



Salvesen Mindroom Centre
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Transition planning that works

Andrew Wright



Transition planning that works

- ▶ **What** do we mean?
- ▶ **Why** is it important?
- ▶ **Who** should do it?
- ▶ **Where** do I begin (and how)?
- ▶ **When** should it be done?



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What?



Transition Planning that Works

Co-ordinated

The different agencies involved in your young person's life will all be involved and will be speaking with one another

Comprehensive

It will cover everything that impacts the transition, not just education and/or work

Child-centred

The hopes and dreams of your young person will be central to the plan (UNCRC)



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Why?



United Nations Convention on the Rights of the Child

cypcs.org.uk/rights

Article 12: ...to be listened to and taken seriously

- ▶ Human rights apply to children and young people.
- ▶ Children have the human right to have opinions and for these opinions to be heard and taken seriously.
- ▶ Their opinions should but taken seriously with their **evolving capacities** taken into account.



United Nations Convention on the Rights of the Child

What are evolving capacities?

A child's ability – or **capacity** – to make a reasoned decision will depend on the decision being made.

Evolving capacities is a term used to refer to the increasing ability to make reasoned decisions in different parts of a child's life.

The child's view needs to be taken seriously whenever it's heard as it can change what an adult considers to be in a child's best interests, by giving them a better idea of what's important to the child and what they consider distressing.



United Nations Convention on the Rights of the Child

Article 12

- ▶ Children and young people should be given the information they need to make good decisions.
- ▶ Children and young people should feel able to express their opinions
- ▶ Children and young people need to know about this right so that they can exercise it, and adults need to know about this right so they don't dismiss it out of hand.



Is this relevant to my young person?



Rights and wellbeing closely linked



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Who?



Person-centred Planning



- ▶ Jack Pearpoint, Marsha Forest and John O'Brien
- ▶ 2 different methodologies:
 - ▶ MAPs
 - ▶ PATH



MAPs



- Listening to a person's dreams
- Acknowledging their nightmares
- Building a rich portrait of their gifts and talents
- Focus on simple daily actions that move them in constructive directions

PATH



- Starts in the future and works backwards to an outcome of first (beginning) steps that are possible and positive
- Planning alternative tomorrows with hope
- Similar but different to MAPs.

But also YOU can do it!



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Where?
(and How?)



Key points

- ▶ Be positive – focus on what can be done, not the challenges
- ▶ We are all uniquely gifted individuals – regardless of any challenges we face
- ▶ Focus on strengths and how these will help achieve the dream future
- ▶ This is about what the young person wants for themselves, not what you want for them

New online resource



www.mindroom.org/resources



New online resource

About this digital workbook

All young people have the right to be involved in decisions that are made about them. This is a part of the United Nations Convention on the Rights of the Child (UNCRC). A lot of these rights are part of Scottish law. Parents or carers have a responsibility to look after their young people and help make good decisions for them.

This workbook has been created to help you think about what you would like to do after you leave school, so that you can tell other people.

Some questions might need you to think quite hard about yourself, so talking with someone about the questions will help you answer them.

There are no right or wrong answers.

[DOWNLOAD THE USER GUIDE](#)

[CONTINUE](#)

Sections

1. Setting the scene
2. My World
3. My Skills
4. My Qualities
5. My Career Plan
6. My Education & Training
7. My Independent Living Skills
8. Legal Matters
9. My Money
10. My Travel
11. Moving On
12. Summary

Click on a section title to jump straight there

Don't worry if it looks like there is a lot here.

Some sections will need more time than others, and you can take as long as you need to think these things through.

Have fun!



Future Me, My Digital Workbook

- ▶ Set a good, relaxed tone at the start of any conversations
- ▶ Ask open questions that cannot be given straight 'yes' or 'no' answers.
- ▶ Share your own responses to questions where this seems appropriate and helpful. This can encourage openness and lead to good conversation.



Future Me, My Digital Workbook

- ▶ Use 'active listening' – reflect back, make their responses more concise, get underneath what has been said, but never interpret.
- ▶ Use humour – if you have a sense of humour then use it, but make sure you laugh with, not at.
- ▶ Amplify positives and possibilities – tempting though it may be, do not give your own ideas. You are helping the young person to formulate and express *their* ideas. Remain neutral.



Future Me, My Digital Workbook

- ▶ Some of the activities ask the young person to reflect at a personal level quite deeply. If they are not comfortable with this then it is okay to move on.
- ▶ Congratulate and affirm the young person as you discuss things, especially if it has not been easy for them.
- ▶ Do not judge the young person or their responses – always keep an open mind. This will encourage them to think and speak more freely and openly.



Practical Suggestions

Keep a note of what you discuss



Use a ring binder



Produce a summary



Have a treat !





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When?



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NOW!



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