

**TRANSITION PLANNING  
FRAMEWORK FOR NEW  
SOUTH WALES YOUTH  
IN CUSTODY**

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## INTRODUCTION

Young people who are involved with the juvenile justice system have historically experienced poor outcomes. Recidivism rates in Australia are estimated to be around 50% <sup>[1]</sup>. For young people who serve a custodial sentence in 2015-16, 48% return to sentenced detention within 6 months, and 74% in 12 months in Australia <sup>[1]</sup>. This population also has high rates of disability and mental health issues <sup>[2]</sup>. Many incarcerated young people come from unstable homes and have had negative schooling experiences such as suspension and expulsion, resulting in a lack of school connectedness and academic failure <sup>[3]</sup>. Nearly half of young people transitioning from incarceration back to the community do not re-engage with education, and over half who do end up dropping out <sup>[4]</sup>.

Young people transitioning from incarceration back to the community experience a variety of issues that require a number of supports to facilitate their successful re-integration <sup>[4]</sup>. Reengagement with education is crucial, as 43% of young people who re-enter the community without a high school qualification do not re-engage with education upon their release, and 60% of those who do end up dropping out <sup>[4]</sup>. Some of the reasons for this include poverty, inconsistent parenting, violent communities, high rates of unemployment, and inadequate housing <sup>[5]</sup>. Other barriers to successful school re-integration include intra and inter-organisational barriers such as inflexible enrolment policies, and/or restrictive placements in special education classrooms or alternative schools <sup>[6]</sup>. The importance of mitigating these factors and supporting youth to engage in education immediately upon release cannot be overstated, and research suggests that effective transition planning and processes are crucial to this endeavour <sup>[7]</sup>.

This *Transition Planning Framework* provides a best-practice guide for stakeholders involved in supporting youth in custody transitioning back to the community. This Framework can be used by all stakeholders in the transition planning process, not just the NSW Department of Justice and NSW Department of Education. The advocated principles, processes, and recommendations in the Framework are intended to promote smoother transitions back to the community, and to reduce reoffending via developing case management plans that are youth-centred. The *Transition Planning Framework* includes guiding principles, predictors of transition success, domains to include in plans, and recommendations.

Supporting youth returning back to the community requires good collaboration and coordination between and by stakeholders. Collaboration and collaborative case management underpins the processes and practices in this Framework. This Framework allows stakeholders to design rigorous plans to meet the unique needs of every young person leaving custody. Frameworks, by their nature, permit flexibility, and as such this Framework can be adapted to local contexts and available service providers.

## GUIDING PRINCIPLES FOR TRANSITION PLANNING

Effective transition planning and processes for incarcerated youth are grounded in research.

The following guiding principles were developed from a thorough review of the research literature and the Taxonomy of Transition Programming V2.0 <sup>[8]</sup> and Transition Toolkit 3.0 <sup>[9]</sup>.

- Transition-focused planning begins at entry to the juvenile justice centre.
- Transition planning is youth-centred and family-focused: it is created *with* the young person and their family.
- Transition planning results in a single, multi-systemic individual transition plan that incorporates the exit plan.

- The plan goals are informed by academic, behavioural, social-emotional, and career and technical assessments – data-based decision making.
- Transition goals are **SMART** goals: Specific, Measureable, Agreed Upon, Realistic, and Time-Based.
- Transition goals align with the young person’s post-secondary goals, i.e., what they want to do after finishing school.
- Service provider/stakeholder involvement in the transition planning process is collaborative.
- Service provider/stakeholder involvement in the plan aligns with young person’s rehabilitation/treatment needs and transition goals.
- Service providers/stakeholders start the provision of transition services and supports while the young person is still in custody, as members of the transition team.
- The transition team has an identified leader; ideally, a dedicated transition specialist is appointed to this role.
- Centre-based transition team members are trained in collaborative case management.
- Transition team members have clearly defined and accountable roles and responsibilities that are documented in the plan.
- The plan is regularly updated, adjusted, monitored, and evaluated while the young person is in residence, and on return to the community.
- The instructional curriculum and programs that prepare the young person for their transition back to the community are rigorous and relevant.
- The young person’s accomplishment of goals is recognised, documented, and celebrated.
- Adequate funding is allocated to provide necessary transition supports and services.

## WHAT IS AN INDIVIDUAL TRANSITION PLAN?

An individual transition plan is a written document that details the young person’s post-release goals, across a number of broad life domains including education, employment, and community engagement.

It also details and guides the supports and services needed to achieve those goals.

Case management and exit plans address recidivism risks and are part of a young person’s individual transition plan.

While in residency, a case management plan details the treatment and programs the young person will receive to reduce recidivism risks.

The exit plan formulated prior to release must include any court-imposed re-entry, parole, or probation conditions, which can include further/ongoing treatments.

All plans are individualised, comprehensive, and informed by assessments.

All plans are dynamic documents that are regularly updated and adjusted to accommodate changing circumstances or needs.

## PREDICTORS OF TRANSITION SUCCESS

The US-based National Technical Assistance Center for Transition has compiled a list of predictors that improve the transition outcomes of young people with complex needs <sup>[11]</sup>. Predictors are defined as variables (e.g., career awareness) that predict post-school education, employment, and independent living success. The following predictors in **Table 1** have been shown to improve outcomes in the three main transition areas: education, employment, and independent living.

Those with a ✓ indicate that the predictor is research-based, and those with a P indicate the predictor is a [promising practice](#). Where appropriate, these predictors have been highlighted in goal domain considerations and the Framework. A description of what the various predictors entail can be found hyperlinked to most predictors and are provided in [Appendix A](#) as website links. (You will need to create a free account to access these materials. To register for an account, go to: [www.transitionta.org/user/register](http://www.transitionta.org/user/register))

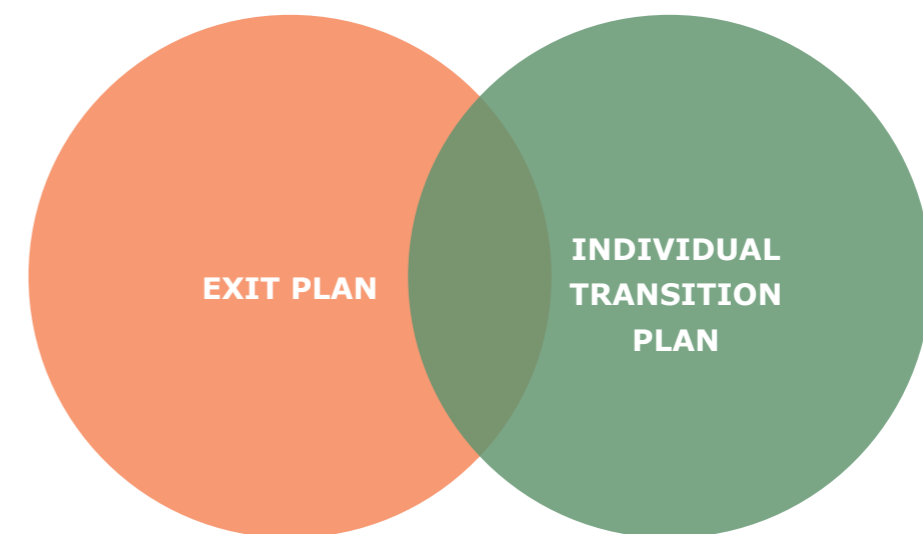
**Table 1**  
*Predictors of Improved Transition Outcomes*

| PREDICTOR  | EDUCATION | EMPLOYMENT | INDEPENDENT LIVING |
|--|-----------|------------|--------------------|
| <a href="#">Inclusion in general education</a>   | ✓         | ✓          | ✓                  |
| <a href="#">Occupational courses</a>             | ✓         | ✓          |                    |
| <a href="#">Paid employment/work experience</a>  | ✓         | ✓          | P                  |
| <a href="#">Transition programs</a>              | ✓         | P          |                    |
| <a href="#">Vocational education</a>             | ✓         | ✓          |                    |
| <a href="#">Youth autonomy</a>                   | ✓         | P          |                    |
| <a href="#">Work study</a>                       |           | P          |                    |
| <a href="#">Self-care/Independent living</a>     | P         | P          | ✓                  |
| <a href="#">Career awareness</a>                 | P         | P          |                    |
| <a href="#">Interagency collaboration</a>        | P         | P          |                    |
| <a href="#">Parent expectations</a>              | P         | P          |                    |
| <a href="#">Self-advocacy/Self-determination</a> | P         | P          |                    |
| <a href="#">Social skills</a>                    | P         | P          | P                  |
| <a href="#">Student support</a>                  | P         | P          | P                  |
| <a href="#">Community experience</a>             |           | P          |                    |
| <a href="#">Exit exams/high school diploma</a>   |           | P          |                    |
| <a href="#">Parent/family involvement</a>        |           | P          |                    |
| <a href="#">Program of study</a>                 |           | P          |                    |
| <a href="#">Travel skills</a>                    |           |            |                    |

## THE NEED FOR HOLISTIC TRANSITION PLANNING AND SUPPORTS

Researchers have shown that improved re-engagement with education can be achieved when evidence-based planning and processes are put in place [3] [12]. An important tool in transition planning process are individual transition plans (ITPs). These are typically included as a part of the individualised education program. While not required by legislation in Australia, they are seen as best practice for students with disabilities, complex support needs and other vulnerabilities [13].

In New South Wales, young people serving custodial sentences receive an exit or discharge plan prior to release [14]. These plans include services and supports to reduce the risk of recidivism. Research supports the targeting of domains known to increase the risk of recidivism [15]. These plans are aimed at the post-release period, are focused on recidivism risk, and are created by adults. An individual transition plan aims to address a much wider range of domains to support young people as they transition into late adolescence and early adulthood [10]. They should be co-created with the young person. The exit/discharge plan is part of an ITP and should not exist in isolation or in competition with it. There will be goal domains in common such as education and/or employment.



An ITP includes the young person’s goals for three main life domains (education, employment, and community engagement), and the supports and services that will be put in place and/or needed for the young person to achieve her/his goals [10]. The young person’s goals must address their immediate post-release wants, needs, and stressors and reflect medium-term, holistic life goals across all life domains. Goals should be age and developmental stage appropriate [16] and show good alignment with legal requirements such as the mandatory school-age, and any court-mandated requirements.

For each goal, it must be clear who will provide necessary supports or services to assist the young person to achieve the goal. Details about where, when and how, as well as contact details for key people/services should be included in the ITP. The ITP should be a working document that the young person, the family/carers and community-based justice officers can easily use.

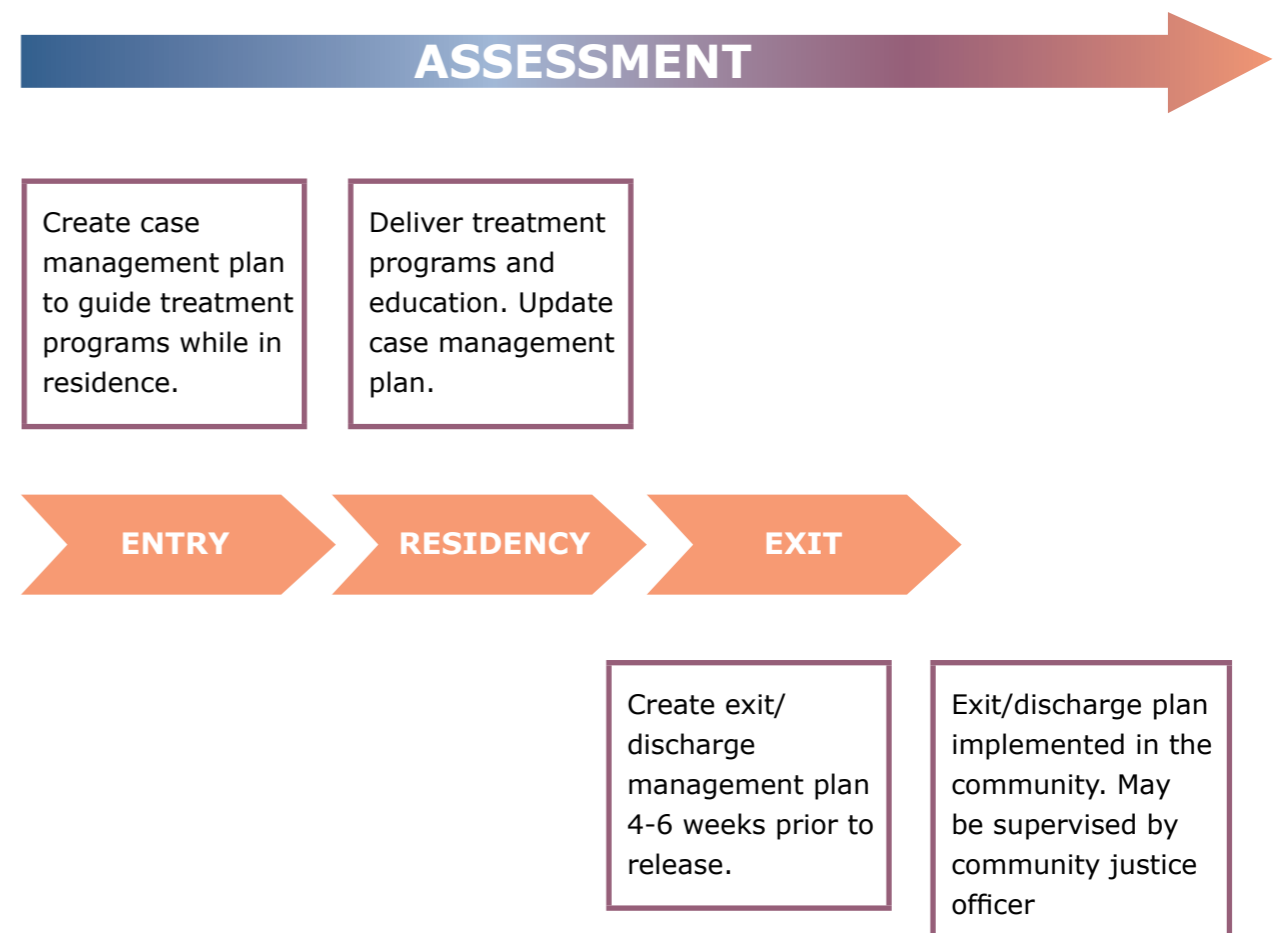
To create holistic ITPs, formal and informal assessments need to be conducted to collect relevant information from the young person, their family/carers and other stakeholders [3] [17]. Results from behavioural screening, academic and career assessments, past individual education programs, school transcripts, and other relevant information from the youth and family should be included. This assessment information can be included as an appendix to the ITP.

### TRANSITION PLANNING FRAMEWORK

This Framework is intended to guide stakeholders involved in transition and case planning for young people serving custodial sentences. Transition and case planning, as suggested in the guiding principles, begins at entry. Recommendations and practices in this Framework acknowledge the need for risk, however, there is also the need to build upon the strengths of young people and develop new capabilities. This is best achieved through the individual transition plan (ITP).

### Current case management planning practice

In New South Wales JJC’s, after admission, a case management plan is created by Department of Justice personnel based on the risk assessment tool, the Youth Level of Service/Client Management Inventory (YLS-CMI). The plan is updated during residency for young people serving longer sentences, i.e., more than 6 months. The plan produced prior to release is known as the exit or discharge plan and includes domains that scored in the moderate to high range from the re-administration of the YLS-CMI. The main activities in the case management process are illustrated in **Figure 2** below. As mentioned in the previous section, the case management and exit plan are part of a broader individual transition plan (ITP).



**Figure 2.** Activities in the case and exit planning process

## Enhanced transition planning

The recommendations and practices in this section are intended to enhance existing case management and transition planning, not to replace it. The recommendations and practices are drawn from research literature and international transition/re-entry models and guides. They represent best practice. Five main recommendations are made in the Framework. Within each, links to guiding principles are made, and then supporting practices are offered. Links to specific programs or resources mentioned in this section can be found in [Appendix B](#).

**Recommendation 1:** The young person and their family/carers are involved in developing the individual transition plan that are included in case management and exit planning process.

Guiding principles:

- Transition-focused planning begins at entry to the juvenile justice centre <sup>[9]</sup> <sup>[19]</sup>.

On admission, the young person participates in screening and assessments that establish treatment and education needs. These assessments form the basis of the case management plan and assist in determining transition team members during residency.

Transition team is established that includes the young person and ideally, their family.

As part of the family's orientation to the centre, families are informed of their important role in case planning meetings. Important information should include: the frequency of meetings, options for attendance/participation including childcare provision options.

- Transition and case planning is youth-centred and family-focused <sup>[9]</sup> <sup>[19]</sup>.

The planning process is youth-focused and strengths based. The young person expresses their strengths, preferences, interests, and needs (SPINs), as well as limitations <sup>[10]</sup>.

With support and training, the young person is encouraged to lead their case planning team meetings <sup>[19]</sup>.

The young person may need training in how to actively participate in their individual case/transition planning. Instruction in self-determination must be explicit and intentional. Self-determination is facilitated by team members during the case/transition planning process.

The young person and their family/carers need to understand the purpose of case/transition planning meetings, how it benefits them, and how they can contribute <sup>[19]</sup>.

Parents/carers may need support and training in how to advocate for their child <sup>[20]</sup>. Community agencies may be able to provide advocacy training and support.

Transition plan goals result from the young person's choices with family/carer input. Options should be presented to the young person and their family/carer that allow choice.

Families are offered programs during residency, transition, and aftercare to enhance their skills and that support their child, e.g., [Multi-systemic Therapy](#) <sup>[21]</sup>, or [Multidimensional Family Therapy](#) <sup>[22]</sup>.

Successes and achievements of the young person while in custody are shared with the family.

Where risk assessment category allows, plans should include pre-release visits to the new residence, educational setting, or workplace.

The young person and their family have the most updated written copy of the exit plan as part of the ITP at release.

Family member's concerns and needs about re-entry are acknowledged and addressed by services.

On re-entry, the young person implements their plan (follows it) with support.

On re-entry, communication with the family should be encouraged and scheduled to meet their needs <sup>[9]</sup>.

>> Considerations:

Have cultural traditions and beliefs, and linguistic considerations been taken into account? Is an interpreter needed?

Are goals and written communications worded in 'easy English' language to ensure the young person and family/carers can understand? Has jargon been avoided?

If immediate family members do not engage with the transition planning process, can other relatives or community members who know the young person well be invited to join the team?

- The case management plan is regularly updated and adjusted while the young person is in custody, and an exit plan is created prior to release to address recidivism risk.

During residency, progress towards goal attainment is reviewed monthly for young people serving sentences of 6 months or more by the transition specialist or specified designee. The young person should be involved in this review. Progress information should be used to update or revise the plan.

Evaluation of stakeholder/agency fulfilment of responsibilities during residency, transition, and aftercare phases conducted regularly (e.g., every 4-6 weeks).

Young people evaluate their progress on their treatment goals and objectives, and their participation in the case planning meetings.

**Recommendation 2.** Stakeholders collaboratively develop and facilitate the implementation of the case/exit management plan and ITP.

- Service provider/stakeholder involvement in the planning process is collaborative <sup>[9]</sup>.

Service providers/stakeholders communicate frequently and share information.

Service providers/stakeholders inform each other of what programs and services they can provide during residency and in the community.

- Service provider/stakeholder involvement in the plan aligns with young person's rehabilitation/treatment needs and transition goals.

The responsibility of transition team members, including providers of services or supports are specified in the plans (e.g., X will be actioned by...).

Family/carer awareness of their roles and responsibilities must be raised in supporting the young person on release, for example, in obtaining prescribed medications.

Services provide support for families/carers to engage youth in community experiences on return to the community.

During the transition phase, other community members that will be involved in supporting transition goals can be invited to join the transition team and planning meetings <sup>[18]</sup>.



On release, if the court imposes a period of supervision in the community, the community justice officer *must* be familiar with the exit plan and ITP.

Mechanisms are in place to monitor and record the implementation of the exit plan, and the achievement of short to medium-term goals in the ITP.

On release, if barriers or changes in circumstances arise, where possible, goals should be retained but changes made to service providers or supports in the plan.

- Service providers/stakeholders start to provide services and supports while the young person is still in custody, as members of a transition team. <sup>[9]</sup>

Involve community members identified in the exit plan and ITP prior to young person's release (e.g., Aboriginal elders, religious leaders).

Service providers/stakeholders keep records of service provision and the young person's progress updated during residency in a central database.

If a mentor is assigned, visits to establish a relationship begin during residency <sup>[23]</sup>.

>> Considerations:

If the young person has a disability, NDIS organisations should be involved in the case/exit planning and ITP.

- The transition team has an identified leader; ideally, a dedicated transition specialist is appointed to this role <sup>[3]</sup>.

Transition specialist is trained to liaise with educational professionals from relevant sectors, potential employers, and other service providers in the community.

The transition specialist facilitates the information sharing processes among and between departments and service providers.

The transition specialist coordinates services and supports in the community that will be involved at re-entry during residency, transition, and for the stipulated aftercare period.

**Recommendation 3.** The program of instruction and intervention treatments support the attainment of transition goals.

Guiding principles:

- Transition goals align with the young person's post-secondary school goals - what they want to do after finishing school <sup>[10]</sup>.
- The instructional curriculum and programs that prepare the young person for their transition back to the community are rigorous and relevant <sup>[10]</sup>.

Pre-release transition activities are part of the centre-wide curriculum, and include instruction in social skills, problem-solving, self-care, and independent living skills.

The educational program delivered by the Education and Training Unit includes NESAs and TAFE courses that correspond to specific post-release and post-secondary school goals.

The young person is provided with a personalised learning plan (PLP) that includes instructional strategies based on assessment results <sup>[8]</sup>. The PLP should include:

Academic skill development in literacy, numeracy, and other subject areas (e.g., decoding, comprehension, computation, interpretation, etc.).

Academic strategies development (e.g., learning strategies, study skills, and test-taking skills, etc.).

Academic behaviours development (e.g., going to class, participation, organization, doing homework, studying, etc.).

A pathway to HSC, ROSA, or TAFE certification is identified in PLP and is aligned with post-release *and* post-secondary school goals. Young people understand by Year 9 what is required to achieve a Record of Student Achievement or HSC.

Multiple and flexible pathways are offered to achieve education goals.

Contact is made with the next educational setting to before the young person is released.

A clear connection exists between the program of study (courses/subjects enrolled in while at the ETU) and pre-requisite curricula required for further education and/or career.

Formative and summative assessment data drives academic instruction and supports.

Accommodations and adjustments are offered for high stakes testing (e.g., NAPLAN, HSC).

Accommodations and modifications are provided to enable access to the curriculum (e.g., text-to-speech apps).

Assessment results are shared regularly with the young person and used to assist in overcoming academic deficiencies when identified.

**Recommendation 4.** Assessment underpins the exit and transition planning process.

- The case/exit plan and ITP goals are informed by assessments <sup>[24]</sup>.

The team should use developmentally and culturally responsive transition assessments to assist the young person to identify their strengths, preferences, interests, and needs (SPINs) <sup>[8]</sup>.

Accommodations for assessments or alternate assessments are provided as needed.

Assessment instruments need to be valid, age or developmentally appropriate, and free of cultural biases.

**Recommendation 5.** Personnel involved in transition planning are well trained and supported.

- Transition team members are trained in collaborative case management <sup>[8]</sup>

Team members receive ongoing professional development in evidence-based instructional and transition planning practices.

Professional development includes raising awareness of others' services and programs.

High quality staff are employed and retained to support the young person's rehabilitation and reintegration to the community.

Peer mentors and community members involved in supporting the young person must be trained, supported, and have a current Working with Children Check.

Community members are invited to contribute their perspectives to strategic planning pertaining to re-entry programs or resources.

## GOAL DOMAINS IDENTIFIED FROM JUVENILE JUSTICE TRANSITION RESEARCH AND TRANSITION THEORY

The fields of criminology and special education were consulted in the identification of domains that should be included in transition plans. The domains included here acknowledge the need for public safety through managing recidivism risk, *and* the rehabilitation and re-engagement of the young person in community life. The Youth Level of Service/Client Management Inventory (YLS/CMI) assessment tool used in New South Wales was included in identifying goal domains, as were three other theories. In addition, the literature from 26 articles and reports on transition planning for incarcerated youth was also consulted in this process (see [Appendix C](#)). In total 16 domains were identified.

### DOMAINS

Domains that should be included in the transition plans of all young people leaving custody are shaded in green below. Those domains that are more individual-specific are shaded in grey. A description of what each of these domains could entail follows **Table 2**. Links to definitions, resources, or programs mentioned in the following domain descriptions can be found in [Appendix D](#).

**Table 2**

*Domains Located in Transition Theory and Research*

| DOMAIN                           | EDUCATION THEORY | CRIMINOLOGY THEORY | EDUCATIONAL LITERATURE | CRIMINOLOGY LITERATURE | MULTI-DISCIPLINARY LITERATURE |
|----------------------------------|------------------|--------------------|------------------------|------------------------|-------------------------------|
| Education / Training             | ✓                | ✓                  | ✓                      | ✓                      | ✓                             |
| Employment                       | ✓                | ✓                  | ✓                      | ✓                      | ✓                             |
| Residence                        | ✓                | ✓                  | ✓                      | ✓                      | ✓                             |
| Personal development             | ✓                | ✓                  | ✓                      | ✓                      | ✓                             |
| Relationships                    | ✓                | ✓                  | ✓                      | ✓                      | ✓                             |
| Leisure / Recreation             | ✓                | ✓                  | ✓                      | ✓                      | ✓                             |
| Medical / Health                 |                  | ✓                  | ✓                      | ✓                      | ✓                             |
| Social skills                    | ✓                |                    | ✓                      | ✓                      | ✓                             |
| Transport                        | ✓                |                    | ✓                      | ✓                      | ✓                             |
| Finances                         | ✓                |                    | ✓                      | ✓                      | ✓                             |
| Community / Service / Engagement | ✓                | ✓                  |                        | ✓                      | ✓                             |
| Legal assistance                 |                  |                    |                        | ✓                      | ✓                             |
| Mental health                    |                  | ✓                  | ✓                      | ✓                      | ✓                             |
| Alcohol or other drugs           |                  | ✓                  | ✓                      | ✓                      | ✓                             |
| Religion and spirituality        | ✓                |                    |                        | ✓                      | ✓                             |
| Child care / rearing             |                  |                    | ✓                      | ✓                      | ✓                             |

## Education/Training

An education goal must be included in the transition plan for all youth below the mandatory school age of 17. Youths aged 17 and above should be encouraged to include a further education or training goal.

### Rationale:

Young people who complete their secondary education have better life outcomes than those who drop out of school prematurely [25]. People who engage in further education and training tend to earn higher incomes, have better health and life-satisfaction, and lower involvement in crime [26].

### Important Considerations

Some criminal offenses may preclude or hamper enrolment in mainstream school settings due to parole conditions or risk-assessments, e.g., sexual assault of a minor.

Inclusion in a mainstream setting is a predictor of better life outcomes in education, employment, and independent living [27].

Rural and remote communities may have limited education options for young people.

Distance education may not be suitable if there is limited or no adult support, access to technology or the Internet, or a quiet place to study [28].

### >>> Actions to take:

For young people below the mandatory school age or those who wish to continue secondary education:

- Investigate education options in the young person's local community. Options can include government, Catholic, independent, alternative schools; or distance education. [The Australian School Directory](#) may be a useful resource.
- Arrange for a tele-conference between the proposed school executive and the young person.

- Conduct a 'virtual tour' of the school setting for the young person when a new educational setting is chosen. Investigate subjects, sports, and other extra-curricular activities on offer.
- Familiarise or review the school's code of conduct/behaviour management policy/rules with the young person.
- Assist the young person in subject selection for the next educational setting that supports their future employment goal listed in the ITP.
- Prepare an educational transcript prior to release to show what subjects and topics were covered while in custody, the results of any recent testing, and update the personalised learning plan including any accommodations or modifications the young person required. This is important for those who wish to obtain a Record of School Achievement.

For young people 17 years or over who do not wish to complete their secondary education:

- Encourage further vocational training.
- Investigate vocational training options in their local community or available online.
- Assist the young person to enrol in their chosen vocational training course prior to release.
- Assist the young person in updating the school education section of their curriculum vitae.

### Related domains:

> Employment: Educational goals must support the post-school/release employment goal in the ITP.

## Employment

An employment goal must be included in the ITP, regardless of the young person's age. For younger individuals, the goal can represent a future aspiration

### Rationale:

Identifying a future career or job enables the careful selection of courses or a program of study to enable the young person to meet the job/career pre-requisite skills/knowledge or requirements. It can also motivate a young person to engage in their education.

### Important Considerations

Some criminal offenses may preclude certain jobs.

### >>> Actions to take:

For young people who have yet to identify a future career or job:

- Conduct career awareness and exploration sessions as part of their school curriculum.
- Download the [Australian Blueprint for Career Development](#).
- Refer to the [Core Skills for Work Development Framework](#).
- Complete vocational assessments. See [Appendix B](#) for a number of career exploration and vocational assessment tools.
- Create a work-study program such as a [school/centre-based enterprise](#) to manufacture and sell goods. These programs prepare young people for both community experience and paid employment/work experience by building their employment related skills.

- Organise pre-release work experience for youths in Year 9 and 10. For youth with low risk categories, this may be offsite. For those with higher risk categories, opportunities can be organised onsite, e.g., gardening. Obtain a reference for work experience placements to add to their transition portfolio.
- Organise a [career fair](#) onsite. Career fairs can introduce youths to a variety of employment possibilities. The local TAFE, chamber of commerce, employers, and employment agencies can be invited to attend.

For those who have identified a future career or job:

- Create a pathway to the career or job goal that includes intermediate steps for jobs other than entry-level positions. The pathway might include completing vocational education/training or higher education or working in an entry-level job first to gain basic skills.
- Assist the young person to contact and register with local employment agencies in their home community for entry-level positions.
- Invite employment agencies to run workshops onsite with young people on: resume writing, how to look for and apply for jobs, how to dress for an interview, and interview skills.
- Assist youth interested in labouring work to obtain their [White Card](#)
- Explore if [Ticket to Work](#) operates in the young person's community and contact if appropriate.
- Contact [Dress for Success](#) or a local charity clothing store for suitable clothing for a job interview. This charity is set up for women, however, they have been known to support young men in juvenile justice centres obtain suitable interview clothing.

### Related domains:

- > Education: Education goal should be clearly related to the employment goal.
- > Social Skills: [Soft skills](#) must be part of the curriculum (e.g., eye-contact, self-confidence, communication, self-esteem, and initiative).

## Residence

A goal must be included in the transition plan that details where the young person would like to live immediately upon release and thereafter. Short and medium-term goals can be included, including independent living.

### Rationale:

A lack of safe and stable accommodation post-release has been shown to contribute to re-offending <sup>[29]</sup>.

### Important Considerations

Court orders must be adhered to and may limit options. Young people in out-of-home-care may also have limited options. Some agency housing options have strict rules (e.g., curfews) that the young person must be made aware of to ensure an informed decision is made. Family members may not want the young person to live with them on release.

### >>> Actions to take:

- Explore accommodation options with the young person including the family home, the home of a relative or partner, independent living in rented public or private housing, or in supported agency-based accommodation (e.g., [Wesley Mission](#)).

For older youth:

- Teach the [Rent It Keep It](#) program. This program includes topics on repairs and cleaning and managing expenses.

- Download the [Independent Living Skills](#) checklist and have young people complete it who plan to live independently on or soon after release. This will assist you in guiding instruction.
- Use independent living skills checklist results to set short-term personalised learning plan objectives.
- Assist the young person to read through the information provided by the [Australian Securities and Investment Commission](#) and watch the video on [Moving Out of Home](#) – includes advice on budgeting, affordability, and sharing with others.

For all youth:

- Program opportunities to upskill young people in independent living skills including in preparing meal plans, grocery lists, budgeting, cooking, cleaning, doing laundry, repairing/replacing/maintaining household items. These activities can be embedded in school-based activities and in residential cottages, subject to individual's risk assessments.

*Responsibilities:*

- Community Justice Officers are typically involved in determining the suitability of any proposed post-release accommodation for safety and risks.

### Related domains:

- > Finances: Understanding how to budget and pay bills on time will be needed to ensure the rent/repayments are made on time.
- > Personal Development: Being able to self-advocate is an important skill when dealing with real-estate agents and landlords.
- > Social skills: Social skills are needed for dealing with real-estate agents, landlords, and other people that the young person may share a residence with.

## Personal Development

A personal development goal focused on self-determination skills (e.g., goal setting, decision making, problem solving and self-advocacy) must be included in the transition plan for all youth.

### Rationale:

Development of self-determination skills (such as choice-making, decision making, problem-solving, etc.) has been linked to positive post-school education, employment, and independent living outcomes for young adults with disabilities <sup>[27]</sup>. There is some evidence of this for incarcerated youth as well <sup>[30]</sup>. Research also supports the use of peer mentors as role models in this process.

### Important Considerations

A young person's active involvement is critical for the success of any transition plan. This is not possible without a proper explanation of what self-determination means and comprises (decision making, choice making, self-advocacy) and why these skills are important to develop in young people in custodial settings.

### >>> Actions to take:

- Explain to a young person the importance of self-determination skills, and provide examples of these skills, and how these can be developed.
- Consider the involvement of older youth who have transitioned from the juvenile justice system and made positive changes in their lives after release as positive role models.
- Make sure that the transition plan provides opportunities for fostering and supporting a young person's autonomy. For example, if a young person includes learning how to access and engage with their community support services in their transition plan, this will boost their autonomy and self-determination.

### Responsibilities:

School staff, Community Justice Officers, Centre Psychologist, Youth/Key Workers can all promote personal development skills.

### Related domains:

- > Social skills: Social skills are needed to enable the appropriate expression of needs and wants.
- > Education: Self-determination and self-advocacy programs can be taught by school staff as part of the NSW [Personal Development](#) curriculum.

## Relationships

A goal must be included in the transition plan that addresses the development and maintenance of healthy relationships with others.

### Rationale:

Family and relationship dysfunction are common among justice-involved youth. Good and supportive relationships with family members, intimate partners, children, and friends are associated with better post-release outcomes <sup>[31]</sup>. Positive relationships provide a broad range of supports including socialisation, employment, and personal development.

### Important Considerations

The young person may have damaged their relationships in the family and community by their behaviours that led to incarceration. The young person may need considerable and ongoing support to rebuild or develop new relationships in their community.

>>> Actions to take:

- Where possible, begin relationship counselling while the young person is in detention
- Encourage participation in relationship programs such as [Love Bites](#)
- Establish support services for the family/carers during and after the young person's release <sup>[20]</sup>
- Include programs related to issues of sexuality, dating, marriage, and child raising
- Engage youth in activities that address interpersonal skills, restorative justice, and mentoring, as a way to promote positive relationships and develop skills
- Consider finding the young person a mentor in their local community

*Responsibilities:*

Education and Justice staff to provide explicit and incidental instruction in healthy relationships to the young person while in detention. Community service providers can be used to provide support and services to the family or partners once the young person is released.

**Related domains:**

- > Personal Development: Self-advocacy and problem-solving skills are an integral part of maintaining good relationships.
- > Social skills: Good communication skills are crucial to the formation and maintenance of relationships

**Leisure/Recreation**

A goal identifying the young person's interests, hobbies or other forms of community participation should be incorporated into the transition plan.

**Rationale:**

Engagement in prosocial recreational activities is a protective factor against recidivism <sup>[32]</sup>. Typically, incarcerated youth are known to engage in problematic recreational activities prior to their incarceration. Problematic activities present as dynamic risks for criminal activities <sup>[33]</sup>. This highlights the importance of supporting youth in accessing and sustaining community leisure activities. These activities may be vital for occupying the young person's time in prosocial activities when they have yet to engage in employment or education in their community.

**Important considerations**

Some rural and remote communities will have limited prosocial recreation/leisure options for youth to choose from. Church-based organisations may provide some options in these communities. Young people may need the support of peers or a trusted mentor to join and maintain engagement in new groups/activities.

>>> Actions to take:

- Assist the young person to identify their leisure time interests and goals.
- Explore post-release leisure time options in the community the young person will reside in. Local councils often have a youth officer or youth services directory that can be of use when exploring local options.
- Encourage young people while in custody to participate in a broad range of recreational options of both a physical and non-physical nature that enable them to improve their fitness levels, skills, and talents.



- Leisure and recreational skills can be explored during the time allocated in the Education and Training Unit or after school hours to engage in skills instruction.
- Promote pro-social leisure activities that engage the entire family and strengthen community engagement.

#### Responsibilities:

Education and Justice staff to provide young people with opportunities to explore and participate in hobbies, sports, and other leisure time activities.

#### Related domains:

- > Education: Exploration and participation in sports and leisure activities is an integral part of schooling.
- > Personal Development: Choosing and participating in appropriate recreation and leisure skills is an important part of personal development.
- > Social Skills: The ability to engage in group sports and recreational activities is dependent upon the young person's social skills.

### Medical/Health

A goal to improve or maintain good health should be included in the transition plan for all youth.

#### Rationale:

Including a health care goal is a must for any young incarcerated person. Young people involved in the juvenile justice system often have unmet physical and mental health issues, some of which tend to occur in higher rates than in mainstream peers <sup>[34]</sup>. This can be caused by their engagement with high-risk behaviours, such as substance misuse and violence.

#### Important Considerations

While some young people have received a regular health care in their communities prior to incarceration, for others the juvenile justice setting is the first environment to provide consistent health care due to transient living conditions or economic disadvantage <sup>[35]</sup>.

#### >>> Actions to take:

- Engage Justice Health to provide health screening checks including dental, auditory, and optical or as needed
- Instruction and management of reproductive health - pregnancy testing of pubescent young girls, testing for and treatment of sexually transmitted diseases.
- Ensuring that a young person's transition plan includes a health management plan post-release, including a schedule of appointments with medical professionals and contact details
- Develop a summary of the health and medical care the young person received while in detention for the family/carer.
- If a chronic health condition was first diagnosed in custody, a plan of next steps to be taken post-release, including contact details of health professionals, must be created.
- Provide young people receiving medications with a sufficient interim supply of essential medications upon their discharge into the community
- Arrange [Medicare card](#) for young people aged 16 years and over
- Provide instruction as part of the [Personal Development, Health and Physical Education](#) curriculum about the need for a nutritionally balanced diet and regular physical activity.

### Responsibilities:

Education and Justice staff to provide young people with instruction, and Justice Health to provide medical services during detention. If the young person has Community Integration Program support, Justice Health should support the young person during that period. Local Area Health services should also be involved in ongoing support for young people once they are back in the community.

### Related domains:

- > Mental health: Given the high prevalence of mental health issues in this population, health care plans will likely include mental health services.
- > Alcohol and other drugs: Substance misuse and harm minimisation may form part of youth's healthcare plans.

## Social Skills

A goal must be included in the transition plan that addresses the assessment and support of the young person's social skills.

### Rationale:

The importance of social skills and relationships cannot be overstated, particularly since they have a large effect on the student's quality of life [36]. Young people require social skills to be successful in many areas of their lives, such as participation in future planning, employment, education, and the initiation and sustainability of personal relationships [37]. These skills include: working with others, accepting criticism, and following directions [37] [38] [39].

### Important considerations:

Assessment in this area is desirable, in regard to both the young person's current level of skill and the environments (education, employment, and home/community) he or she is participating in currently and will participate in the future.

Social skills instruction has been found to be effective in juvenile justice settings when incorporated into a school/facility-wide system of positive behaviour supports [39].

### >>> Actions to take:

- Service learning goals to develop and apply skills to solve real-world problems.
- Time allocated in education timetable for social skills programs.
- Explicit and incidental education provided in social skills to improve students' classroom behaviour and social skills.
- Teachable moments are utilised by all staff. Staff must receive training in this area.
- Interpersonal skills development.
- Extra and co-curricular activities can be used to support student development.
- Build community networks to support the youth and the family.
- Identify cognitive behavioural interventions and skill-building opportunities in the community.

### Responsibilities:

Education and Justice staff to provide explicit and incidental education provided in social skills to improve students' classroom behaviour and social skills.

### Related domains:

- > Education: Students need to develop social skills in order to improve classroom behaviour fully access education.
- > Personal Development: Social skills are an integral part of personal development.
- > Relationships: Social skills are crucial to the formation and maintenance of relationships.

## Transport

A goal must be included in the transition plan that addresses the transportation needs of the young person.

### Rationale:

Public or community-based transport may be needed to attend school, vocational education, employment, therapy sessions, or prosocial leisure activities. A lack of transport can create attendance and participation issues, creating opportunities to engage in antisocial activities <sup>[40]</sup>.

### Important considerations

In rural and remote communities, public or community transport options can be extremely limited or non-existent. Family and friends may not have access to private vehicles to assist transportation needs.

### >>> Actions to take:

- Determine what reliable transportation options are available to the young person to access the education, employment, recreational and other goal activity areas in the transition plan
- Where gaps exist, explore options such as community transport provided by local councils or faith-based organisations.
- If public transport is available, and the young person lives in the greater-Sydney area, assist the young person to obtain an [Opal card](#) and teach them how to operate and top up the card.
- Teach the young person to use static/printed public transport timetables and applications on smart devices.
- If risk category permits, provide opportunities to plan and catch public transport from the juvenile justice centre to a local destination (e.g., TAFE).

- If the young person is aged 16 or over and would like to obtain a driver's licence, assist the young person to obtain their Learner's permit

### Responsibilities:

Education and Training Unit staff are best placed to assist in developing timetable reading skills and preparation for the Learner's permit test. Justice staff can assist with setting up an Opal card, supervising travel on public transport, and Community Justice Officers in determining local transport options for the activities included in the ITP.

### Related domains:

- > Finances: Budgeting for public transport travel and adding credit to Opal cards will be needed.
- > Social skills: Youth will need to use social skills when using public transport and abide by the safety and courtesy rules posted.
- > Personal Development: Public transport use often requires coordination and problem-solving skills.

## Finances

A goal regarding managing personal finances should be included in the transition plan as part of the broader area of independent living skills.

### Rationale:

The ability to manage one's finances is an important independent living skill. Incarcerated youth released back into the community often lack the financial resources to have independent transportation and housing and must rely on family members or friends <sup>[41]</sup>. Although they may be eligible for assistance through Medicare or Centrelink, they may not be aware of this, or know how to access this assistance. Young people returning to the community need to have knowledge of the costs of living independently, including housing, transportation, utilities, medical care, and food, and learn how to budget their money appropriately.

### Important Considerations

Many young people involved in the juvenile justice system are also involved in the child welfare system, and this may limit the natural supports they can access <sup>[42]</sup>.

#### >>> Actions to take:

- Screen youth for eligibility for Medicare, [Youth Allowance](#) and other benefits, and facilitate successful pre-release application for these benefits.
- Help youth identify and apply for appropriate benefits and identification as part of their transition plan.
- Determine how various payments (e.g., restitution, child support, fines) expected from the youth upon his or her release will be incorporated into the conditions of release.
- The Educational and Training Unit uses can teach financial management via resources available online such as: <https://www.keymoneyconcepts.com.au>, <http://www.startsmart.com.au/home/startsmart-programs/>, or <https://www.moneysmart.gov.au/teaching> and support them in meeting their personal finance transition goals.
- Prior to and upon release, the young person is supported in opening a bank account, applying for a tax file number, and preparing a budget.

#### *Responsibilities:*

The Educational and Training Unit is best placed to teach young people about personal finance education.

The juvenile justice staff should screen the young people for assistance eligibility and assist in the coordination of financial support prior to and upon release.

### Related domains:

- > Residence: Young people need to be able to manage their finances in order to successfully secure and maintain housing upon their release.
- > Transportation: Money management is needed for planning for the costs related to post-release transportation options, whether they be car ownership or public transportation.

### Community Engagement

Including a goal in the domain of community engagement adds a strength-based aspect to transition plans <sup>[43]</sup>.

#### **Rationale:**

Including a goal in community engagement can better connect young people to their community via volunteering or in civics (e.g., voting). Attachment to community can increase resilience against antisocial behaviours <sup>[44]</sup>.

### Important Considerations

Where there are limited employment, education, or leisure opportunities in some communities, engaging young people in communities via volunteering can provide opportunities for the development of social and work skills while giving back <sup>[45]</sup>.

#### >>> Actions to take:

- For youths nearing 18 years of age, assist youths to enrol to vote as a citizenship right and responsibility by contacting the [Australian Electoral Commission](#)
- Explore volunteering opportunities in the young person's community that match with their interests or skills (e.g., [Surf life-saving](#), [Landcare](#), [Mission Australia](#), [RSPCA](#))

- Invite guest speakers in from local charities to talk about volunteering
- If risk category permits, engage young people in local volunteering while in detention, for those with higher risk categories, encourage the donation of goods produced to local charities

*Responsibilities:*

The Educational and Training Unit is best placed to teach young people about civics and can assist in coordinating the donation of goods to local charities and inviting guest speakers.

The community justice officers can assist in identifying local volunteering options in the young person’s community.

**Related domains:**

- > Social skills: Communication and other social skills can be developed through engaging with community members while volunteering.
- > Employment: Work-related skills can be developed while volunteering.

**Legal Assistance**

A goal related to legal assistance relevant knowledge and skills should be included in the transition plan for all youth.

**Rationale:**

Recent figures <sup>[1]</sup> indicate that around 70% of young people who serve a custodial sentence will return to custody within 12 months. There is a need for young people to have access to legal assistance and understand their rights and probation/parole conditions <sup>[46]</sup>.

**Important Considerations**

It is essential that young people are aware of what legal assistance available to them. They also need to have awareness of their responsibilities and rights, as well as how to go about achieving their rights.

>>> Actions to take:

- Provide the young person with an easy-to-read overview of their basic legal responsibilities and rights to keep while in detention.
- Teach young people about their legal rights as a child (e.g., [human rights](#), [legal rights](#))
- Include proper ways to go about advocating for their own rights via social skills’ training provided in the juvenile justice setting. Prepare role-plays to practice these skills.
- The transition plan needs to include local legal assistance contacts which the young person could use following release, if needed. Introduce young people to [Legal Aid NSW](#).

*Responsibilities:*

The Educational and Training Unit is best placed to teach young people about their legal rights and responsibilities through civics education.

Justice personnel and the community justice officer are best placed to advise the young person on local contacts and the provision of an easy-to-read handout of their legal rights and responsibilities.

**Related domains:**

- > Personal development: Requesting one’s legal rights is related to self-advocacy.
- > Social skills: Knowing the correct way to request one’s legal rights is important in being heard and achieving them.

## Mental Health

If the young person has a known mental health issue, a goal addressing the young person's mental health needs should be written into the transition plan to ensure a seamless continuation of services upon release.

### Rationale:

Many incarcerated youth experience mental health issues (60-70%), with 30% experiencing serious mental health disorders [47]. Disorders include bipolar disorders, schizophrenia, or psychoses. These young people may require intensive treatment as these disorders contribute to their offending behaviour [34].

### Important considerations:

Often young people involved with the juvenile justice system have also experienced high rates of trauma, and these experiences must be taken into account when planning interventions and transitions. A mental health counsellor or advocate should be part of the transition team [9], and when the youth is close to release, this person should be a community mental health service provider, so the planning takes the community resources and context into consideration.

### >>> Actions to take:

- Each young person receives a comprehensive, objective, and validated assessment upon admission to the facility in order to target interventions to the youth's individual risks and needs [35].
- Interventions must be adapted to appropriately address youths' mental health needs or developmental delays.

- Ensure availability and access to cognitive behavioural interventions that are community-based and family-focused.
- Evidence based mental health interventions are implemented throughout the juvenile justice setting.
- A plan is developed for accessing mental health treatment upon release.
- If the youth has a mental health-related disability, a plan for accessing disability services upon release is developed.
- Families/carers will likely need support in managing their child's mental health needs post-release.

### Responsibilities:

Juvenile justice will assess young people for mental health issues during the intake process. Justice Health will facilitate community-based health and mental healthcare providers' access during detention in order to assist with pre- and post-release services.

Justice Health and the Education and Training Unit should be involved in health and lifestyle education. The Education and Training Unit will include instructional and behavioural strategies within the young person's personalised learning plan for students with mental health-related disabilities.

### Related domains:

- > Medical/Health: Mental health should be included in the health care plan for accessing treatment upon release.
- > Alcohol and Other Drugs: There is a high correlation between mental health issues and substance misuse. Both areas may need to be managed concurrently.
- > Social Skills: Mental health issues may affect the young person's social skills abilities.
- > Relationships: Mental health issues may affect the relationships the young person has with others.

## Alcohol and Other Drugs

For young people with alcohol or other drug misuse histories, a goal should be created in the transition plan to address this known risk factor.

### Rationale:

There is a high correlation between mental health issues and alcohol and other substance misuse and offending [34]. Young people in juvenile justice settings often have complex support needs, including but not limited to being from socially disadvantaged communities, with common experience of out-of-home care, mental health issues and potentially other disabilities, with an experience of alcohol or other substance misuse [48].

### Important Considerations

Ideally, any potential alcohol and drug misuse issues will be identified on entry to the juvenile justice centre and treated while in detention. Intervention approaches that involve the family have proven to be most effective in reducing harm and recidivism [22].

### >>> Actions to take:

- Substance use screening should be conducted on admission to detention, if not 24 hours prior.
- Initial screening needs to be followed by more extensive assessments by health professionals to determine treatment. Assessment information should be collected from the young person, their family/ carer and others who know the young person well.
- Thorough re-assessment pre-release.
- Develop a plan for accessing treatment post-release. Family involvement is critical at this stage. Developing a behaviour plan for the home environment is an important part of the transition plan.

### Responsibilities:

Justice Health and Alcohol and Other Drug counsellors will need to work with the young person while in detention, and once released back to the community. Many Community Justice Officers are also trained Alcohol and Other Drug counsellors.

### Related domains:

- > Health: General health can be impacted by sustained substance misuse.
- > Mental health: As mental health issues are often combined with substance misuse, programs and goals should be designed and implemented that address both domains concurrently.

## Religion and spirituality

A goal related to religion and spirituality could be included in the transition plan for young people.

### Rationale:

Religion, the formal/informal sense of connection to an established religious practice and spirituality, the sense of connection to higher power, are part of many individuals human experience. It can be especially significant for adolescents [49] as it promotes prosocial values and behaviours [50]. Researchers have suggested that adolescent spirituality may be a protective factor for outcomes related to delinquency [51].

### Important Considerations

It is every person's right to decide on their religion and spirituality, and thus young people should not be forced to accept other people's beliefs. This includes both forcing a specific religion and spirituality, as well as belittling any. Young people have a right to access religious instruction, or not, while in detention.

>>> Actions to take:

For young people who have not identified a connection to any religion or spirituality:

- Think about ways in which religious and spiritual beliefs could be introduced into the rehabilitation process.
- Teach young people about world religions as part of the [Human Society and Its Environment](#) (HSIE) curriculum

For young people who have identified their connection to a specific religion and spirituality:

- Arrange for a young person to be visited by a representative of their religion and spirituality (chaplains, and people from their communities of faith) to provide religious and spiritual support
- Encourage visitation by a religious leader/representative from the young person's community while in detention
- Plan the young person's religious and spiritual community engagement following release including practicalities such as transport options to worship services/meetings

For young people who have stated they are not interested in engaging in religion or spirituality:

- Respect the young person's wishes
- This does not prevent the young person from learning about world religions if part of the scheduled HSIE curriculum

*Responsibilities:*

Education and Training Unit staff are responsible for teaching HSIE curriculum. For young people who indicate they would like to continue/engage in religious or spirituality, Justice personnel should assist in organising religious visits and assist the young person in making connections to their local religious/spiritual organisation.

**Related domains:**

- > Personal development: Self-advocacy intersects well with this domain.
- > Social skills: Communication and other social skills can be developed and enhanced via engagement in religion and spirituality activities.

### Child care/rearing

Young people who have children should have transition goals focused on caring for children included in their plan.

**Rationale:**

The rate of teenage parenthood is typically higher in the juvenile justice population than the wider population for males and females <sup>[52]</sup> <sup>[53]</sup>. Research shows that 22-30% of incarcerated females between the ages of 13 and 17 have experienced at least one pregnancy <sup>[54]</sup>. To assist young parents in completing their education or improve their life outcomes via engagement in paid employment, young parents need support in their child rearing activities. Parenting programs can also assist the transition into the role of parent on release <sup>[55]</sup>.

**Important considerations:**

Although rates of teenage pregnancy are high for females involved in the juvenile justice system, there are also young men who are teenage fathers in detention. Most of the parenting programs are aimed at females, with little support for young fathers. On release, young parents of both genders will need support in raising their children from family members, but also from the wider community and systems to break the intergenerational cycle of crime and reduce the impact of separation on the children.



>>> Actions to take:

- Provide both male and female young people with parenting education while in detention using programs such as [Parenting Inside Out](#). Programs aimed at mothers in detention also exist (e.g., [Mothering at a Distance](#))
- Young incarcerated parents should be supported to develop the following skills: communication, problem-solving, anger management, child development, family dynamics, positive reinforcement, non-violent discipline techniques, transition planning and family re-integration.
- Provide a supported play program for parents and children during visiting times.
- Facilitate therapeutic mothers' and fathers' groups.
- Provide educational and corrective services staff with professional development in the area of supporting incarcerated young people who are parents.
- Assist young parents to identify services and supports in their communities including affordable and quality childcare, [play groups](#), [child healthcare clinics](#), and parent education programs (e.g., [First Steps Parenting Centre](#), [Young Pregnant and Parent Network](#), [Raising Children Network](#)), and financial support ([JET Child Care Fee Assistance](#), [Parenting Payment](#))

*Responsibilities:*

Juvenile justice staff to facilitate stay and play programs during visiting times.  
Juvenile justice and Education and Training Unit staff collaborate to provide educational and therapeutic services and education to young parents.  
Community justice officers to assist in identifying community supports and services in the young person's home community and in applying for financial support pre-release.

**Related domains:**

- > Education: Parenting and family skills can be taught as part of the school curriculum, particularly if addressed in IEP and transition plans.
- > Health: Family healthcare and nutrition to be addressed in the plan under the health domain.
- > Residence: Young parents must have suitable family accommodation addressed in their transition plans.
- > Finance: Adequate funds must be organised to support the young person in their parenting role.
- > Personal Development: Parent education could be addressed within the domain of personal development.
- > Social skills: Emotional regulation and anger management could also be addressed under the social skills domain.

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## Appendix A

**Occupational courses:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_OC\\_Predictor\\_2015.pdf](https://www.transitionta.org/system/files/resourcetrees/PD_OC_Predictor_2015.pdf)

**Paid employment/ work experience:** <https://transitionta.org/postsecondaryeducation>

**Transition programs:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_TP\\_Predictor\\_2015.pdf?file=1&](https://www.transitionta.org/system/files/resourcetrees/PD_TP_Predictor_2015.pdf?file=1&)

**Vocational education:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_VE\\_Predictor\\_2015.pdf?file=1&](https://www.transitionta.org/system/files/resourcetrees/PD_VE_Predictor_2015.pdf?file=1&)

**Work study:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_WS\\_Predictor\\_2015.pdf?file=1&](https://www.transitionta.org/system/files/resourcetrees/PD_WS_Predictor_2015.pdf?file=1&)

**Self-care/ independent living skills:** [org/system/files/resourcetrees/PD\\_Self\\_Predictor\\_2015.pdf?file=1&type=node&id=682](https://www.transitionta.org/system/files/resourcetrees/PD_Self_Predictor_2015.pdf?file=1&type=node&id=682)

**Career awareness:** [https://transitionta.org/system/files/resourcetrees/PD\\_CW\\_Predictor\\_2015.pdf?file=1&type=node&id=657&force=](https://transitionta.org/system/files/resourcetrees/PD_CW_Predictor_2015.pdf?file=1&type=node&id=657&force=)

**Interagency collaboration:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_IAC\\_Predictor\\_2015.pdf?file=1&type=node&id=663](https://www.transitionta.org/system/files/resourcetrees/PD_IAC_Predictor_2015.pdf?file=1&type=node&id=663)

**Parent expectations:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_Expect\\_Predictor\\_2015.pdf?file=1&type=node&id=661](https://www.transitionta.org/system/files/resourcetrees/PD_Expect_Predictor_2015.pdf?file=1&type=node&id=661)

**Self-advocacy/Self-determination:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_SD\\_Predictor\\_2015.pdf?file=1&type=node&id=675](https://www.transitionta.org/system/files/resourcetrees/PD_SD_Predictor_2015.pdf?file=1&type=node&id=675)

**Social skills:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_Social\\_Predictor\\_2015.pdf?file=1&type=node&id=683](https://www.transitionta.org/system/files/resourcetrees/PD_Social_Predictor_2015.pdf?file=1&type=node&id=683)

**Student support:** [https://transitionta.org/system/files/resourcetrees/PD\\_SS\\_Predictor\\_2015\\_0.pdf?file=1&type=node&id=687&force=](https://transitionta.org/system/files/resourcetrees/PD_SS_Predictor_2015_0.pdf?file=1&type=node&id=687&force=)

**Community experience:** [https://www.transitionta.org/system/files/resourcetrees/PD\\_CBI\\_Predictor\\_2015.pdf?file=1&type=node&id=656](https://www.transitionta.org/system/files/resourcetrees/PD_CBI_Predictor_2015.pdf?file=1&type=node&id=656)

**Exit exams/high school diploma:** [https://transitionta.org/system/files/resourcetrees/PD\\_Diploma\\_Predictor\\_2015\\_0.pdf?file=1&type=node&id=660&force=](https://transitionta.org/system/files/resourcetrees/PD_Diploma_Predictor_2015_0.pdf?file=1&type=node&id=660&force=)

**Parent/family involvement:** <https://transitionta.org/sites/default/files/Family%20Engagement%20Handout.handout.pdf>

**Program of study:** [https://transitionta.org/system/files/resources/Predictor\\_Self-Assessment2.0.pdf?file=1&type=node&id=1359&force=](https://transitionta.org/system/files/resources/Predictor_Self-Assessment2.0.pdf?file=1&type=node&id=1359&force=)

**Travel skills:** [https://transitionta.org/system/files/resourcetrees/PD\\_Travel\\_Predictor\\_2015.pdf?file=1&type=node&id=692&force=](https://transitionta.org/system/files/resourcetrees/PD_Travel_Predictor_2015.pdf?file=1&type=node&id=692&force=)

## Appendix B

**Promising practice:** <https://www.transitionta.org/effectivepractices>

**Multi-systemic Therapy:** <http://www.mstservices.com/>

**Multidimensional Family Therapy:** <http://www.mdft.org/>

## Appendix C

### Literature consulted in the creation of the Framework

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## Appendix D

**Australian School Directory:** <https://www.australianschoolsdirectory.com.au/sydney-schools.php>

**Australian Blueprint for Career Development:** <https://www.education.gov.au/australian-blueprint-career-development>

**Core Skills for Work Development Framework:** <https://docs.education.gov.au/system/files/doc/other/csfw-facilitatingindividual.pdf>

**School/centre-based enterprise:** <https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/ocs/school-based-enterprise.pdf>

**Career fair:** [http://www.worklinks.com.au/files/School Expo Planning Guide version 2.pdf](http://www.worklinks.com.au/files/School%20Expo%20Planning%20Guide%20version%202.pdf)

**White Card:** <http://www.safework.nsw.gov.au/licences-and-registrations/licences/white-cards-cic>

**Ticket to Work:** <http://www.tickettowork.org.au/>

**Dress for Success:** <https://sydney.dressforsuccess.org/>

**Soft skills:** <https://www.thebalance.com/top-soft-skills-employers-look-for-1986632>

**Wesley Mission:** <https://www.wesleymission.org.au/about-us/what-we-do/helping-people-most-in-need/teenagers-and-young-adults/wesley-youth-accomodation/>

**Rent It Keep It:** <http://www.housingpathways.nsw.gov.au/ways-we-can-help/private-rental-assistance/rent-it-keep-it>

**Independent Living Skills:** [http://www.community.nsw.gov.au/\\_\\_data/assets/pdf\\_file/0011/319367/leavingcare\\_checklist.pdf](http://www.community.nsw.gov.au/__data/assets/pdf_file/0011/319367/leavingcare_checklist.pdf)

**Australian Securities and Investment Commission:** <https://www.moneysmart.gov.au/life-events-and-you/under-25s/moving-out-of-home>

**Moving Out of Home:** <https://www.moneysmart.gov.au/life-events-and-you/under-25s/moving-out-of-home/before-you-move-out>

**Personal Development:** <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10>

**Love Bites:** <http://napcan.org.au/our-programs/love-bites/>

**Medicare card:** <https://www.humanservices.gov.au/individuals/services/medicare/medicare-card>

**Personal Development, Health and Physical Education:** <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10>

**Opal card:** <https://www.youtube.com/watch?v=fLBIUYX39Os>

**Youth Allowance:** <https://www.humanservices.gov.au/individuals/services/centrelink/youth-allowance>

**Key money concepts:** <https://www.keymoneyconcepts.com.au>

**Start smart:** <http://www.startsmart.com.au/home/startsmart-programs/>

**Money smart:** <https://www.moneysmart.gov.au/teaching>

**Australian Electoral Commission:** <http://www.aec.gov.au/enrol/>

**Surf life-saving:** <https://sls.com.au/get-involved/#participation>

**Landcare:** <https://landcareaustralia.org.au/>

**Mission Australia:** <https://www.missionaustralia.com.au/take-action/volunteer>

**RSPCA:** <https://www.rspcansw.org.au/how-you-can-help/volunteer-rspca-nsw/>

**Human rights:** <https://www.humanrights.gov.au/our-work/childrens-rights/guides>

**Legal rights:** <https://www.parliament.nsw.gov.au/researchpapers/Pages/childrens-rights-in-nsw.aspx>

**Legal Aid NSW:** <https://www.legalaid.nsw.gov.au/what-we-do/criminal-law/children-and-young-people>

**Human Society and Its Environment:** <https://syllabus.nesa.nsw.edu.au/hsie/>

**Parenting Inside Out:** <http://www.parentinginsideout.org/>

**Mothering at a Distance:** [http://www.correctiveservices.justice.nsw.gov.au/Documents/Evaluation-of-the-Mothering-at-a-Distance\\_Program.pdf](http://www.correctiveservices.justice.nsw.gov.au/Documents/Evaluation-of-the-Mothering-at-a-Distance_Program.pdf)

**Play groups:** <http://www.playgroupnsw.org.au/>

**Child healthcare clinics:** <http://www.families.nsw.gov.au/support/child-health-services.htm>

**Parent education programs** (e.g. <https://www.humanservices.gov.au/individuals/services/centrelink/parenting-payment>)