



# Improving school to work transition for young people with intellectual disability

**Ticket to Work**  
National Disability Services

# Ticket to Work



Every young person has the right to seek employment.

**Our mission** is to ensure that all students with disability are prepared and have opportunities to exercise that right

## **Our role:**

- Practice: Supporting communities to implement evidence-based practice
- Policy: Influence good employment and education participation policy development at local, state and national levels
- Research: Explore, identify and highlight good practice through research in school-to-work transition



# Policy Context

State Parties recognize the right of persons with disabilities to work, on an equal basis with others...

(UNCRDP Article 27 Work and employment)

“Identify and establish best practice for transition planning and support through all stages of learning and from education-to-employment.”

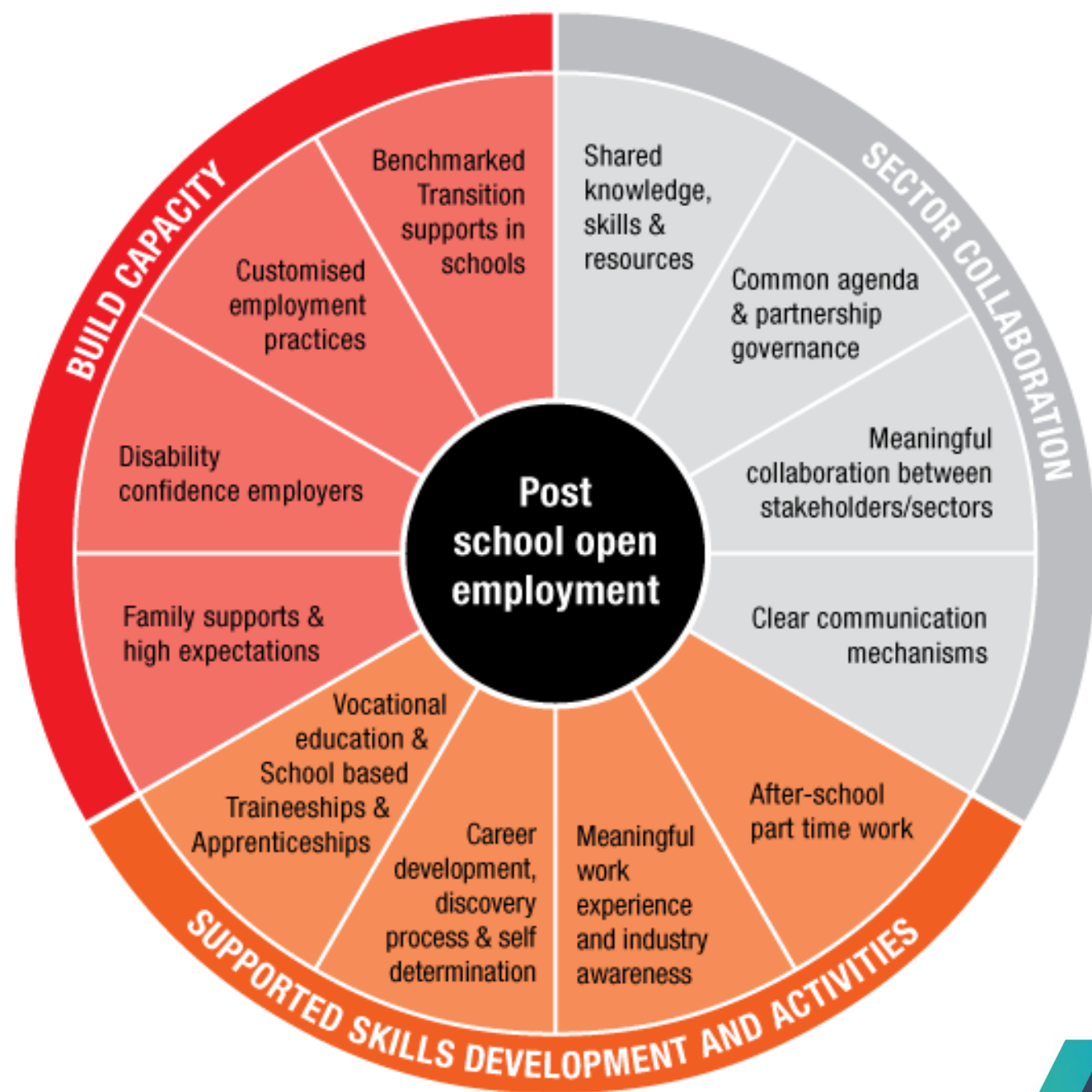
(National Disability Strategy 2010-2020, Rec. 5.5)

“...the National Disability Strategy also clearly identifies that improving transition to work and increasing economic participation of young people with disabilities requires the intersection of, and improvement in, all policy areas.”

(Stafford et al 2017, p.6)



# Ticket to Work





# Ticket to Work Approach



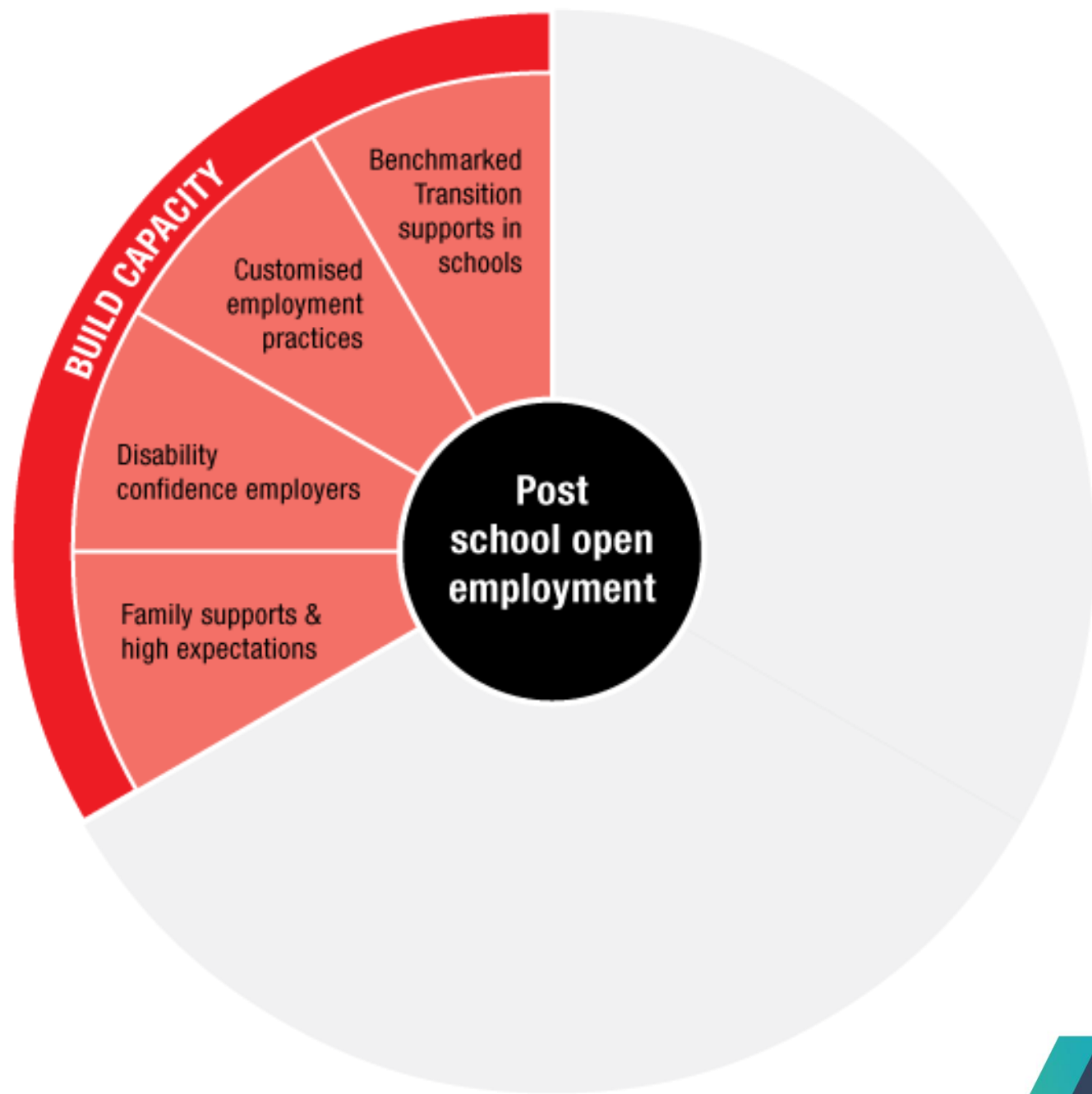


# Ticket to Work Approach





# Ticket to Work Approach



# Customised Employment



Sarah at work in the Hospital

“I love my job, I love that I can help everyone and that I am part of the team”

*Sarah*

Customised employment (CE) strategy to support people with more significant disability to obtain employment.

CE involves 4 elements:

- Discovery
- Job Search Planning
- Job Development/Negotiation
- Post-Placement Support

# School based Traineeship/Apprenticeship



“I love it there, it’s the best and all the people I work with are nice....I want to learn more and have more shifts”.

*Jack*

“When Jack did an SbAT that was the year I saw the most change in him. I found out that he conducts himself really well at work, I saw the biggest developmental change in him...he was out and about, loving work, adapting and growing.

Jack getting the job at the nursery has definitely impacted our family life, he feels valued being employed and the same as everyone else...”

*Carolyn, Jack’s mum*



Jack & Allan, Diaco's Garden Nursery

# After school work



“When I am grown up I want a job during the week like my Mum and Dad. I wants to get married to my girlfriend in 2026. So I need enough money to buy a house for us to move into by ourselves. We will be a new family.”

*Julian*



Julian at work in the Basketball canteen



# Since 2014 ...

NDS unpublished data

- 1482 jobs created
- 50 after school jobs
- 2313 employers involved
- 261 schools involved
- 88% students intellectual disability and/or autism spectrum
- 86% from specialist school settings



Petros working the cash registers at Big W

# Formal Evaluation

Atkinson, Christian, F., Cassidy, J., Rutherford, J. & Hawkins, A.  
(2019) **Ticket to Work Post School Outcomes Report**,

ARTD consultants

## **Aim:**

To assess the impact of the Ticket to Work model on the participants regarding:

- a. post school employment;
- b. school completion;
- c. wellbeing and social inclusion

# Methods

Using a mixed methods approach, structured interviews with 56 former participants of TTW were conducted regarding their employment, social participation and independence outcomes.

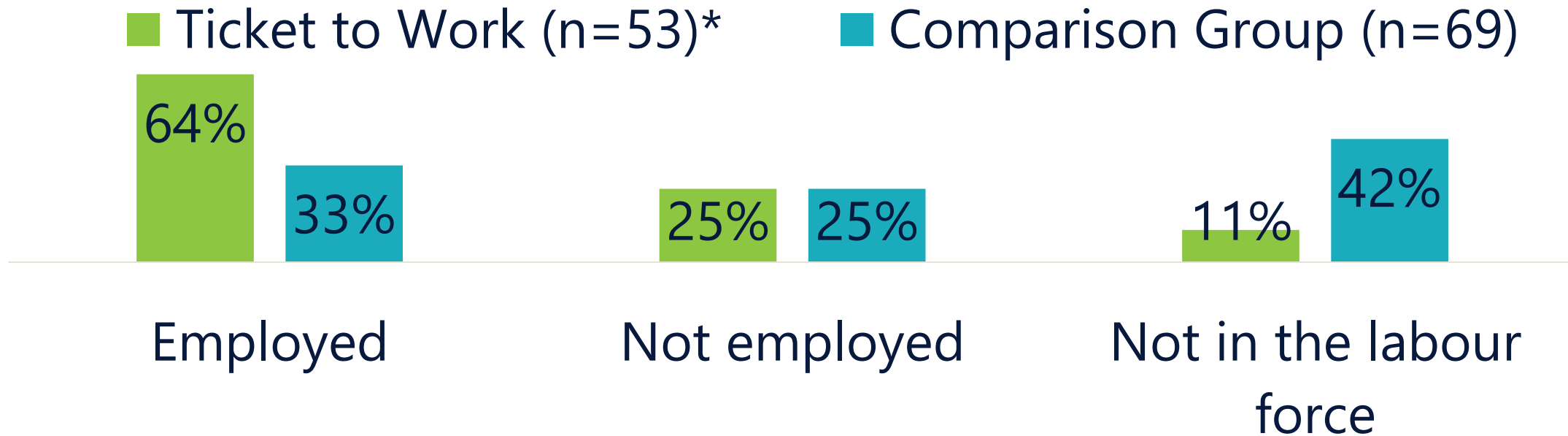
Existing outcome data on school leavers aged  $25 \leq$  with a disability from:

- Household, Income and Labour Dynamics in Australia Wave 16 (HILDA) n=69
- 2015 ABS Survey of Disability, Ageing and Carers (SDAC) n=113
- 2015 NDIS Framework Outcomes Pilot Study n=68

was utilised to compare outcomes



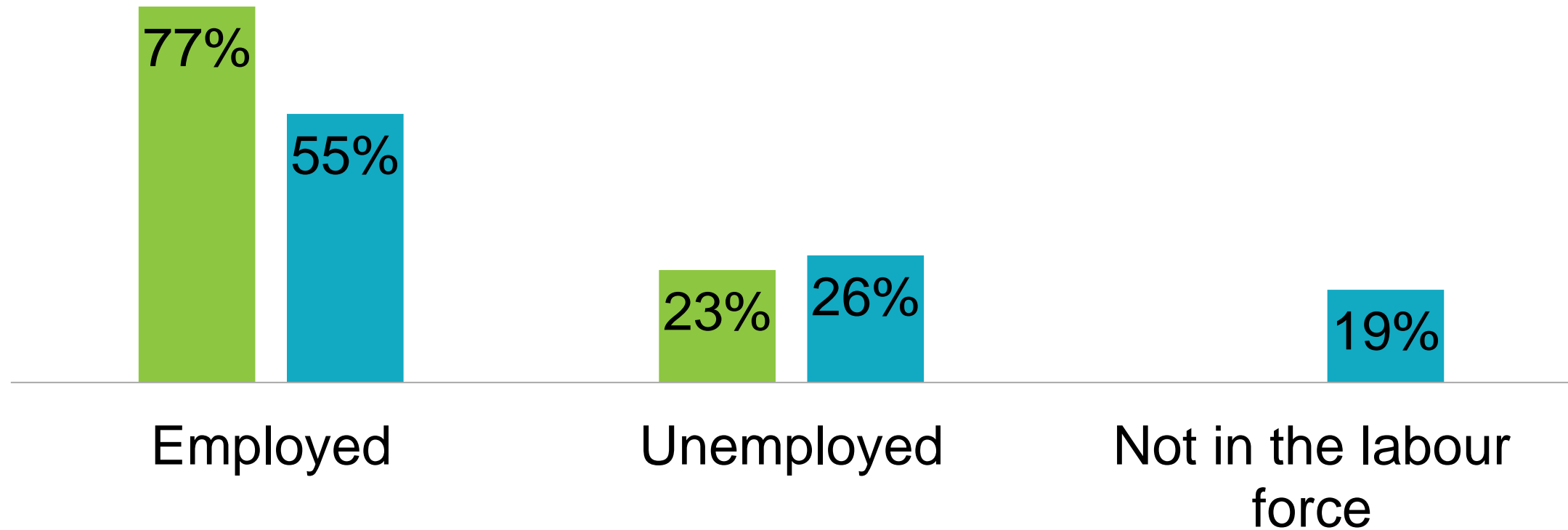
Ticket to Work participants have higher rates of employment than their peers. Current workforce status, Ticket to Work participations vs HILDA comparison group



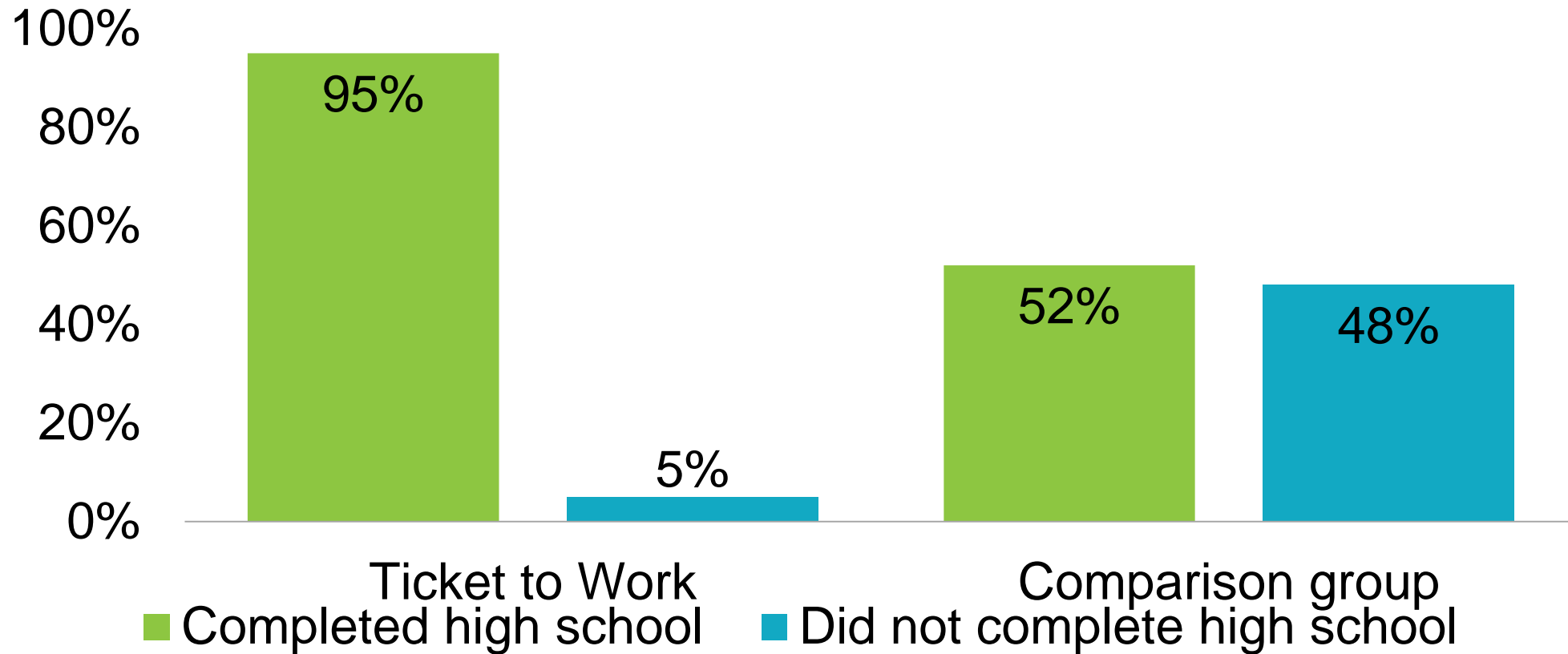


Higher participation in Ticket to Work is associated with better employment outcomes. Ticket to Work participants only

■ Higher participation (n=22)\* ■ Lower participation (n=31)\*\*



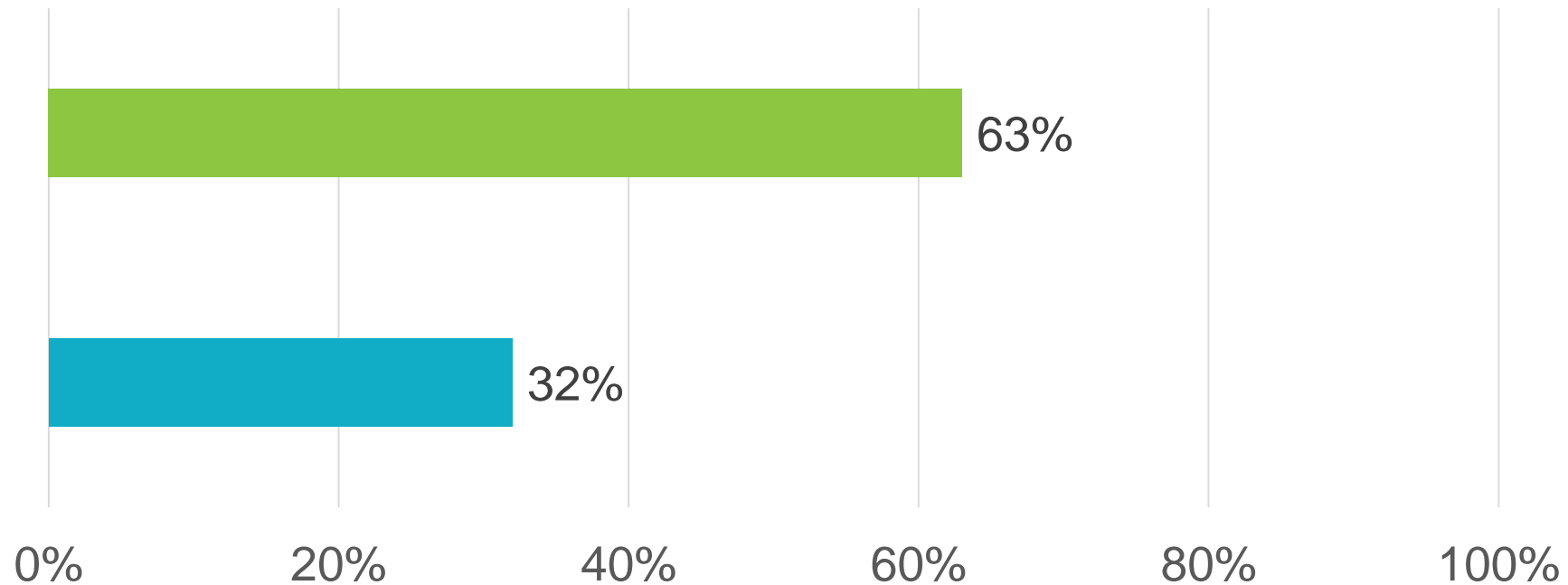
Ticket to Work participants were much more likely to finish high school than the comparison group. High school completion rates, Ticket to Work vs. HILDA comparison group



Ticket to Work participants have higher self-reported levels of independence than their peers, TTW n=54  
NDIS Framework Outcomes Pilot Study n=68



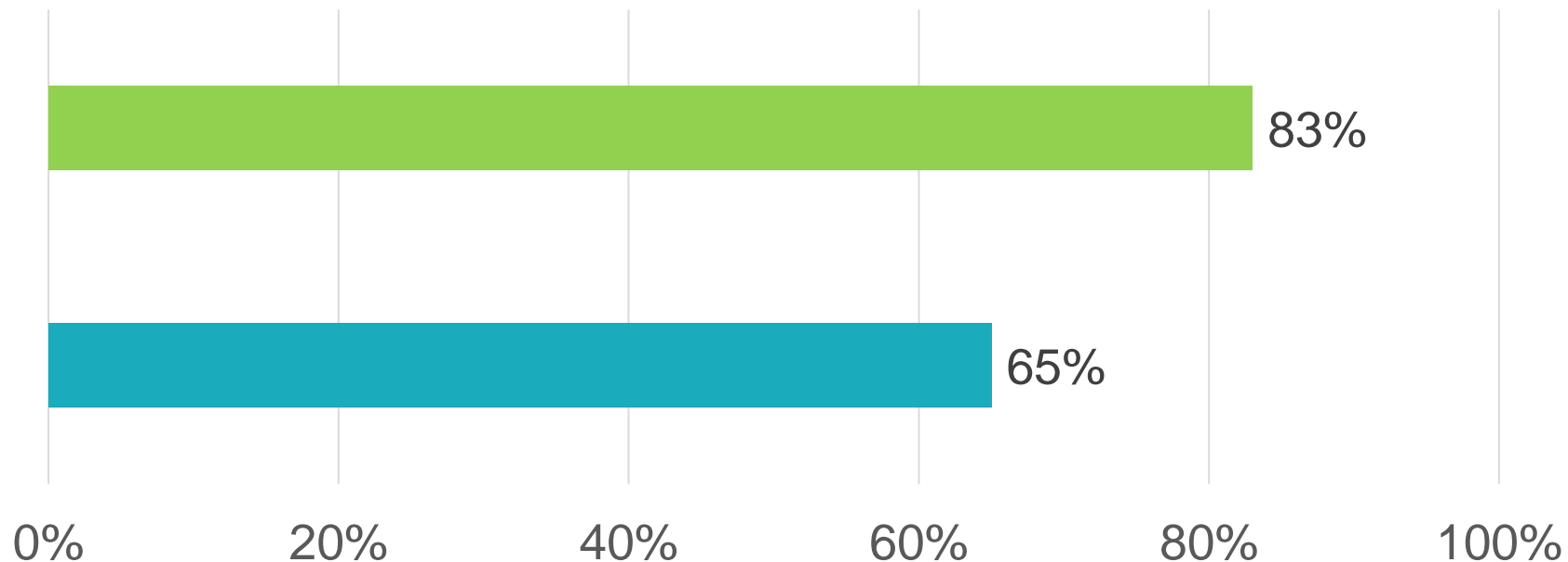
### Sufficiently Independence





Ticket to Work participants are more likely to report going out as often as they would like, TTW n=54  
Survey of Disability, Ageing and Carers (SDAC) n=113

## Social Engagement



# Our key messages



- Transition from school is crucial and starts at age 14
- Work first approach: All students with disability should receive quality and supported career development and work opportunities at school
- All young people, regardless of impairment, can work with the right supports
- Scaffolding opportunities
- Collaborative approach between multiple sectors. Blending and braiding of a range of supports while at school. Successful transition outcomes are not just the responsibility of schools
- Support employers to recruit employees who contribute to the profitability of their businesses

# References

ABS Survey of Disability, Ageing and Carers, Australia: Summary of Findings—2015.

Atkinson, G., Christian, F., Cassidy, J., Rutherford, J. & Hawkins, A. (2019). Ticket to Work Post School Outcomes Report for National Disability Services Final Report Sydney, ARTD consultants. Retrieved from [http://www.tickettowork.org.au/research\\_evaluation/ticket-work-post-school-outcomes/](http://www.tickettowork.org.au/research_evaluation/ticket-work-post-school-outcomes/)

Sheppard, L., Harrington, R. & Howard, K. (2017). Effective school to employment transitions. Research to Action Guide, Rapid Review. NDS Centre for Applied Disability Research. Retrieved from <https://www.cadr.org.au/research-to-action-guides/research-to-action-sheets/school-to-employment-transitions>

NDIS Framework Outcomes Pilot Study Retrieved from <https://www.ndis.gov.au/about-us/publications/outcomes-framework-pilot-study-summary-report-2015>

United Nations. (2008). *Convention on the rights of persons with disabilities*. Retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>



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