

TÉVA

La transition de l'école à la vie active (TÉVA) Planning the Transition to from School to Adult Life

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What is TÉVA?

- A set of coordinated and planned activities that are designed to support students after they leave school;
- It is a plan that is put together by the student, the students parents, the school and other partners. The student is at the center of the process;
- It includes many aspects, including:
 - Entering the workforce;
 - Creating new social networks;
 - Enjoying recreation activities;
 - Participating in their community;
 - Pursuing further education.



Why develop TÉVA?

- Statistics indicate that many students with handicaps or disabilities are not adequately prepared for adult life;
- Most youth with handicaps or disabilities require substantial support from their family and community organisations to successfully transition into adulthood;
- For those most in need of services there are often gaps between what they received in school and what they will receive in the community;
- **There is a legal mandate to complete a TÉVA plan for all students who will require social service support once they leave school.**



Objective of a TÉVA plan:

- To develop an individualized approach that helps young people achieve their life goals and plan for the future;
- To help prepare the student to function as an adult as autonomously as possible;
- To support the youth in overcoming transition obstacles;
- To help coordinate a smooth transition from school to adult life and for the youth to maintain access to services;
- To develop community partnerships such as:
 - Health services;
 - rehabilitation centres;
 - specialized employment services for the handicapped (;
 - recreational organizations;
 - community organizations .



Who is this for?

- Students with severe physical or intellectual disabilities, severe developmental disorders or severe mental health issues AND who:
 - are at least 15 years old;
 - require this kind of support to transition into adulthood;
 - are in high school and wish to participate in this process.



Responsibility of the school:

- Put the transition plan in place and begin the transition process;
- Identify students who would benefit from a transition plan;
- Establish and maintain contact with parents and organizations involved in the transition plan;
- Work in cooperation with the student and all other partners to set and attain the goals specified in the transition plan



What is part of TÉVA plan?

- Starting point is the life goal(s) of the student while including their strengths, limitations, interests, etc;
- The plan is included in the IEP and it should be reviewed annually;
- The school assumes leadership of the plan. The key players are the student, school staff, the parents and community partners.
- There are a variety of tools that can be used to develop the plan

<http://nstattac.org/content/age-appropriate-transition-assessment-toolkit-3rd-ed>

- Other provinces transition plans offer valuable insight well;

http://www.gov.pe.ca/photos/original/ed_secondaryvol.pdf



Conditions for success:

- The student is motivated to participate in the process;
- The school is taking a leadership role in developing and supporting the process;
- The school has established a network of partners;
- Parents are supportive and involved.



Where do we begin?

- Speak to parents about the process;
- Introduce the process to school administrators , teachers and special education technicians;
- Select the tools that you wish to work with;
- Develop your network and the basket of services individualized for the students need;
- Identify the available resources in your region;
- Identify the students that will need a TÉVA plan.

