



Preparation for Planning & Workplaces

Increasing the opportunities to learn about and actively participate in decisions

Purpose

- This document has been put together to help identify areas in which individuals with complex communication needs may be supported to contribute more autonomously to planning and decisions that affect them.
- This is not an exhaustive list and will hopefully provide some inspiration to individual circumstances.

Links to the Australian Curriculum

- The School for Special Educational Needs & Australian Curriculum highlights the importance of students taking a leading role in their own transition planning.
- To develop the capabilities and skills to make meaningful contributions, students need opportunities to learn and practice self-determination. The communication needs of some students may require them to develop some of their contributions in advance or over time.
- This recognition of the importance of being active in planning, and the importance of experience, learning. Prior preparation can be applied beyond school contexts.

No Assumptions

- People often make assumptions about an individual's ability to be involved in decision making and may assume they know the individual well enough to represent their views.
- This contributes to some individuals having decisions made for them, reduced experience in self-advocacy, and taking a passive role in making decisions about their lives.

Planning Ahead

As much as possible, prepare the individual for decisions and contributions ahead of time.

Examples of how this can look:

- Explicit teaching of relevant terminology
- Ensure access to robust language systems and relevant words throughout the process
- Getting to know how the individual communicates
- Getting to know how the individual makes decisions
- Finding out what helps to make decisions
- Providing opportunities to experience options
- Collecting the opinions in a safe, quiet space before any formal meeting

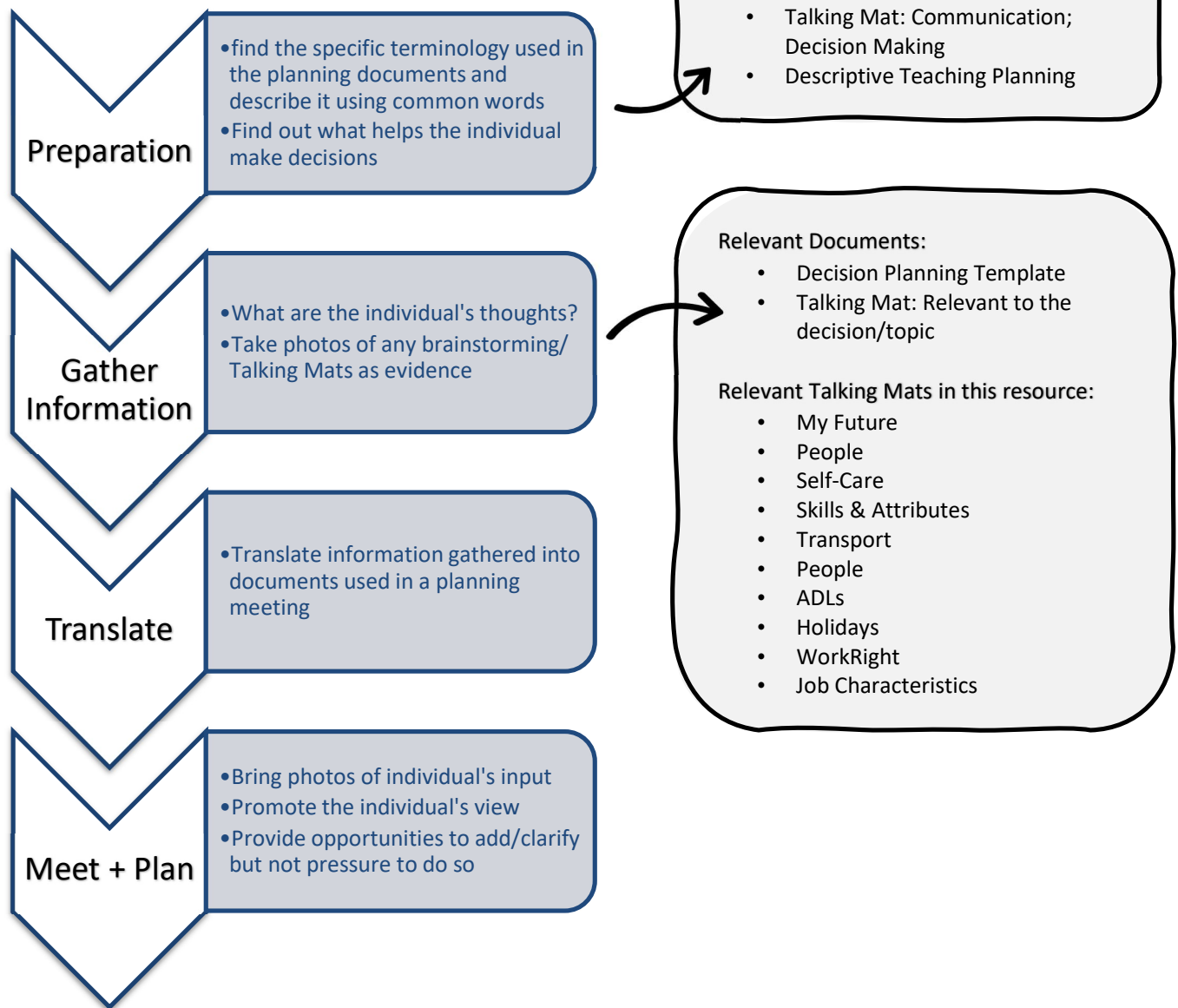
Planning Meetings

Preparing to contribute and succeed

Planning Meetings

Planning meetings often have a range of templates onto which the information gathered is entered.

The following process and the linked resources provide an example of increasing input from individuals with complex communication needs:



Workplace Learning

Cycle of continual review

Workplace Learning Cycle

When individuals begin their journey to entering the workforce, it can be difficult to know what kind of work they will enjoy.

The following process and the linked resources provide an example of increasing input from individuals with complex communication needs as they gain more work experience:

