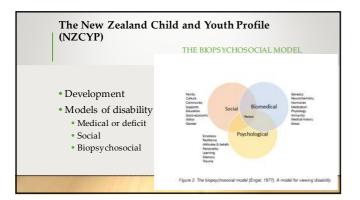
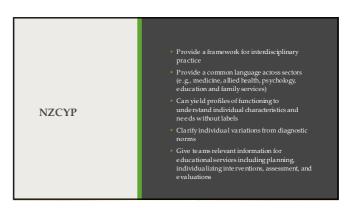
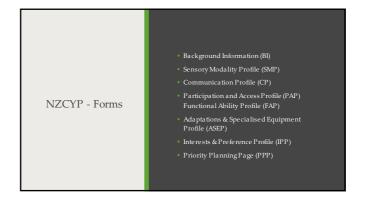
Using the New Zealand Child and Youth Profile to Transition Students with Complex Needs into or out of Secondary School











## What makes a good transition? What makes a good transition? In what ways is the NZCYP perceived as contributing to successful information gathering for adolescents and young adults with CN transitioning into or out of secondary school? Research Clear and timely records (Hatfield et al., 2018) Clear and timely records (Hatfield et al., 2018) Transition planning and co-ordination (Ravenscroft et al., 2017) Communication and collaboration (Plotner et al., 2018) In what ways is the NZCYP perceived as contributing to successful collaboration and planning for adolescents and young adults with CN transitioning into or out of secondary school? In what ways is the NZCYP perceived as contributing to successful transition for adolescents and young adults with CN transitioning into or out of secondary school?

Pow the  Two teams  Training  Teams used the NZCYP  Teams used the NZCYP  Focus groups interviews and individual interviews  Data transcribed & analysed for the mes	What was discovered	In what ways is the NZCYP perceived as contributing to successful information gathering for a dole scents and young a dults with CN transitioning into or out of se condary school?  Overall, very favourable Standardised information between settings Individualised information Strengths & needs Information from school, home community Difficulties
--	------------------------	---

What was discovered	In what ways is the NZCYP perceived as contributing to successful collaboration and planning for adolescents and young adults with CN transitioning into or out of secondary school?  Involved all stakeholders Parents viewed as experts & equals Needing to work together Sharing information Keeping the focus Potential to plan	What was discovered	<ul> <li>In what ways is the NZCYP perceived as contributing to successful transition for adolescents and young a dults with CN transitioning into or out of secondary school?</li> <li>Did it or didn't it?</li> <li>Starting point</li> <li>What happens when information is passed on?</li> </ul>
------------------------	---	------------------------	--

## • Potential tool to use especially with highly ImplicationsIn transition – have new setting involved as early as possible

## Sources

SOUTCES

Engel, G. L. (1977). The need for a new medical model: a challenge for biomedicine. Science, 196(4286), 129-136.

Hatfield, M., Cicarelli, M., Falkmer, T., & Falkmer, M. (2018). Factors related to 99 successful transition planning for adolescents on the autism spectrum. Journal of Research in Special Educational Needs, 18(1), 3-14.

McLaughlin, T. W., Budd, J., & Clendon, S. (2017). The child and youth profile: A totalition in Section Science of the Control of Section Planning, Educational Planning, Linc, 1-12.

Ravenscroft, J., Wazny, K., & Davis, J. M. (2017). Factors associated with successful transition among children with disabilities in eight European countries. PLus OMZ, 12(6), 1-17.

Strandovis J. & Commine, T. M. (2014). The invariance of naulity transition processes for shelpers, with disabilities across.

Strnadová, I., & Cumming, T. M. (2014). The importance of quality transition processes for students with disabilities across settings: Learning from the current situation in New South Wales. Australian Journal of Education, 58(3), 318–336.

settings: Learning from the current situation in even sound state. Sound state the setting of the setting state of the setting of the setting setting setting as successful transition to secondary school: (How) Does it work? A systematic literature review. Adolescent Research Review, 3, 43–56.

Van Wyk, J., Tonks, J., de Graff, S., Clendon, S., & Budd, J. (2020). Exploring the New Zealand Child and Youth Profile (NZCYP) as a tool for collaborative educational planning: Stakeholder perspectives. Kairaranga, 21(2), 3-14.