

INDEX

- Acceptance, 10–12, 66–67, 86, 287
- Accommodation, 13–14, 20, 161, 285
- Achievement gap, 174
- Active participation of children and youth with disabilities, 80–81
- Adaptations during COVID-19 Pandemic, 70
- Adolescents career interventions for, 134–136
- Adult Literacy Services (ALS), 270
- Adulthood, transition to, 160
- Adults
 - literacy programs, 270–271
 - neighborhood connections, 271
 - programs for, 269
- Agency, safety, positivity, inclusion, respect, and equity principles (ASPIRE principles), 69, 72
- Alberta Association for Community Living (AACL), 192
- Allied health support services, 82
- Anxiety, 47
 - expressing, 58
- Applied Behavior Analysis (ABA), 79
- Aspirations, 48
- Assessment, 236
- Australian context, transition planning in, 93–95
- Australian Skills Authority (ASQA), 95
- Australian study
 - Australian participants and setting, 251–252
 - Australian study procedures, 252
 - community reentry and, 251
 - results, 254–256
- Authenticity, 196–197
- Autism, 3, 10–11
 - BEN's early years, 56–57
 - Gold Coast in Queensland, 55
 - Kindy, 56–57
 - preparing for post school transition, 59–60
 - reflections on schooling, 60–61
 - school transitions, 57–59
- Autism Spectrum Disorder (ASD), 11–12, 82
 - Inclusion Collaboration Model, 80
- Becoming, 27–28
 - practices to deliver effective instruction, 32–33
- Behavior disorders, 82
- Beijing Rules*, 246
- Being, 27–28
 - practices to build social emotional competence, 31–32
- Belonging, 27–28
 - practices to adjust learning environment, 30–31
- Belonging–Being–Becoming* structure, 27–28
- Bio-ecological model of transition, 66
- Blurring transition, 14–15
 - pathways after ECI, 16–17
- Bronfenbrenner's ecological system theory, 233–234
- California Department of Education, 162
- California Library Literacy Services (CLLS), 270
- California Workability 1 Program, 161–163
 - benefits, 163–164
 - challenges associated with, 165–166

- job availability, 165–166
 - need to educate others about WA1 Program, 166
 - student selection criteria, 165
 - teacher experiences and perspectives regarding WA1 program, 163–165
 - teacher outcomes and instructional practices, 164–165
- Capability approach theory, 38
- Capacity-building, 184–186
- Career
 - career guidance, 128–129, 131
 - career interventions, 130–131
- Career guidance, 128
 - for inclusive and sustainable future, 129–131
- Career interventions, 130–131
 - for adolescents, 134–136
 - career guidance for inclusive and sustainable future, 129–131
 - career interventions for young adults, 136–138
 - for children, 133–134
 - effectively manage teaching and learning processes, 132–133
 - identifying goals to pursue, in terms of knowledge and skills improvement, 131–132
 - implementing in inclusive perspective, 131–133
 - incorporate personalization forms, 132
 - ways to involving people actively, 131
- Career Online High School (COHS), 268–269
- Career practitioners, 128–129
- Caregiver perspectives, PODCAM's viewpoint on, 277–278
- Case Manager (CM), 99–101
- Central Application Office (CAO), 148
- Cerebral Palsy (CP), 283
- Child-focused model, 121–123
- Children
 - with ASD, 11–12
 - career interventions for, 133–134
 - with Down syndrome, 17–18
 - nurturing children with diverse needs, 111–112
 - optimal development, 13
 - parent groups providing children and families with opportunities and skills, 280–281
 - programs for, 269
 - with SEND, 12
 - with special needs, 13–14
- Children with disability, 5, 275–276
 - active participation of, 80–81
 - assisting parents during transition of child with disability from home to school or ECDC, 282–284
 - engaging community in supporting transition of, 284–285
 - in pre-schools, 276
- City Library, 267–268
- Claremont Evaluation Center (CEC), 172
- Class teachers, 42–43
- Collaboration
 - barriers to collaboration, 154
 - collaborative problem-solving, 153
 - collaborative teams, 94
 - with faculty, 199–200
 - with families, 79–80
 - home-school collaboration, 80
 - interagency collaboration, 210, 238
 - parent-teacher collaboration, 210
 - participatory collaboration, 68
- Collaborative consultation, 94
- Collaborative culture, 104–105
- Collaborative partnership, 64
- Committed community engagement, 181

- Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students model (CIRCLES model), 210, 213
 - barriers for interagency collaboration and strategies, 223–224
 - community-level team, 211–212, 221
 - evaluating, 219–222
 - around globe, 218–219
 - history, 213
 - IEP Team, 212–213
 - implementation fidelity evaluation, 220
 - implications for policy and practice, 224–225
 - language and operational barriers, 224
 - in practice, 215–218
 - research on, 213, 215
 - school-level team, 212, 222
 - stakeholder evaluation, 220
 - structural barriers, 223–224
 - student-level evaluation, 220–221
 - success stories, 217
 - website resources, 219
- Communication, 13–14
- Community
 - community engagement, 284–285
 - community partnerships, 225
 - community resources, 211–212, 223–224, 258, 270–271
 - community support services, 250
 - community-level team, 211–212, 216
 - engagement in supporting transition of children with disabilities, 284–285
 - leaders, 285
 - partnerships, 225
- Community reentry
 - Australian participants and setting, 251–252
 - Australian study, 251
 - Australian study procedures, 252
 - barriers to, 246–251
 - credibility and trustworthiness of data analysis process, 254
 - data analysis, 253–254
 - differences, 259
 - implications for future research, practice, and policy, 259–260
 - rationale and research questions, 251
 - results, 254–257
 - similarities, 258–259
 - stakeholders' perspective, 247–251
 - strengths and limitations of comparative study, 260
 - United States study, 251
 - US participants and setting, 252–253
 - US study procedures, 253
 - youth perspective, 246–247
- Compulsory education, 38–39
- Concordia University of Edmonton (CUE), 192
- Confidence, feelings of, 33–34
- Consultation, 93–94
- Core support approach, 182–184
- Core Support Team (CST), 181–184
- Corporal punishment, 44
- COVID-19 pandemic, 128
 - intervention adaptations during, 70
- Credibility of data analysis process, 254
- Critical reflection on intervention, 71–73
 - work in progress, few critical pointers for future implementation, 72–73
- Culture, 103–104
- Curriculum framework, 236
- Data Sharing and Use Agreement (DSUA), 184
- Disabilities, 128
 - children with, 5
 - students with, 92, 278–279

- Disability Standards for Education (DSE), 93
- Disabled persons organizations (DPOs), 276–277
- District Office of Transition Services (DOTS), 163
- District Strategic Plan, 174
- Diversity, 78, 133
 - cultural diversity, 266, 268
- Dual enrollment programs, 177–178
- Dynamic model of transition, 66

- Early Childhood Development Centre (ECDC), 282–284
- Early childhood intervention (ECI), 10
 - blurring transition pathways after, 16–17
 - parents in ECI transition process, 11–14
- Early intervention, 4–5, 16–17
 - specialized early intervention therapy, 6
- Early Intervention Program, 14
- Early Years Model of Practice (EY-MoP), 26–27
 - frequently used practices, 30–32
 - impressions, 29–30
 - model and teacher perspectives, 28–34
 - model development, 28
 - model features, 26–28
 - transition to school, 26
- Ecological model of transition, 66
- Education
 - equity, 178
 - provision, 38–39
 - quality of, 47–48
 - system in Malawi, 277
- Educational inequality, 103
 - in South Africa, 67
- Effective work transition program, 166–167
- Embedding preparation for transition in holistic wellbeing approach, 65–66

- Employment, 195–196
 - California Workability 1 Program, 161–163
 - challenges associated with California Workability 1 program, 165–166
 - opportunities for students with disabilities, 160
 - strategies for developing effective work transition program, 166–167
 - teacher experiences and perspectives regarding WA1 program, 163–165
- Enablers, 19–20
 - teachers as, 118–119
- Enrolment processes in mainstream schools, 95–103
 - secondary school, 99–103
 - senior high school, 95–98
- Equity, 177–178
- Every Student Succeeds Act (ESSA), 224–225
- External stakeholders, 237

- Family, 19–20
 - coping, 26
 - engagement, 26
 - involvement in school to work transition programs, 239
 - parent groups providing children and families with opportunities and skills, 280–281
 - place, 270
 - well-being, 26
- Federation of Disability Organization in Malawi (FEDOMA), 275–276, 278
- Feedback, 120
 - loop, 72–73
- Feelings of knowledge and confidence, 33–34
- First generation learner experiences
 - aspirations, 48
 - context and background, 38–39

- contextual data, 43
- data collection procedures, 41–43
- ethical issues, 43–44
- experiences, ambition, and attitudes, 44–47
- locating research, 40
- methods, 41–43
- observations, 43–44
- quality of education, 47–48
- relationships, 48–49
- research design, 41
- sustainability, 49–50
- Flexible Integration Model, 80–81
- Friends, 6
 - friendships, 59
- “Fulfill the Dream” program, 135
- Full time special education (FT), 99
- Funding, 271–272
 - transformative experience of volunteering, 271–272
- Globalization, 128
- Grade 7 peer support group, 68
- Grade 8 students work, 69
- Gram Panchayat, 43
- Guidance counselors, 162
- High school (HS), 173–174
- Higher Education Opportunity Act, 146
- Higher School Certificate (HSC), 95
- Holistic wellbeing approach, 65–66, 72
- Home–school–home transition, 115–116
- Homework, 58–59
- Human resource development issues, 240–241
- In-school resource centers, 285
- Inclusion, 196–197
 - promoting school and teacher practices for, 286–288
- Inclusion Alberta, 192–193, 197
 - collaboration with faculty, 199–200
 - facilitating relationships, 198–199
 - foundational desired outcomes, 195–196
 - inclusion and authenticity, 196–197
 - normative life process, 194–195
 - perspective from inclusion Alberta regional coordinator, 197–200
- inclusionED*, 26
- Inclusive communities
 - creation, 110–112
 - cultivate environment for social inclusion, 118
 - promote collaboration and teambuilding, 119–120
 - promoting whole school approach, 121
 - strategies for creating inclusive school community, 118–121
 - view teachers as enablers, 118–119
- Inclusive culture of inclusion, 20–21
- Inclusive education. *See also* Special education (SE), 78
 - inclusive school ethos, 84–85
 - inclusive schooling, 87
- Inclusive Educational Setting, 20
- Inclusive philosophy, 151–152
- Inclusive postsecondary education, 192–193
 - benefits of experience, 204–205
- Inclusion Alberta, 193–197
 - perspective from cue associate professor, 201–205
 - perspective from inclusion Alberta regional coordinator, 197–200
 - student’s experience, 200–201
 - success with Asterisk, 202–204
- Inclusive schools
 - ethos, 151–152
 - special schools to, 78
- India, 38–39

- Indian education system, 39, 47
- Individual Education Plans (IEPs),
 - 57–58, 94, 151, 160, 287
 - parents, 218
 - students, 216–218
 - teachers, 216
 - team, 212–213, 216, 218
- Individual planning process for
 - students with diverse needs, 122
- Individualized Transition Plan (ITP), 162, 235
- Individuals with Disabilities Education Act of 2004 (IDEA)*, 161, 224–225
- Indonesia, 231
- Indonesian context, school to work transition programs in, 231–233
 - advance school to work transition programs for students with disabilities, 233–238
 - improving employment-related outcomes, 232–233
- Inductive content analysis, 253
- Innovation, 103–104, 119
- Institute for Education Sciences (IES), 213
- Instructional assistants, teacher aides, 60–61
- Instructional practices, 120, 163
 - systematic instruction, 32
- Integrated Early Childhood Development Education (IECDE), 275–276
- Integrated Education of Disabled Children (IEDC), 38–39
- Integrative process-orientation
 - approach, 66
- Intellectual disabilities, 10–11
 - barriers to successful post-secondary transitions for students with, 144–145
 - post-secondary transitions for students with intellectual disabilities in Republic of Ireland, 146–147
- Interagency collaboration, 210, 238
- International education systems, 82
- Intersegmental collaboration, 175–177
 - today's education transition challenges call for, 172–175
- Job availability
 - employer willingness to accept students for WA1 training, 166
 - location of job, 165–166
- Job location, 165–166
- Juvenile justice (JJ), 246
 - transition reentry, 250
- Key Learning Area (KLA), 101
- Knowledge, 13–14
 - feelings of, 33–34
- Knowledge and Human Development Authority (KHDA), 18–19
- Language barriers, 224
- Latinx community in Southern California, 267
- Leadership, 69, 99
 - school principals, 148
- Leamos*, 268
- Learners
 - differences in parents' perspectives, 17–19
 - first generation learners, 38–39
 - methodology, 14
 - parents in ECI transition process, 11–14
 - results, 14–17
 - transition framework to inclusive settings, 19–21
- Learning, 195–196
 - communities, 110
 - processes, 132–133
- Learning and Support Teacher (LaST), 96

- Learning environment
 - child-focused model, 121–123
 - every child as everyone's responsibility, 114–118
 - schooling process, 110–112
 - strategies for creating inclusive school community, 118–121
 - transitioning complexity of primary and secondary schools, 112
- Learning support officers (LSOs), 95
- Learning Support Team, 94
- Levels of Collaboration Scale*, 220
- Libraries, 265–266
 - adult literacy programs, 270–271
 - City Library, 267–268
 - family place, 270
 - funding, 271–272
 - literacy programs, 266
 - programs and services, 268–269
 - programs for adults, 269
 - programs for children and young adults, 269
- Life Design International Research Group, 130, 135
- Life enriching experiences, 195–196
- Literacy, 265–266
 - development, 266
 - programs, 266, 270–271
- Local leaders, 285
- Location of job, 165–166
- Mainstream classrooms, practices in, 28
- Malawi Junior Certificate (JCE), 284
- Malawi Schools Certificate of Education (MSCE), 284
- Memorandums of Understanding (MOUs), 223
- Mental health considerations, 82
- Middle Years Model of Practice (MY-MoP), 26
- Migration, 48
- Ministry of Community Development (MOCD), 18–19
- Ministry of Education (MOE), 18–19
- Mixed-method research study, 14
- Model of Practice, 30
 - Early Years Model of Practice, 26–27
- Model of Transition, 15
- Mother Groups, 285
- MPOWER program, 137
- National Assessment Program–Literacy and Numeracy (NAPLAN), 99, 103
- National Education Evaluation and Development Unit (NEEDU), 64–65
- National Inclusive Education Strategy, 277–278
- National Longitudinal Transition Study-2, 160
- Nationally Consistent Collection of Data (NCCD), 95–96
- Neighborhood connections, 271
- Non-government organization (NGO), 41, 276–277
- Normative life process, 194–195
- Nurturing children with diverse needs, 111–112
- One-way ANOVA, 18–19
- Operational barriers, 224
- Organisation for Economic Co-operation and Development (OECD), 92
- Organizational Chart, 102
- Parent Teacher Associations (PTAs), 285
- Parent(s), 116–118, 218, 276–277
 - advocacy, 287
 - assisting parents during transition of child with disability from home to school or ECDC, 282–284
 - challenges described by parents during transition, 12–13

- children with disability, 275–276
- in ECI transition process, 11–14
- emotions and feelings, 27
- engaging community in supporting transition of children with disabilities, 284–285
- groups providing children and families with opportunities and skills, 280–281
- interviews, 41–42
- labeling, 5
- negotiation with, 6
- parent groups provide children and families with opportunities and skills, 280–281
- parent-teacher meetings, 5
- parent-child transactions, 10
- perspectives, 10
- PODCAM's viewpoint on teacher or caregiver perspectives, 277–278
- promoting school and teacher practices for inclusion, 286–288
- responsibility, 5, 17–18
- strategies promoting effective transition, 13–14
- stress, 6
- support groups, 278
- supporting school entry for students with disability, 278–279
- thoughts on school, 4–5
- transition as stressful to parents and families, 11–12
- transition in parents' perspectives, 17–19
- Parental involvement in ECI, 13
- Parents of Disabled Children Association of Malawi (PODCAM), 278
- viewpoint on teacher or caregiver perspectives, 277–278
- Partnerships, 137–138
- Pedagogy, 60–61, 121
- Peer relationships, 56
 - interpersonal relationships, 64, 73
 - peer mentoring, 70
- Peer-support approach, 68
- Person-centered planning (PCP), 235
- Personalization forms, 132
- Personnel models of support, 81, 83
- Physical disability, 82
- Physical social wellbeing, 276–277
- PK-12-postsecondary, 172
- Placement models of support, 81–82
- Positive Development Program, 201
- Positive feedback loop strategy, 72–73
- Positive identity and self-confidence, 195–196
- Positive Youth Development
 - approach, 129–130
- Post school transition, preparing for, 59–60
- Post-school outcomes of students with disabilities, 230–231
- Post-secondary education, 146, 148, 152, 161, 194
- Post-secondary transition planning
 - barriers to post-secondary transitions for students with intellectual disabilities, 144–145
 - factors shape positive transitions from school, 146
 - findings, 148–152
 - importance of inclusive school ethos, 151–152
 - lack of clarity, 149–150
 - limitations of guidance provision, 148
 - perceived transition obstacles, 150–151
 - for students with intellectual disabilities in Republic of Ireland, 146–147
 - transition planning, 152–155
- Practice model
 - EY-MoP, 26–27
 - MY-MoP, 26

- Pre-kindergarten through 12th grade school (PK-12 school), 172
- Primary school(ing), 57
 - transitioning complexity of, 112
- Primary to secondary school transition
 - critical reflection on intervention, 71–73
 - embedding preparation for transition in holistic wellbeing approach, 65–66
 - evolution of intervention over period of 4 years, 70–71
 - in South African context, 64–65
 - South African intervention, 67–70
 - transition period from, 64, 71
- Principal, 5–6, 95–96, 241
- Professionals, 92–93, 128
 - development, 61
- Project for Integrated Education for the Disabled (PIED), 38–39
- Psycho-social wellbeing, 276–277
- Public libraries, 267

- Qualitative research
 - methods, 38, 41
 - study, 14
- Quality of education, 47–48
- Quality teaching, 119
- Quality transition programs, 92
- Quantitative analysis, 138
- Quantitative research study, 14
- Quintile system, 67

- Racism, 272
- Reciprocal adaptation, 94
- Regional Learning Collaborative (RLC), 175–176
 - achieved toward student education transitions, 177–180
 - broader impact, 179–180
 - challenge, 172–175
 - effective expansion, 177–179
 - intersegmental collaboration, 175–177
 - outcomes and strategic priorities, 177–180
 - proof of concept, 177
 - rigorous collaborative community approach, 181–186
 - today's education transition challenges call for intersegmental collaboration, 172–175
- Registered Training Organization (RTO), 95
- Regular schools
 - collaboration between special and regular schools during transitions, 79–80
 - models of support for including learners with high support needs in, 81–85
 - personnel models, 83
 - placement models, 82
 - stressful transition to, 15–16
 - student focused models, 83–85
- Relationships, 48–49, 195–196
 - relationship-building process, 13–14
- Republic of Ireland, post-secondary transitions for students with intellectual disabilities in, 146–147
- Research Partner, 174
- Resource allocation, 241
- Responsibility for transition planning, 153–154
- Right of Children to Free and Compulsory Education Act (RTE Act), 38–39
- Rigorous collaborative community approach, 181–186
 - approach of regional learning collaborative lead to equity for diverse students, 181–184

- Sarah's Cue Story, 200–201
- Scheduled tribes, 39
- Scheffe post hoc tests, 18

- School Improvement Grant (SIG), 283
- School Improvement Plan (SIP), 283
- School inclusion, PODCAM's
 - viewpoint on teacher or caregiver perspectives to, 277–278
- School Management Committees (SMCs), 285
- School to work transition programs
 - background to Indonesian context, 231–233
 - designated post-school outcome, 239–240
 - family involvement, 239
 - human resource development issues, 240–241
 - interagency collaboration, 238
 - model to advance school to work transition programs for students with disabilities in Indonesian special schools, 233–238
 - program structure, 239–241
 - resource allocation, 241
 - transition program, 229–231
- School to Working Life framework, 210
- School transitions, 57–59
 - expressing anxiety, 58
 - friendships, 59
 - homework, 58–59
 - primary schooling, 57
 - research, 64
 - school sport, 59
 - secondary schooling, 57–58
- School(s). *See also* Regular schools
 - environment, 65
 - parent groups provide children and families with opportunities and skills, 280–281
 - parent's thoughts on what school will bring, 4–5
 - policies and practices, 78
 - promoting school and teacher practices for inclusion, 286–288
 - review process, 99
 - school-level team, 212, 216
 - sport, 59
 - supporting school entry for students with disability, 278–279
 - transition from home to school in early years, 4
- Schooling
 - nurturing children with diverse needs, 111–112
 - process, 110–112
 - reflections on, 60–61
 - transition into preschool years, 112
- Schools for specific purposes (SSPs), 82
- Secondary school(ing), 57–58, 99, 103
 - transitioning complexity of, 112
- Secondary transition, 210
- Self-confidence, positive identity and, 195–196
- Self-determination, 212–213
- Self-Determination Inventory-Student Report (SDI-SR), 220–221
- Self-efficacy, 66–67, 129–130
- Semi-structured interviews, 38, 41
- Senior high school, 95–98
- Sensory processing disorder, 82
- Service delivery hubs, 267
- Smooth transition, 14–15
 - to SE system, 15
- Social emotional competence, 31–32
- Social inclusion
 - cultivate environment for, 118
 - extracurricular activities, 197
 - friendships, 18
- Social infrastructure, 265–266
- Social involvement, 61
- Social justice, 128, 133, 135, 272–273
- Social media, 69
- Social reorientation, 104–105
- Social skills, 5, 79
 - social interaction, 27, 46, 112

- Socialization, 7
- Socio-ecological approach, 66
- South African intervention, 67–70
 - adaptations during COVID-19 Pandemic, 70
 - contextualizing intervention, 67–68
 - engaging with peers, 70
 - presenting one-day workshop, 69
 - selection of peer support group, 68
 - structure of intervention, 68
- Special classes, 79
- Special education (SE). *See also*
 - Inclusive education, 10–11
 - employment, 160
 - needs, 248
 - needs coordinators, 148
 - smooth transition to, 15
 - teachers, 210, 215–216
- Special educational needs and
 - disabilities (SEND), 12
 - transition for students with, 15
- Special Educational Needs
 - Coordinators (SENCO), 148
- Special Needs Education Teacher (SNET), 287
- Special schools
 - collaboration between special and regular schools during transitions, 79–80
 - to inclusive schools, 78
- Specialist support classes, 82
- Specialized early intervention therapy, 6
- Speech and language difficulties, 116
- Stakeholders, 20
 - evaluation, 220
 - lack of access to educational services, 247–248
 - lack of management of youth behavior, 247
 - lack of preparedness and capacity of stakeholders, 250–251
 - lack of transition specialists, 248
 - lack of treatment and community services, 248–249
 - large caseloads and system bureaucracy, 250
 - low academic and behavioral expectations, 247
 - perspective on community reentry, 247–251
 - problems in interagency collaboration, 249
- State-level policy, 225
- Strategic Plan, 173
- Stressful transition, 14–15
 - stressful transition to regular schools, 15–16
- Structural barriers, 223–224
 - ensuring adequate representation, 224
 - infrastructure, 223
 - MOUs, 223
- Structured work experience cluster, 236–237
- Student focused models of support, 81, 83, 85
- Student Transition Questionnaire (STQ), 220–221
- Student(s), 216–218
 - active participation of children and youth with disabilities, 80–81
 - aspirations, 48
 - collaboration between special and regular schools during transitions, 79–80
 - development, 235–237
 - experience, 200–201
 - link between expectations and reality, 85–87
 - models of support for including learners with high support needs in regular schools, 81–85
 - move from special schools to inclusive schools, 78
 - preparation for transition, 5–6
 - selection criteria, 165
 - student-focused planning, 234–235
 - student-level evaluation, 220–221

- student-teacher relationships, 151
 - transition programs for students in different countries, 79
 - transition programs for students in different countries, 79
 - transitioning from special schools, 78
 - work experience, 160
- Students with disabilities. *See also*
 - Children with disability, 92, 210
 - post-school outcomes of, 230–231
 - supporting school entry for, 278–279
 - work transition programs in Indonesian special schools, 233–238
- Supports, 13–14
 - learning support unit, 57–58
 - service cluster, 237
 - support staff, 83, 92–93
 - support systems, 95, 229–230
- Sustainability, 49–50
- Sustainable Development Goals, 135
- System bureaucracy, 250
- t*-test, 18
- Taxonomy for transition program-
ming, 231
- Teacher(s), 216, 276–277
 - absenteeism, 44–45
 - attitudes, 44
 - collaboration, 79–80
 - early childhood, 3, 28
 - as enablers, 118–119
 - experiences and perspectives regarding WA1 program, 163–165
 - inclusive practices, 146, 285
 - outcomes and instructional practices, 164–165
 - PODCAM's viewpoint on teacher or caregiver perspectives, 277–278
 - practices for inclusion, 286–288
 - professional development, 61, 286
 - special education, 210, 215–216
- Teaching, 120
 - co-teaching, 60–61
 - processes, 132–133
- Teaching All Students Skills for Employment and Life interagency model (TASSEL interagency model), 213
- Teaching Assistants. *See* Learning support officers (LSOs)
- Teambuilding, 119–120
- Teams, 214
- Tertiary and Further Education (TAFE), 60
- Thematic analysis, 12
- Therapy, 5, 8
- 3D printing, 60
- Transactional model, 66
- Transformative experience of volunteering, 271–272
- Transforming schools for effective transition
 - collaborative culture, 104–105
 - culture, 103–104
 - educational inequality, 103
 - enrolment and transition processes in mainstream schools, 95–103
 - targeted learning and development, 105
 - transition planning in Australian context, 93–95
 - transition preparedness, 91–92
- Transition
 - to college, 177
 - community perspectives, 13–14
 - early years in preparation for transition, 5–6
 - from ECI, 10
 - education transitions, 177–180
 - equity-focused, 177–178
 - framework, 19–21
 - from home to school in early years, 4

- obstacles, 150–151
- parent perspectives, 10
- parent's thoughts on what school will bring, 4–5
- post-secondary, 144–145
- preparation for transition, 65–66
- preparedness, 91–92
- into primary school, 57
- primary to secondary, 112
- process, 4
- processes in mainstream schools, 95–103
- program, 229–231
- programs for students in different countries, 79
- school to work, 239
- secondary, 210
- service, 230–231
- socialization, 7
- specialized early intervention therapy, 6
- transition reentry, 250
- Transition of learners
 - differences in parents' perspectives, 17–19
 - methodology, 14
 - parents in ECI transition process, 11–14
 - results, 14–17
 - transition framework to inclusive settings, 19–21
- Transition planning, 94, 152, 155
 - in Australian context, 93–95
 - barriers to effective, 154–155
 - nature and extent of existing transition planning, 153
 - presence(or not) of inclusive school ethos, 155
 - responsibility for, 153–154
- Transitioning complexity of primary and secondary schools, 112
- Transitioning through school with autism
 - BEN's early years, 56–57
 - Gold Coast in Queensland, 55
 - Kindy, 56–57
 - preparing for post school transition, 59–60
 - reflections on schooling, 60–61
 - school transitions, 57–59
- Trustworthiness of data analysis process, 254
- Twin track approach, 277–278
- United Arab Emirates (UAE), 10–11
- United Nations Convention on Rights of Persons with Disabilities (UNCRPD), 145, 282
- United Nations Standard Minimum Rules for Administration of Juvenile Justice*, 246
- United States (US), 251
 - immigrant populations transitioning to life in, 266
 - participants and setting, 252–253
 - public libraries, 265–266
 - results, 256–257
 - study procedures, 253
- Universal Design for Learning (UDL), 151
- Usability of EY-MoP, 29–30
- Vocational Education and Training (VET), 95–96
- Vocational training, 233
- Vocational transition, 165
- Volunteering, transformative experience of, 271–272
- Vulnerabilities, 128
- WA1 program, 161
- Well-being Support Buddy, 70
- Wellbeing coordinating committee (WBCC), 68
- Wellbeing support teams, 68
- Whole-school approach, 121, 147
- Will's model, 210

- Work transition programs for
 - students with disabilities, 233–238
 - external stakeholders, 237
 - national government, 237–238
 - student development, 235–237
 - student-focused planning, 234–235
 - support service cluster, 237
- Workforce Innovations and Opportunities Act (WIOA), 224–225
- Young adults
 - career interventions for, 136–138
 - programs for, 269
- Youth perspective, community reentry on, 246–251
- Youth with disabilities, active participation of, 80–81
- Zilla Parishad School, 41, 44
 - student commitment to attendance at, 48
 - teacher absenteeism in, 44–45