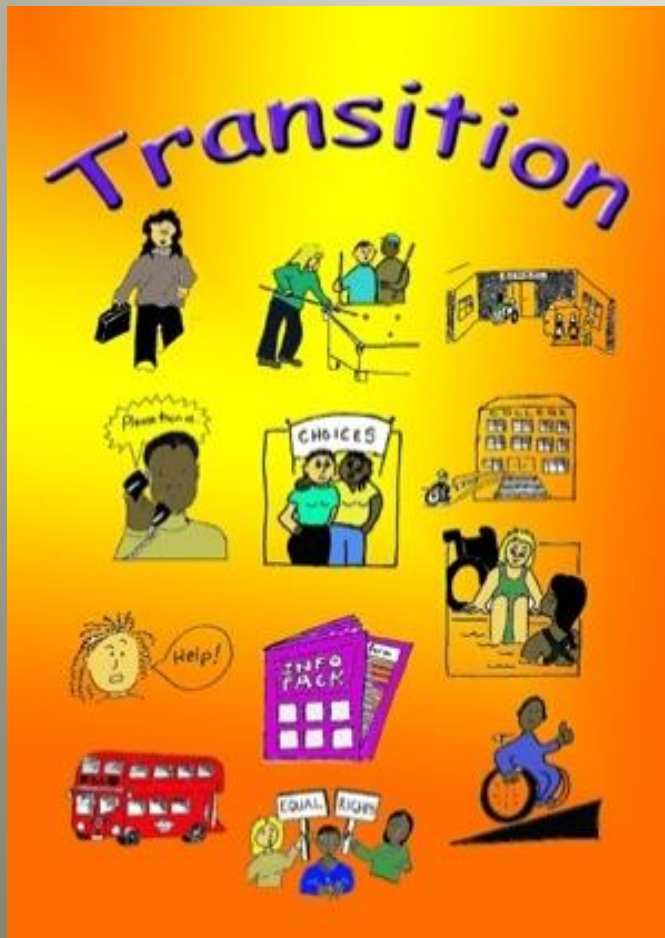


'My Life When I leave School' Transition Project

The Research Team

- Caroline Quick
- Andrew Dever
- Colin
Gladstone



The Research Team Profile



A participatory research process

- Any research that tries to understand life from a disabled person's view has a moral and ethical duty to involve them from the start.
- The challenge is in how we meaningfully do that.
- It is a journey that requires honesty, transparency and perseverance by all involved.

Why this research is important!

In New Zealand people with an intellectual disability are:

- Most likely to be unemployed
- Most likely to have few if any qualifications
- Have fewer friends
- And live with their parents or caregivers for longer

There is a big gap between
what the government says in policy
and what actually happens

We want to lead a good life?

What does this mean?

- To have a purpose to get out of bed in the morning
- To be valued by people
- To have some independence

The Problem in Christchurch

- A lack of structure or framework to the transition process
- Poor post school outcomes for students with intellectual disabilities
- Low expectations
- Young people fitting into available Services

Background to the Research

A new Transition Programme at Allenvale School
Wayne Francis Charitable Trust Transition
Project

Resolving systemic barriers to the transition to adulthood
for disabled students

Lead School Transition Service in Christchurch

This research is about community collaboration
and partnership

Research Design

- Research Team Training
- Survey – baseline data on post school outcomes
- Focus Groups
- Report and Recommendations
- Present at International Conference

Research aims:

1. To improve post school outcomes for young people with an intellectual disability
2. To understand what kind of life young people want when they leave school.
3. How we work as a team and overcome any problems.

The Research Questions

- What do students consider to be a valued social role?
- How can the young people act to shape and determine their lives?
- What choice and control do the young people have over the process of transition from school to post school life?

Research Methods

Research Training

We spent a period of time on how to work together as a research team:

- What research means?
- How to conduct research?
- Protocols for how to work together

We are holding Focus Groups first

Over a period of one year:

- 3 focus groups for students
- 3 focus groups for young people who have left school in the last 5 years
- 2 focus groups for parents and caregivers
- 2 focus groups for staff from schools and local services

Some of the challenges so far in working as a Research Team



Some ethical issues with the 'Team'

- We think about ethics in how we make our relationships with each other.
Ongoing.....
- Respecting what each of us wants from the research project.
- We have tried to give ourselves particular roles or jobs within the team that shows our strengths and what we are good at.
- A mentor for Andrew and Caroline and a supervisor for Colin

What's in it for us?

Caroline:

- Being a role model for young disabled people it make me feel important.

We hope to be employed by the University of Canterbury

Andrew:

- It makes me feel more confident and independent .

We hope to be paid for our work?

Thank you for listening to our
presentation

I am now going to read a
speech to finish