

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

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- Kararanga Dec, 2020

### The New Zealand Child and Youth Profile (NZCYP)

- Development
- Models of disability
  - Medical or deficit
  - Social
  - Biopsychosocial

#### THE BIOPSYCHOSOCIAL MODEL



Figure 2. The biopsychosocial model (Engel, 1977). A model for viewing disability.

### NZCYP

- Provide a framework for interdisciplinary practice
- Provide a common language across sectors (e.g., medicine, allied health, psychology, education and family services)
- Can yield profiles of functioning to understand individual characteristics and needs without labels
- Clarify individual variations from diagnostic norms
- Give teams relevant information for educational services including planning, individualizing interventions, assessment, and evaluations

### NZCYP

The toolkit is a collection of forms, profiles, and planning documents to consider and document child and youth characteristics, participation, and preferences.

- Gather in-depth knowledge about a child/youth
- Team collaboration and communication
- Information sharing and interdisciplinary exchange
- Educational planning

### NZCYP - Forms

- Background Information (BI)
- Sensory Modality Profile (SMP)
- Communication Profile (CP)
- Participation and Access Profile (PAP)
- Functional Ability Profile (FAP)
- Adaptations & Specialised Equipment Profile (ASEP)
- Interests & Preference Profile (IPP)
- Priority Planning Page (PPP)

## Good Transitions

- What makes a good transition?
- Individualised and strengths-based planning (Hatfield et al., 2018)
- Involvement of stakeholders (van Rens et al., 2018)
- Clear and timely records (Hatfield et al., 2018; Strnadová & Cumming, 2014)
- Transition planning and co-ordination (Ravenscroft et al., 2017)
- Communication and collaboration (Plotner et al., 2018)

## Research questions

- 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?
- 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?

## How the research was conducted

- Qualitative research
- Two teams
- Training
- 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 adolescents and young adults with CN transitioning into or out of secondary 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

- 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?
  - Did it or didn't it?
  - Starting point
  - What happens when information is passed on?

## Implications

- Potential tool to use especially with highly complex children
- Can keep data and records in one place
- Start early and work on small sections at one time
- Make it a living document to be reviewed regularly
- Adapt to suit the environment
- In transition – have new setting involved as early as possible

## Sources

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