deaf young lady. I wanted to feel complete and happy in both the Deaf world and hearing worlds so I could change my career to become a Deaf teacher for Science or Deaf tutor in NZSL.]

After that visit, I decided to apply for scholarships and grants to assist me with the costs and successfully got a three year AUT scholarship where all my university fees and paper fees were fully paid for. I only had to pay for field trips and course books. So with the scholarship, I decided to do my “gap year” with a Certificate in Deaf Studies which was a breeze with very few hard assignments. This turned out to be a very important decision I made in my life as it made a huge difference in how I coped with transition from high school to university.

The “gap” year from my academic study, for culture study of my own identity was a total break from the high school teaching so I had a year to think and look for what area I wanted to study. This gave me time to relearn how AUT did things, different assignment structures, examinations, different rules and basically a “You’re on your own” experience where you had to actively do things and look for things on campus. No teachers there to hold your hand or tell you what to do, like at High school. I had a year of ups and downs and many lessons, some mistakes and I found that you got to know the campus well after exploring properly. When you’re stressed and on a tight timeframe, you never get to know the campus thoroughly as you keep missing information and then later regretting never knowing these resources or services existed until too late.

So if I went ahead with Science instead of the “gap” year, I would have found it hard. I often had hearing classmates that didn’t know where things were or what AUT provided, even after 2 years of studying so I often helped them out when they asked me for help. One of my hearing classmates always was amazed I knew something that they never got to around to finding out about, because they thought I knew nothing just because I am Deaf – they didn’t

realise I had had a year exploring before I studied Science because most of them came straight from school and didn’t have time to explore.

When I graduated with a Certificate in Deaf Studies, I was more ready and determined to do my Science career so had a fresh look at the programmes as I was more knowledgeable about how it worked in university. Within a week, I narrowed my study programmes down, picked Bachelor as my degree timeframe and then made a final decision, choosing Environmental Science which combined marine, environment and biology into one broad study. I could get a job as a Biosecurity Officer, Science Teacher or even a Scientist. I immediately applied for this programme and successfully got in.

Three and a half years on, I graduated with a Bachelor in Applied Science – Environmental Science. Throughout the degree, I made a few mistakes, found more new ways and investigated new ways for other students as a Student Mentor. While smoothly sailing throughout the AUT system, I learnt so much about life and travelled on field trips including a fieldtrip in Fiji with Fijian AUT students where I was the only student of Auckland Campus.

The biggest lesson all the time is: ask. No matter what you don’t know, unsure or nervous or scary about and missing information – just ask someone until you understand or know. This includes your future study; ask tertiary institutes what they provide for you and what they have. Ask lecturers about the courses to see if it’s right for you. Ask staff what they do and what are their roles. Ask your classmates for any information.

Questions stupid or good, no matter, just ask. This is my advice for your own transition. This is your own future, your money and your life.

I realise that most people don’t have the same options as I did, but do apply for any scholarships, any grants that would make a difference in your studying. It is a good idea to have a break from high school and find what you would miss so badly. I missed Science so badly when I did Deaf Studies that I took no time to apply immediately as I was ready and happy that’s what I wanted to study.

Biggest barrier was just attitude of a few classmates and staff which had no experience with Deaf people in the 1st year of Science study. I took the time to re-teach them that I was at home in Science and they had to re-think their stereotype towards deaf people. It only took them a few weeks to lose the attitudes. For the rest of 3 ½ years, I had no problems as people accepted me as who I am not for my disability and everyone was open-minded and from all sorts of cultures so I fitted in well.

Positive experiences:

1. Smaller lecture room, flat floor with students up to 100 was better as more one-on-one and group discussions and tutorials.
2. AUT have a UniCentral website where you can access the staff via emails and find information for all three campus.
3. AUT have a system that sends you texts instead of calling you.
4. Different services, different AUT staff, and friendly students happy to help you or answer questions.
5. Most are open-minded students, no cliché, no high school dramas or attitudes, you can fit anywhere.

Negative experiences:

1. Big lecture – similar to theatre side on slope floor with up to 900 students. No attention, no tutorials, you're invisible. Nightmare with interpreter positioning. Noisy classmates, cannot concentrate or were distracted.
2. Speedy orientation day with other hearing students – confusing, stressful and no idea what they're talking about. Quieter and smaller group on Orientation days offered better awareness and more understanding on services and where they are located.
3. I didn't like the idea of being on my own in a hostel without Deaf-friendly access to doorbells. When I went to AUT, I boarded with a Deaf family for 4 ½ years and built a good relationship which will remain for rest of my life as they were the primary support for me while I was stressed out, having life troubles like car breakdowns, computer problems and funerals etc.

4. If I had gone to a hostel I would have struggled with suddenly no Deaf friendly supports and had a different outcome. The Deaf family was my Deaf world where I could relax and take a break from AUT and at the same time I could communicate in my natural language.

[Deaf world – Deaf culture, NZ sign language and everything that have meaning to Deaf people which means nothing to hearing people. Hearing world is your world where you speak language, have hearing behaviour not same as Deaf people's behaviour and have different meanings, your own culture. Good example is French people compared with Japan people – its French World and Japan World, where you see through Japanese' own eyes and eat sushi with chopsticks while sitting on an invisible chair]

Update from Alana

I am doing various part-time jobs which give me flexibility on how I work each week. I am currently working for Deaf Aotearoa as Community Relations Officer and as a tutor of NZ Sign Language so I teach classes in Dargaville, Kaikohe and Whangarei. I have been doing both jobs for near 1 ½ years now. Last December (2011) I started a short-term job as a summer researcher for University of Auckland and University of Otago in the Anthropology faculty. (This will be finished in Aug 2012.) I had opportunities and different activities during the year so cannot list them all but there was one big event I was involved in that still impacts on me today. I volunteered for World Rugby Cup 2011, I was based in Whangarei as an Accreditation officer. Basically I was doing a significant job as my team oversaw the whole operation of Northland activities as we controlled the access of everyone, including the police and hired security. My job was to produce passes for all sorts of people after others has verified them and checking passes at the entrance. (I denied a few people from entering.) I was interviewed and offered a job with no discrimination which was great. I met the demands of the job and enjoyed working there. People are still surprised that I was an Accreditation officer as it never crossed their mind what job I can get when I am motivated. As a bonus of that job, I received four free tickets for my family to watch Canada versus Tonga which was a great night out for all!

IEP Transition Plan

Student Name:	Projected Date of Graduation:	Current Date:
Age:	Current Year Level:	Date Plan Initiated:

Post Secondary Goals and Desired Outcomes	
Opportunities	
Education/Training	
Employment	
Independent Living	

[illegible]

Related Services			
Transition Goals	Activities	Responsible person/agency	Completion date

Community Experiences			
Transition Goals	Activities	Responsible person/agency	Completion date



Daily Living Skills

[illegible]

Adult Living Skills and Post Secondary Options

[illegible]

Development of Employment

[illegible]

Notes

[illegible]

Notes

[illegible]



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