





- Create an expectation at school, at home and in the community that young people with disability will seek and obtain employment as part of their adult life
- Collaborate locally with other service providers to form partnerships between schools, employment services and disability services
- Enable participation in work experience at multiple time points and provide opportunities for work experience in the same or different areas of work
- Provide collaborative cross-sector opportunities for scaffolded skill development and transfer of skills from one setting to another
- Involve families and local community supports at all levels of discussion about employment and post-school adult life roles
- Start transition planning early



BY

- Young person
- Schools
- Employment services
- Disability services
- Family
- Community

BETWEEN

- Transition school personnel
- Employment services personnel
- Disability services
- Local employers

1. High
Expectations of
Employability

2. Local Cross-agency Collaboration

5. Family Involvement

6. Early Transition
Planning

4. Skills Development

3. Participation of Young Person

FOR

- Young person
- Employment services personnel
- Transition school personnel

IN

- Decision-making
- Work experience
- Skills development



The research informing this poster is available to view in the Research to Action Guide on Effective School to Employment Transitions, available at www.cadr.org.au