

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

The Role of Related Service Providers in Supporting Students Transitioning to Adulthood

TONI DOTY PT, PHD, PCS
adoty@Walsh.edu



SELF-ASSESSMENT:   
A Journey of Change

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Learning Objectives

- Describe the transition definition, essential elements and promising practices of IDEA (2004) & how they apply to related service providers
- Describe current evidence promoting successful transition and roles for related service providers
- Identify practical ideas for evaluation, IEP process and intervention during the transition process, using the ICF as a frameworks
- Illustrate transition team planning, family support, interagency collaboration, and role of related service providers in the transition process
- Integrate available lecture information into a group case study activities
- Participants will also make a personal action plan for the remainder of the school year following the conference, signed by a colleague who agrees to check back about meeting the action plan.

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Case Studies

Shawn: High School Preparation for work

Alex: Transition to College

John: Postsecondary placement in Supported Employment & Life Skills

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Case : John

BSF: John is a 19 yo. HS student with athetoid CP (GMFCS IV)

ACTIVITY:

- Uses a communication device with direct selection of icons
- Drives a power chair, can transfer with assist in restroom
- Limited information on reading ability, computation, and academic skills
- Can type on a computer, use shredder

PARTICIPATION:

- Would like to work in the community part time

ENVIRONMENTAL FACTORS:

- Participated in a community based vocational training program
- School transports, dynamic school team
- Friendly coworkers

PERSONAL FACTORS:

- John is social and loves to work/complete tasks
- lives in foster care

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Case: Alex

BSF: Alex is 16 year old student with osteogenesis imperfecta

ACTIVITY:

- Norm referenced testing indicaties average level academic skills. However on the IEP receives resoiorce room for attention issues.
- Drives a power chair, can transfer independently in restroom
- Takes steps with support 20 feet, around house.
- OT Discontinued in 7th grade

PARTICIPATION:

- Has many friends and wants to go to college

ENVIRONMENTAL FACTORS:

- Regular education, college Prep curriculum
- School transports
- Blank transition page as Junior
- Friendly coworkers

PERSONAL FACTORS:

- Alex is social, manager for football team
- Supportive, involved family who would like him to go to college

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Case : Shawn

BSF: Shawn is an 18 yo. HS student with spastic Quadriplegic CP (GMFCS V)

ACTIVITY:

- Uses a communication device with scanning selection of icons
- Drives a power chair using head array system
- Able to answer yes/no questions with a head nod and can carry on an adult level conversation with 1-2 word exchanges using aug. com device
- Counts to 5 consistently

- Recognize letters
- Demonstrates reading abilities although this has been difficult to test due to his orthopedic impairment and limited exposure to technology.
- Has demonstrated competency in sentence formation and copying in a word processing document using a Switch/scanning keyboard.

ENVIRONMENTAL FACTORS:

- Shawn is his own guardian and lives in a group home
- school team

PERSONAL FACTORS:

- vocational interest in computer skills such as data entry/manipulation
- leisure interests: include sports, history, and current events/government.

PARTICIPATION:

- Would like to work in the community part time
- requires assistance with all functional, vocational, adult living and recreational tasks

Students with disabilities have the same life goals as peers without disabilities: to live, work, and participate in their community as independently as possible.

(King, Baldwin, Currie & Evans, 2005 ; McDonnell, 1989)

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Yet, many do not perceive students with disabilities as contributors to society despite evidence that supports their ability to work, live independently, choose and participate in age appropriate recreation activities, given support and training.

(Schleien & Larson, 1986; Sowers & Powers, 1995; Stewart, 2006)

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IDEIA 2004 Definition: Transition

a coordinated set of activities for a student, with a disability, that:

- (A) is designed within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- (B) is based on the student's needs, taking into account the student's strengths, preferences and interests;
- (C) includes instruction, related services, community experiences, the development of employment and other post-school objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation

(section 602, IDEIA, 2004)

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Essential Elements

- Based on student needs, interests, and preferences
- Results oriented
- Coordinated set of activities: Instruction, related services, functional vocational, evaluation, instruction of ADLs, community experiences
- Promote movement to postsecondary environment

(Flexer, 2007)

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Requirements of IDEA 2004

- Age 16 (14 in NC)
- Results Oriented
- Local education agencies will be required to provide students with a summary of their academic and functional skills upon exiting from school.
(Section 614(C)(5) (A)(ii))
- Measurable post secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
(Section 614(d)(1)(III))

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Requirements of IDEA 2004: Summary of Performance

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Requirements of IDEA 2004: Progress Monitoring

Progress toward these measurable goals must be tracked and reported

(Section 614(d)(1) (A)(VIII)(aa))

Section 602 requires transition services to be focused on both academic and functional achievement.

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NTACT (NSTTAC)

National Technical Assistance Center for Transition (website)
<http://www.transitionta.org/>

REQUIRED FEDERAL REPORTING=INDICATOR 13

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Transition Outcomes through the years...

Early studies reported poor:

- post-school integration
- high dropout rates
- low rates of postsecondary education
- high levels of unemployment
- low quality independent living
- low levels of community participation for students with disabilities

(Hasazi, Gordon, & Roe, 1985; Mithaugh, Horiuchi & Fanning 1983)

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Historic Look at Transition Legislation

- PL 94-142 in 1975
- 1983 Preschool services added
- 1990 EI services added & Transition first defined~
- 1997: Related Services added to transition definition

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People with disabilities continue to have:

- highest unemployment rate in the nation
- poor access to post secondary education
- insufficient agency assistance
- limited recreational options
- poor health
- limited personal satisfaction

(NOD, 2010, Stewart, 2006 Blackorby & Wagner, 1996; Wheman, Kregel, & Seyfarth, 1985)

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National Longitudinal Transition Studies

NLTS 1

- 1983: data gathered on post school experiences
- 1,990 students with disabilities
 - Found annual income is 12,000.00 or less
 - Lower employment rates
 - Less residential independence
- Led to grants and definitions in IDEA 1990 & 1997

NLTS 2

- 2000: for a 5 year f/u period
- Results
 - Characteristics of students have changed since 1987
 - Parental expectations
 - Support services
 - Changes in Outcomes

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Relationship between Related Services and Postsecondary Education (PSE) & Work

- Relationship of OT/PT services to PSE and Employment
- Sample 1510 from NLTS 2: OI including CP & SB
- At f/u 48% participated in PSE and 24% had paid employment
- Receiving OT/PT at ages 13-16 was significantly associated with higher levels of enrollment in PSE at 19-21 yo.
- Social interaction & expressive language skills were significantly associated with employment but not OT/PT services.

(Bjornson, Kobayashi, Zhou, & Walker, 2011)

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However...

1 in 10 students enrolled in post secondary education has a learning disability

More than ever, students with disabilities are attending both community colleges and 4 year universities

(Hitchings, Retish & Horvath, 2005)

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Harris Poll on Disability

2004

35% of people were employed compared to 78%

3X as many people with disabilities live in poverty

Twice as likely to have inadequate:

- transportation (31% to 13%)
- health care (18% vs 7%)

(Wehman, 2006)

2010

Employment rates of all working age people:

- People with disabilities (PWD)= 21%
- People without disability= 59%

-38% GAP!

Most companies:

- have hired someone with a disability in past 3 years
- recruit PWD by referrals from friends and word of mouth

PWD still comprise only 2% of US workforce (NOD, 2010)

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Promising Practices in Transition

- Student self-determination and social skills training
- Ecological approaches using formal and informal supports
- Individualized backward planning
- Service coordination and interagency collaboration

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Promising Practices in Transition

- Community experiences and paid work experiences
- Access and accommodation technologies
- Supports for postsecondary education
- Systems change strategies (vocational career education, secondary curricular reform, and inclusion)
- Family involvement (Flexer, 2007)

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Today we know...

- **Quality of life** models for transition planning has withstood the test of time.
- During high school, career related **work experience** and a **functional curriculum** improves graduation and employment outcomes for students with disabilities
(Halpern, Yavonoff, Doren & Benz, 1997)

The **promising practices** substantiated by the evidence include:

- | | |
|-----------------------------|---------------------------------|
| ▪ vocational training | ▪ parental involvement |
| ▪ social skills training | ▪ employability skills training |
| ▪ interagency collaboration | ▪ work experiences |

(Kohler, 1993)

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Still many barriers to transition exist...

What Evidence Supports the Role of RSPs in Transition?

- Emerging but limited information available regarding community-based instruction for students with severe disabilities and the role of the therapist
- Therapists have much to offer students as they prepare for adulthood
- Students under served by therapists appear unlikely to fully achieve their transition outcomes
- Therapists need education in the area of transition and a shift to community based interventions in order to become more involved
(Doty et al., 2010; Inge, 1999 James 2001)

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STUDENTS WITH MULTIPLE DISABILITIES

Many challenges:

- need for AT
- use of transportation
- difficulties toileting
(James, 2001)

STUDENTS WITH CEREBRAL PALSY

- Performance of physical activities did not change over 1 year.
- Findings suggest that the adolescents with cerebral palsy may need physical assistance throughout the day.
- Implications for the role of therapists in transition planning
(Palisano, Copeland, & Galuppi, 2007)

What do Adults with Lifelong Disability Say about School-Based PT services?

- Students' goal for PT was not to get in trouble
- PT in charge of decisions; no student choice
- Parents wanted continued therapy for hopes of a "hidden cure"
- Focused on irrelevant goals & impairments
- Therapists report no expectation to go out into the community

(Sylvester, 2006)

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•Therapists not participating fully in transition process

•Rarely participate in meetings although provided critical services such as AT and material adaptations

(Getzel & deFur, 1997)

But as of 2010, We are becoming more involved!

(Doty, Flexer, McEwen, Barton & Fitzgerald, 2010)

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What Predicts a PT's Involvement in Secondary Transition Practice?

Strong predictors:
 Administrative support
 In-service training

Weak predictors:
 Transition coursework
 IDEA conference attendance
 Student/program characteristics

Not predictors:
 Education level in physical therapy
 Years of experience in school-based practice
 School-based practice in transition

(Doty, Flexer, McEwen, Barton & Fitzgerald, 2010)

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Proposed Roles of Related Service Providers

Therapists should provide:

-**Ecological evaluations** in present and future settings that are pertinent to the student's transition goals & outcomes

-Input and **intervention** for ADLS, assistive technology, mobility, biomechanics (positioning), materials, accommodations, modifications, access (community, work, home), public transportation, & lifelong fitness

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-Assistance with **job development, coaching and placement** through intervention to improve personal management, job supports, work skills or use of AT to negate effects of impairment on the job (APTA, 2001)

-**Prevent secondary conditions** and promotion of community leisure/wellness and by facilitating healthcare transitions

(Palisano, Copeland, & Galuppi, 2007; Doty, Hamilton & O'Shea, 2008) (Thomas & Rosenberg, 2003; Simmons, Flexer, & Bauder, 2005; Campbell, 1997; APTA, 2001)

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Proposed Roles of Related Service Providers

Collaborate with other professionals at school and in the community (e.g. voc rehab counselor, martial arts instructor) to ensure success of the student after high school

-Promote and health related fitness activities

-Consider the need for intervention from a perspective of **future community** living and work rather **than segregated living and work**

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So How Do We Do This?!

THE ROLE OF RELATED SERVICES

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Beginning the Transition Process

-Legally by age 16 (14 in NC!), but never too early to plan

-Process must start with children are very young as they explore their place in the world

-Informal transition training through career awareness, expectation of chores and other typical home & school routines in elementary grades (waiting lists!!)

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- Informal career training
 - Volunteer experiences
 - Association with teams and other groups

-Formal career development and focus on independent living in high school

- Students may need related service expertise:
 - Postsecondary educational track
 - Job training experience
 - Engaging in community/ Independent living skills

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So what do you think?

- How will you start?
- What are your team strengths/weaknesses?
- Review Case attributes across the ICF
- Begin your Transition Planning Activity

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Where do we go from here?

- Get out of school and into the community
- You have the expertise to address the barriers to transition
- Explore your role in discovering accommodations, adaptations, finding community supports, job development, work and life skills education (transportation, feeding, restroom)
- Get knowledgeable about opportunities in YOUR community
- Learn about supported employment

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Take Home Messages

- Be PROACTIVE: It is critical to have a job, plan for education or community engagement in place BEFORE LEAVING HIGH SCHOOL.
- Understand how agencies work together (SPED, RSC, DD, University systems)
- Most of your information will not reach the adult services providers who need it- Help with SOP
- Know the laws, Know the evidence, Know best practice and be comfortable with it!
- Be an integral part of the team!
- Parents are critical in assisting with finding employment

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Evaluating Secondary Students for Employment, Adult Living and Postsecondary Education

Toni Doty PT, PhD, PCS
adoty@walsh.edu

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What Does IDEA Tell Us?

1990:

- Unbiased/Native language
- Multifactored
- Multiple assessments in a variety of environments
- Functional Vocational Evaluation

1997:

- Emphasis on INFORMAL assessment
- Allows Specific environments and expectations
- Greater participation of students and parents
- Functional Behavioral Evaluation
- Assistive Technology Evaluation
- Peers and general education
- Participation in proficiency testing

2004:

- Assessment should lead to measurable postschool transition goals
 - Means evaluation in postschool environments which are matched to needs and preferences
 - Summary of performance completed
(Flexer, Baer, Luft & Simmons 2008)

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How do Therapists Impact a Student in Transition?

- Evaluation and intervention must occur in specific and relevant environments (present and future).
- Driven by student needs and preferences
- Assess 3 main transition areas and think of the continuum during planning:
 - Employment and post secondary
 - Independent living
 - Community participation

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Group Work

Evaluation and intervention,
including but not limited to:

- community access
- communication
- community participation
- required level of assistance
- self care
- work skills
- mobility
- materials access
- biomechanics (positioning)
- public transportation
- assistive technology
- sensory issues
- recreation/fitness
- Don't forget BSF information!

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Why Evaluate????

- Discrimination
- Prediction
- Program Planning/Intervention
- Program Evaluation/Progress Monitoring

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- Consider the need for evaluation and intervention from a perspective of future inclusive community living and work rather than segregated living and work.

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Evaluation: What??

Current & Potential Barriers/Ability

- *Ability to perform self care with and without assistive devices
- *Safety in home/work/postsecondary environments
- *Gain access to work/post secondary education
- *Functional Communication
- *Assume work/post secondary education
- *Assume leisure/fitness activities
- *Device and Equipment use (APTA,2001; AOTA, 1999)

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Where: In the natural environment (not school for all these cases)

How: Tools which describe and quantify Checklists/Scales, Logs, Interviews (student interest/preferences survey), observations (Ecological assessment/task analysis), work assessment, access checks, transportation assessments, questionnaires, video/pictures

Data Generated: What supports are needed? Descriptions of environment, barriers, and student functioning in the environment, ability to participate in environments, need for equipment

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Types of Evaluation

- Must do more than one method
- Formal: Standardized
 - Ex: norm referenced tests, specific procedures
 - Intelligence tests
 - Adaptive Behavior Scales
 - Achievement tests
 - Discriminate
 - Criterion Referenced tests
- Informal: Checklists, Rating Scales
 - Ecological assessment
 - Emphasized in IDEA 1997

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Tools for Evaluation

- Life Centered Career Education
- Canadian Occupational Performance Measure
- Children's Assessment of Participation and Enjoyment / Preferences for Activities of Children
- Enderle-Severson Transition Rating Scale
- Transition Planning Inventory
- Ecological Assessment/Task Analysis
- Assistive Technology Evaluation
- Campus Accessibility Evaluation
- Transportation Assessment
- Choose and Take Action
- Transition Assessment and Goal Generator (TAGG)
- Supports Intensity Scale (SIS)

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Life Centered Education

Life Centered Career Education



- Brolin, D. E. (2012). *Life-centered career education (version 7.2)*. Arlington, VA: The Council for Exceptional Children.
- Computer based Approximately \$1,000.00 - \$2,000.00
- Criterion referenced measure with a comprehensive curriculum
- Mild and Moderate versions
- Competency rating scale (CRS) 20 competencies, 94 sub competencies
- Daily living skills, self determination, interpersonal skills, and employment skills
- CEC website: free 2 week demo

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Canadian Occupational Performance Measure (COPM)

-Law, M., Baptiste, S., Carswell, A., Mccoll, M., Polatajko, H., & Pollock, N. (2005). (3rd ed.). Toronto: Canadian Association of Occupational Therapists.

-Approximately \$250.00

-Standardized administration of individualized outcome measures of occupational performance.

-Caregiver and client rating forms



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Children's Assessment of Participation and Enjoyment (CAPE)/ Preferences for Activities of Children (PAC)

-King, G., Law, M., King, S., Hurley, P., Hanna, S., Kertoy, M., et al. (2004).

-*Children's Assessment of Participation and Enjoyment (CAPE) and Preferences for Activities of Children (PAC)*. San Antonio, TX: Harcourt Assessment.

-Approximately \$100.00



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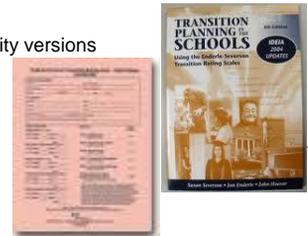
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Enderle-Severson Transition Rating Scale

-Enderle, J., & Severson, S. (2003). *Enderle-Severson Transition Rating Scale* (3rd ed.). Moorehead, MN: ESTR.

-Approximately \$50.00

-Mild and intensive disability versions



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Transition Planning Inventory



- Clark, G. M., & Patton, J. R. (1997) Austin, TX: PRO-ED.
- Assesses: Employment, Education, Daily living, Leisure, Health, Self-determination, Communication, Interpersonal relationships
- 3 forms for school, home, and students
- 600 transition goals correlated with planning statements
- Strongly agree or Disagree with statements

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Ecological Assessment/ Task Analysis

- Functional, Informal
 - Behavior that is measured in a specific environment
 - Focuses on practical, work or independent living skills in the real world
 - Process for examining learning
 - Prescriptions for intervention techniques
 - Ongoing monitoring
- Handout

(Flexer, Baer, Luft & Simmons, 2008; Gaylord, Ross, & Browder, 1992)

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Student Activity Accessibility Checklist

For College Campuses

- Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

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Transportation Assessments

Google: United We Ride

Building a Transportation Plan Template

- Easter Seals project ACTION with United We Ride



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Supports Intensity Scale



- James R. Thompson; Brian R. Bryant; Edward M. Campbell; Ellis M. (Pat) Craig; Carolyn Hughes; David A. Rotholz; Robert L. Schalock; Wayne P. Silverman; Marc J. Tasse; Michael L. Wehmeyer (2015)
- Measures support needs of respondent, not personal competence
- I: 49 life activities grouped into 6 subscales: Home living, community living, lifelong learning, employment, health/safety/social activities
- II: Supplemental Protection and advocacy scale: 8 activities which are helpful in developing support plans
- III: Behavioral support needs
- AAIDD website: sample scoresheet/administration booklet

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Transition Assessment and Goal Generator (TAGG) [/tagg/manual/get_tagg](http://tagg/manual/get_tagg)

TAGG TRANSITION ASSESSMENT AND GOAL GENERATOR A NEW ONLINE TRANSITION ASSESSMENT FOR HIGH SCHOOL STUDENTS WITH DISABILITIES WHO PLAN TO BE EMPLOYED AND/OR ENROLLED IN POSTSECONDARY EDUCATION AFTER GRADUATION	
<p>PURPOSE</p> <p>Using items derived from research-identified student outcomes associated with post-school employment and further education, the TAGG will determine students' strengths and needs, provide a written summary, and recommend annual transition goals referenced by Common Core standards that may be copied and pasted into the transition sections to increase the likelihood of writing an individualized education plan.</p>	
<p>TAGG DETAILS</p> <ul style="list-style-type: none"> • Three versions: Professional, Student, and Family • Online administration • Flexible administration: scored using RTI • Percent algorithm: no capped and passed • Results are available: PDF documents • Embedded Audio and ASL videos • Translations into other languages 	<p>VALIDITY EVIDENCE IN BRIEF</p> <ul style="list-style-type: none"> • Excellent construct validity • Firm factor structure • Strong internal reliability • Good test-retest reliability • Cross-instrument status, gender, ethnicity, category, GPA, and parents of low students • Research in general education do not meaningfully impact TAGG scores
<p>READ ABOUT THE TAGG</p> <ul style="list-style-type: none"> • Learn About the TAGG • TAGG User Guide • TAGG Technical Manual 	<p>NOTE TO RESEARCHERS & PROFESSORS</p> <p>You may use the TAGG of no need for research and to further research. Email TAGG@uakron.edu with your request and plan for using the TAGG.</p>
<p>OBTAIN THE TAGG</p> <p>Using purchase TAGG sets. Click set contains Professional, Student, and Family version and access to the generated profiles for 1 year.</p> <ul style="list-style-type: none"> • Price: \$3.00 per set • Payment: Credit cards or Purchase Order • On to: http://tagg.uakron.edu/tagg 	<p>FINDING TO CREATE THE TAGG</p> <p>Financed by a grant from the Institute of Education Sciences National Center on Disability Education Research</p> <p>Powered by The University of Oklahoma's Zaretsky Center</p>

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Writing Evaluation Reports

- Don't forget your basics
- Describing function (neuromotor, sensory orthopedic, movement, level of assist, feeding, communication, safety)
- Bullets & Short Paragraphs
- Know your audience(s)
- Remember transition domains and relate findings to future environments
 - Education
 - Employment
 - Adult Living
 - Community Participation
 - May want subcategories of transportation, AT needs, ADLs

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So Ideas for Evaluating Cases?

What do you have available?
How could you improve your practice?

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Questions/Comments

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IEPs for Secondary Students: Demystifying Individualized Transition Plans, Interagency Collaboration & Student Self-Determination

Learning Objectives

- Describe the transition definition, essential elements and promising practices of IDEA (2004) & how they apply to related service providers
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- Identify practical ideas for evaluation, **IEP process** and intervention during the transition process, using the ICF as a frameworks
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Transition Planning Process, the ITP, & IEP

- More than just the annual IEP meeting; ongoing process
- Student Self determination is key
- Interagency Collaboration is key
- Understand Curriculum Issues

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ITP VS IEP

- IEP MUST INCLUDE ITP
- While the ITP has a MEASURABLE GOAL for each major life area
 - Postsecondary Work
 - Adult Living
 - Community Involvement
- The ITP drives the goals and objectives of the IEP

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IEP must include the ITP

- Individualized Transition Plan
 - At age 16
 - Assessment must lead to Measurable postschool transition goals
 - Means evaluation in postschool environments which are matched to needs and preferences
 - Goals/objectives of IEP must match activities of the ITP

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- Summary of Vocational Assessment
- Must List needed services
- Course of study?
 - University-----supported employment
- Explore vs. doing something?
- Summary of performance completed, upon exit

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Lets review the ITP page of Shawn's IEP

Transition Planning: What are Therapists Currently Doing?

- PTs collaborate/plan more with:
 - Teachers
 - Related service providers
 - Student
 - Families
- Less collaboration with:
 - Adult Services
 - Secondary Education Institutions
- PTs Attending Planning meetings most of the time.

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Individualized Education Programs & Individualized Transition Plans: What are Therapists Currently Doing??

- Most Common Practices for PTs in the area of IEP/ITP development (most of the time):
 - Providing input for goals/objectives
 - Making decisions as a collaborative team
 - Collaborating with teams about intervention ideas
- PTs less involved with:
 - Attending IEP meetings
 - Summary of Performance

(Doty, Flexer, McEwen, Barton & Fitzgerald, 2010)

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ITP/IEP

- Use backward planning
- Goals and benchmarks must be focused and functional and must be aligned with TRANSITION PLAN
- Apply content standards
- Chunk time
- Be specific
- Be CREATIVE

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- Is the goal to FIX impairments?
- Is the goal to help the student become more independent?
- Is the goal to help the child participate in everyday life activities?

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Progress Monitoring Considerations

- If you write a measureable goal, gathering data for progress reports is simple.....
- Prompts
- Criteria
- Time frames
- Clarity on roles/responsibilities
- Reviewing and using data!

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Prompts

- Verbal Prompt
- Pictorial or written
- Gestural
- Model
- Partial Physical
- Full Physical
 - » (Snell & Browder, 2000)

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Criteria

- Observations
- Trials
- Each Day?
- Not Everything is 80%
 - Ex. 4/5 school days
 - 2/5 observations
 - On Mondays at work
 - On every occasion
 - By when Nov 2015? For maintenance?

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Let's review Shawn's IEP

Interagency Collaboration

- Developmental Disabilities
- Vocational Rehab
- Schools
- Family
- Universities
- Employers
- When done well Interagency Collaboration facilitates smooth transitions.....

» (Kohler & Field, 2003)

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Self Determination

- Volitional actions that enable a person to improve their quality of life by acting with their own volitional intent.

» (Wehmeyer, 2005)

- Guide to PT practice “recognizes the importance of self-determination for the child and suggests that interventions be developed within the context of daily routines and activities”

» (APTA, 2001; Clark & Chandler, 2013)

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SELF ADVOCACY

AMY'S PERSPECTIVE

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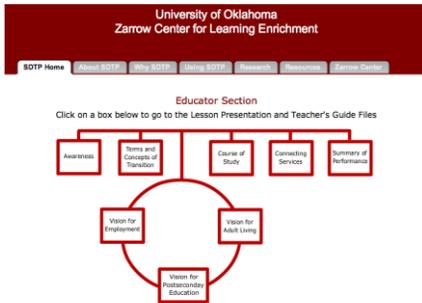
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Student-Directed Transition Planning

James Martin & Lorrie Sylvester
 Zarrow Center for Learning Enrichment
 University of Oklahoma
 Email: jemartin@ou.edu
 Phone: 405-325-8951
 Lee Woods
 Boise State University
 Dept of Special Education
 Email: leewoods@boisestate.edu
 Phone: 208-426-2817

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All lessons and associated materials can be found <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning.html>

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One Problem

- Low student and family participation in IEP development and meetings
- Adult-to-adult transition conversations

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Self-Directed IEP

Teach students to become active participant in his/her IEP meeting

- Learn terms and process
- Write student script of what to say and when
- Practice
- Inform parents and team members

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Martin, J. E., Marshall, L. H., Mason, L. M., & Jerman, P. L. (1996). *The self-directed IEP*. Longmont, CO: Sopris West, Inc.

Percent of Time IEP Members Talked at Self-Directed IEP Meetings?

Role	% of Time Talked
Special Ed Teacher	53
General Ed Teacher	7
Administrator	6
Family Members	8
Support Staff	9
Student	13
No Conversation	3
Multiple Conversations	2

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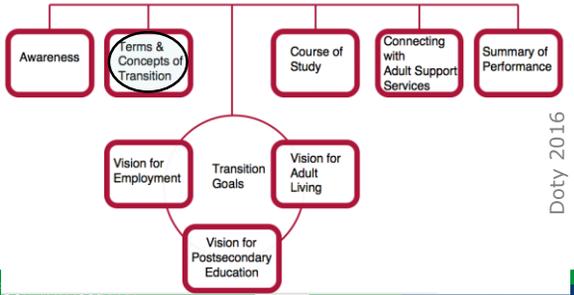
Identify the student's post-school desired goals or visions.

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The 1st SD-TP Lesson: Awareness of Self, Family, Community, and Disability

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SDTP Lessons



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Concepts and Terms for Transition Planning

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Student-Directed Transition Planning

Transition IEP Meeting



- Have you participated in any of your IEP meetings?
- It is important for you to participate in and maybe even lead your transition IEP meeting.

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TPA: IEP Goal & Objectives and Improving your ITP/IEP Process

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Interventions for Students Transitioning to Employment, Adult Living and Postsecondary Education

Learning Objectives

- Describe the transition definition, essential elements and promising practices of IDEA (2004) & how they apply to related service providers
- Describe current evidence promoting successful transition and roles for related service providers
- Identify practical ideas for evaluation, IEP process and intervention during the transition process, using the ICF as a framework
- Illustrate transition team planning, family support, interagency collaboration, and role of related service providers in the transition process
- Integrate available lecture information into a group case study activities
- Participants will also make a personal action plan for the remainder of the school year following the conference, signed by a colleague who agrees to check back about meeting the action plan.

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Intervention



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THE DISTRICT'S EXPERIMENTAL METHOD FOR DETERMINING RELATED SERVICES WORKS JUST AS WELL AS MAKING THOSE DECISIONS BEFORE KNOWING A STUDENT'S IEP GOALS AND OTHER LEARNING OUTCOMES.

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Intervention: What are Therapists Doing?

Therapists most involved with:

- Teaching motor activities to school staff
- Providing services to improve independent living
- Focusing on functional skills needed in future environments

Therapists Infrequently:

- Visiting vocational sites
 - Analyzing/modify community job skills
 - Providing assistive technology
- (Doty, Flexer, Barton, McEwen, & Fitzgerald, 2010)

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Intervention

- Must be community based, where specific skills are needed
- Need time for planning and collaboration
- Need time for direct intervention
- Travel time
- Documentation

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Intervention: Recommendations from the Guide Which Support Transition Practice

The 3 components of intervention:

- Coordination, communication, and Documentation
- Patient/Client Related instruction
- Procedural Interventions
 - (APTA,2001 & AOTA, 1999)

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Functional Training in Self-Care and Home Management

- Task adaptation
- Eating
- Dressing
- Grooming
- Toileting
- Shopping
- Travel Training
- Functional Communication (with or without device)

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Functional Training in Work (Job/Play/School)

- Job program
- Functional communication
- Device use
- Task training
- Travel training across environments
- Job coaching
- Safety
- Leisure training/fitness

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Prescription, Application, Fabrication of Device & Equipment

- Mobility devices ambulatory, powered mobility, augmentative communication, assistive devices
- Environmental controls
- Collaborate with vendors
- Know the jobs and investigate the technology
- Maintenance plan

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Intervention Process

Therapists may provide

- **Consultative** services during IEP/ITP meetings and with support staff
- **Direct services** during the times of the day that the student is on the job, or at a postsecondary school. Services may be provided during times of the day when the student is not on a job.

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- **Training** other support staff, providers, or coworkers directly on the job. Services must be easily implemented and integrated into the routines of the student, teachers, and/or coworkers on the job.
- Therapists must keep the transition timeline in mind while providing meaningful intervention for students with disabilities as they grow up.

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- **Educate/Advocate** students and promote lifelong fitness, optimum health, and prevention of secondary impairments associated with developmental disabilities.
- **Collaborate** with other professionals through the school, as well as other community-based agencies, job support staff, etc. to ensure success of the student after leaving high school.

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Where Do Transition Services Occur?

- Anywhere that a student lives, learns, works, plays:
 - Community
 - job sites
 - home
 - post secondary educational facilities

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TPA: Intervention Brainstorming!

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ALL STUDENTS ARE TRANSITIONING!!

They will leave high school regardless of how severe their disability...

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Students with the Most Intensive Support Needs

- They will transition and YOU may or may not need to be involved
- Consider future environments
- Skills needed??
- Some Examples??

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Emerging Evidence to Support OT/PT Intervention in Transition

OT Studies:

- Miller, E. (2012). *Occupational therapists' intervention approaches in secondary transition services for students with disabilities*. (Unpublished master's thesis). Eastern Kentucky University, Richmond, KY.
- Spencer J., Emery, L., & Schneck, C. (2003). Occupational therapy in transitioning adolescents to post-secondary activities. (*AJOT*)
- Orentlicher, M. (2013). Best practices in postsecondary transition planning with students. In G. Frolek- Clark & B Chandler (Eds.) *Best Practices for Occupational Therapy in Schools*. (pp.245-259). Bethesda MD: AOTA Press.

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PT Studies:

- Kenyon, L., Farris, J., Bockway, K., Hannum, N., Proctor, K. (2015). Promoting self- exploration and function through an individualized power mobility training program.
- Lephart, K. & Kaplan, S. (2015). Two seating systems' effects on an adolescent with cerebral palsy and severe scoliosis.
- Sylvester, L. Martin, J., Gardner, J., Branded, J., McEwen, I. & Wells S. (2011). *Comparison of Clinician-Directed and Student-Self-Directed Physical Therapy Interventions for Youth with Severe and Multiple Developmental Disabilities*.
- Hedgecock, J., Rapport, M., & Sutphin, A. (2015). Functional movement, strength, and intervention for an adolescent with cerebral palsy.

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SLP Evidence and Resources

- <http://www.asha.org/Practice-Portal/Clinical-Topics/Childhood-Apraxia-of-Speech/Transitioning-Youth/>
- <http://www.asha.org/policy/RP1994-00133.htm> (policy paper)
- <http://www.asha.org/events/convention/handouts/2013/1069-wiczer/> (soft skills needed in transition)

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Community Based Training and Implementation of Assistive Technology: John's Intervention

- Employment process for students with severe disabilities is complicated.
- **High schools** must change their focus to include an ecologic curriculum in specific settings, the need for ongoing support, and job placement, in addition to vocational preparation and general career awareness.
- **Adult service** programs must provide community employment options with ongoing support for people with severe disabilities.

(Bates, 1986; Bellamy, 1986; McDonnell, 1989; Wehman, 1986; Nieptupski, 1986; Stainback, 1986)

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Quality training programs for students with severe disabilities must:

- match student interests with potential jobs
 - assess work related skills
 - ensure access to needed service programs
 - sample a variety of jobs
 - provide specific job training and placement
 - develop interagency agreements
 - share responsibility for students 19-21 years old
 - develop support for the student's family
- (McDonnell, 1989)

A Unique challenge?

- The students' need for assistive technology services may be a significant barrier for many transition teams.
- If AT needs are adequately addressed independence is facilitated and the other barriers such as need for personal assistance and poor self-advocacy, are reduced. (Nosek, 1991)

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Assistive Technology and Transition

- When implementing AT, the following factors must be addressed in order to prevent them from becoming barriers to the AT process:
 - 1) lack of professional development
 - 2) AT services may not be school based
 - 3) need for follow-up services
 - 4) inability to evaluate AT devices prior to purchase
 - 5) lack of parental knowledge of AT
- (Bauder, 2001)

- In post school environments, technology must be considered when accommodating work, community, recreation and home environments for these students.

(Bauder, 2001)
- For students with severe disabilities, transition and technology goals are interdependent and the individual goals from each area cannot be considered without collaboration from both disciplines.

(Fisher, 1999)

- Brand (1997) suggests that only 1 out of 20 adults who could benefit from AT is doing so.
- Further, the National Council of Disability (1993) suggests that 58% of those people not using AT could become less dependent for personal care and 37% could benefit on the job if AT were used.

John's Intervention and Interagency collaboration

Findings: Summer Job Club Experience

- CRA and related services provided ESY services at the community Job Club Site
- Had minimal use of his hands and used AT for mobility and communication
- Had little exposure to vocational options
- Had extensive technology support needs
- Needed ongoing support for toileting and feeding
- Had a strong desire to work and was very motivated
- was interested in learning computer skills but had minimal exposure

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Needs and Preferences

- appeared to have some reading and computation ability, but it was difficult to assess due to an inability to show output without technology
- chose to “watch” at jobsites rather than “do” until it was explained that job coaches would adapt the activities for his participation
- Would like to work and make money
- Learn to dress himself, likes to eat out, and go to dances
- not interested in post secondary ed.
- Would like to live independently or with friends in accessible housing.
- No community involvement was listed
- Helpful services: ADL classes, business ed., drivers ed for scooter, job search/skill training, and linkages to adult agencies
- Likes to greet people, help people, file, and work on computer
- Does not like mopping, cooking, washing car, and cleaning house

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Implications for Practice

- AT issues must be addressed up front to provide access to transition services
- The initial time investment from professionals is enormous to adapt activities, job carve, and implement AT, but the students were motivated to work and stick with the tasks

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- It was critical to have professionals (liaisons) who knew the student accompany him, while the Job Club staff became familiar with them
- If technologic and physical supports are not provided, students with intensive needs cannot access transition activities and their abilities/potential cannot be assessed.

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Case Study Follow Up Year 1

- Student participated in CTSP at KSU
 - Used Intellikeys with mouse adaptations
 - office work
- Student learned typing skills, email and internet access, word processing, document manipulation

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Year 2

- Medicaid paperwork for new Dynavox
- received new power chair with medicaid funding
- Intense training on computer skills and power mobility at the high school
- School system began establishing an AT infrastructure through the Pioneer Project (2 year process)

Year 3

- waiting on new Dynavox
- uses power chair proficiently
- to begin training with employer in the community

Principles of Supported Employment

- Definition: Competitive work in integrated settings for individuals with
 - severe disabilities for whom competitive employment has not traditionally occurred
 - for whom employment has been interrupted or intermittent due to a sever disability and who need ongoing support services to perform such work. (Kiernan& Schalock, 1997)

Four Features of Supported Employment

- Individualized assessment
- Person-centered job selection
- Job design
- Natural Supports

- Individualized assessment
 - the opposite of norm-referenced assessment and placement
- Person-centered job selection
 - rely on the person's personal network
 - use assessment and activities that are meaningful and relevant

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- Job design
 - Creativity is essential
 - Job carving: negotiating to construct a new job description

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- Natural Supports
 - most significant development in supported employment
 - job coach is artificial and stigmatized individual (early days of supported employment)
 - now rely on generic supports in the workplace and job coach is more of a consultant (Flexer, 2008)

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Working Through the Process

- Philosophical perspective
- Persistence
- Communication
- Collaboration
- Data
- Assistive Technology

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Why do this?

- Give this individual the opportunity to use his skills in meaningful work based on his needs and preferences
- Began to question our practice and the outcomes of our students
- Keep this student out of the workshop
- Establish a local team that has experience with community employment for people with severe disabilities
- Establish an employer that has experience with community employment for people with severe disabilities

Where to Begin?

- What does the student want to do?
- What are the student's skills? What work can the student do at this point?
- Find an employer
- Establish a timeline
 - October through March through May

Interagency Collaboration

- Identify the key members
- Many team members involved (student, teacher, PT, OT, SLP, job coach, classroom asst., 2 KSU liaisons, parent, group home manager, MRDD, BVR, school administrator)
- Must have multiple meetings to keep goals and activities on track and coordinated.
COMMUNICATION IS IMPERATIVE !

- Planning
- Conducting Transition meetings
- Collaboration
 - Coordinator must equalize relationships and minimize barriers between disciplines
 - Monitoring Fulfillment of transition team member responsibilities
 - Identify future needs and services of the individual

October

- Explore the possibility of community employment with IEP team at My Plan meeting
- Employer, technical advisor meet to discuss options and obtain advice
- Begin Job development and preparing the office manager
- Outcome: develop an employment proposal and schedule a meeting with school, VR, and MRDD

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November

- Interagency team meeting 11/13
- discussed employment proposal with skills
 - Part time community work (15 hours per week) and part time workshop
 - collaborative effort between BVR and DD

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– skills: shredding, computer tasks, possibility of postage meter, and scanning documents

- Decided to start as a situational assessment through BVR with school providing transportation and classroom assistant at job site
- Social Barriers: Behaviors and choice

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December

- Team update meeting 12/15
- School CRA assisting at job site
- Weekly internal meetings at office
- Follow up phone calls weekly
- 3 weeks for situational assessment to begin
- Delay in rehab engineering input
- School will end first week in January
- VR has extra hours and holiday break

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January

- Meeting Jan 5
- Rehab engineer wants to modify shredder, obtain new shredder, agrees to Intellikeys, discussion of Dynamite interface with computer. Scanning put on hold.
- Continue situational assessment and meet for results on 2/12
- No data shared with team
- Hygiene is a main concern of job coaches

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February

- Situational assessment meeting
 - limitations far outweigh the strengths
 - problem solving
 - appearance
 - doesn't possess skills for clerical work
 - unclear if he comprehends
 - Rehab engineer not present and no report, Rehab counselor relays information
 - No concrete data presented

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March

- After report, employer was asked about what he wanted to do?
- Employer still asked: What supports can be given to student to have him complete his job with as much efficiency as possible
- Interview set up for 3/2
- Impact of that report
- Interview and student hired
- Focused on shredding
- Began work on 3/8 but shredder had not arrived and chute did not work

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- Increased vocalizations and dependence on the job coach
- employee stress and hospitalization
 - needs a schedule and a break
- unclear job coach's role at Office

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- Scheduled OT and PT to evaluate at work place to provide supports for mobility and computer skills
- Office Manager felt staff not sure of student's role at PRN
- ramp issues and bus/parking lot issues
- Scheduled another meeting with MRDD, PRN coordinators, and technical advisor

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- Outcomes:
 - Meet with job coach and supervisor
 - schedule inservice for officestaff
 - employee needs a schedule
 - concrete interactions with student (calendar)
 - ramp issues, waiting for reports to go to building owner

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April

- Have moved office/DD meetings to bi monthly
- STILL awaiting a report with recommendations for ramp
- shredding getting low begin computer

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- AT is an issue again, intellikeys
 - typing tasks
 - programming macros and F keys
 - OJT for John and his providers
- Office staff concerns about work involving the computer due to the situational assessment results

– Continue conversation about postage meter with rehab engineer

- new job coach for consistency
- He'll learn the computer fast, he's really smart and hard working
- Trying to have related services support employment activities

The Employer's Perspective

- Why hire someone with a disability?
- VR situational assessment
- Expectations
- Office Manager

Points to Remember

- Team members stated
 - this is a new experience, many questions,
 - never done this before
 - what do you expect us to do?
- Communication from school to adult services
- Employer should be in place before graduation

- Needs and preferences and person centered planning should be priority
- Continue to work on true supported employment
- Case manager role is critical-Persistence
- Stay for the long haul

Personal Action Plan

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Handouts for this course:

- 1) 3 case studies & a sample Enderle Severson Evaluation to be used for this course (below)-PRINT** Doty_1
- 2) The Personal Transition Action Plan which will be used throughout the day!-PRINT** Doty_2

Download or print, as you wish the following separately saved documents:

Shawn's IEP (Doty_3) and ITP (Doty_4),
Ecological Assessment (Doty_5),
Campus Accessibility document (Doty_6)
References/Websites (Doty_7)
Session PowerPoint (Doty_8)

Please **PRINT OR DOWNLOAD** prior to the Institute in order to be prepared for group brainstorming and collaboration!

Case : John

BSF: John is a 19 yo. HS student with athetoid CP (GMFCS IV)

ACTIVITY:

- Uses a communication device with direct selection of icons
- Drives a power chair, can transfer with assist in restroom
- Limited information on reading ability, computation, and academic skills
- Can type on a computer, use shredder

PARTICIPATION:

- Would like to work in the community part time

ENVIRONMENTAL FACTORS:

- Participated in a community based vocational training program
- School transports, dynamic school team
- Friendly coworkers

PERSONAL FACTORS:

- John is social and loves to work/complete tasks
- lives in foster care

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Case: Alex

BSF: Alex is 16 year old student with osteogenesis imperfecta

ACTIVITY:

- Norm referenced testing indicates average level academic skills. However on the IEP receives resource room for attention issues.
- Drives a power chair, can transfer independently in restroom
- Takes steps with support 20 feet, around house.
- OT Discontinued in 7th grade

PARTICIPATION:

Has many friends and wants to go to college

ENVIRONMENTAL FACTORS:

- Regular education, college Prep curriculum
- School transports
- Blank transition page as Junior
- Friendly coworkers

PERSONAL FACTORS:

- Alex is social, manager for football team
- Supportive, involved family who would like him to go to college

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Case : Shawn

BSF: Shawn is an 18 yo. HS student with spastic Quadriplegic CP (GMFCS V)

ACTIVITY:

- Uses a communication device with scanning selection of icons
- Drives a power chair using head array system
- Able to answer yes/no questions with a head nod and can carry on an adult level conversation with 1-2 word exchanges using aug. com device
- Counts to 5 consistently

- Recognize letters
- Demonstrates reading abilities although this has been difficult to test due to his orthopedic impairment and limited exposure to technology.
- Has demonstrated competency in sentence formation and copying in a word processing document using a Switch/scanning keyboard.

Sample write up for Enderle Severson: Alex

PRESENT LEVELS/CLASSROOM PERFORMANCE: Alex is a 16 year old junior who is has received intervention for gross motor skill development and functional mobility since preschool. He has a diagnosis of osteogenesis imperfecta which limits his physical ability due to multiple fractures with minimal force. He receives weekly physical therapy at school for standing and walking with his walker although this year he has been unable to walk due to a fracture in his leg in July, 2015, pain in his right thigh in Nov/Dec 2015, and a fracture in his left lower leg in Jan. 2016. He is to use his ankle foot orthoses (AFOs) when standing or walking with his walker. He will be measured for new AFOs over spring break. At this time he is not able to use his walker functionally. This year when Kip has been pain free, he has been able to stand with using his arms for support on a rail or table for 15-30 seconds, 2-3 repetitions. Review of records indicated a past history of occupational therapy from preschool - grade 7. Alex was exited from the related service of OT in April of 2009, during his three-year reevaluation assessment. Assessment in March of 2009, indicated Average range scores in the areas of visual motor integration and visual perception, with motor coordination the the lower end of Average range - per Beery-Buktenica Developmental Test 5th Edition.

Norm referenced testing indicates average level academic skills. However on the IEP Alex receives accommodations for attention issues such as using the resource room to complete math assignments

ORTHOPEDIC: Alex has had fractures throughout all of the long bones of his body and has multiple rods placed in his long bones surgically. He is followed by Dr.XXXX at Children's Hospital orthopedics. He has slight tightness at end range of motion in his knees, ankles and elbows. He has functional range of motion throughout his body.

MOTOR LEARNING ABILITY: Alex is excellent at problem solving for his physical disability. He drives his power wheelchair independently at school and in the community.

TESTING:

Alex was evaluated using the **Enderle-Severson Transition Rating Scale-3rd Ed.** This tool measures skill performance in adult life domains for Employment, Recreation/Leisure, Home Living, Community Participation, and Post Secondary Education. It also includes an outcomes assessment for student preferences and interests.

	Score	Percentage of Skills
EMPLOYMENT	46/62	74%
Alex masters most employability skills but has no experience in the following areas: a part time job, using a time card, completing job searches, job application, or community work experiences.		
RECREATION/LEISURE	42/46	91%
Alex has friends and appears to enjoy a wide variety of social situations. He interacts well with peers and adults. He uses his power chair for recreational activities which require physical mobility. He does not participate in school based extra curricular activities		
HOME LIVING	81/90	90%
Alex is independent in toileting/bathing/dressing. He performs limited cleaning skills, understands home safety, prepares simple meals and simple shopping list. He was able to do simple laundry tasks in his home but has not learned the new washer/dryer in his new home. He does not state experience with a savings/checking account, types of insurance, or preparing complex meals. Alex is independent in all restroom activities at school and at home. He may require adult assistance when he has fractures. When he is fracture free he transfers in/out of his chair independently.		
COMMUNITY PARTICIPATION	37/46	80%
Alex is able to independently get around at school and in the community. He understands community safety, keeping appointments. He relies on his family for transportation and would like to learn how to drive. He does not have experience with local agencies which may provide supports for his physical disability and college. Alex drives his wheelchair independently indoors and out of doors at school, at his vocational program and in his neighborhood. He received a new power wheelchair in 2015. He drives with a joystick. Alex has achieved driving on and off the bus lift with contact spot assistance for safety. Alex has not practiced using public transportation.		
POST SECONDARY EDUCATION	10/28	35%
At this point, Alex has interests in computer related security and computer hardware systems but he has not identified a college major. He is starting the process of investigating college options, housing options. He has not started applying to colleges or financial aid. He should be taking his college testing this year. He has not undergone a vocational assessment.		
SOCIAL/VOCATIONAL BEHAVIOR	24/24	100%
This is area is a strength for Alex.		
Total Score	240/272	80%

PART II: Post Secondary Outcomes Assessment of Student Preferences/Interests

Alex has not established goals for employment, rec/leisure, adult living, or community participation. He states he would like to go to college and enjoys at this time enjoys computers and the security field. He is doing well in his vocational computer program and enjoys it. In his free time, Alex enjoys watching TV, listening to music, dating, going to sporting event/movies and driving around with friends. He would like to live on his own as an adult but is not sure in what type of environment (dorm or apartment). He plans on cleaning/cooking/doing laundry, budgeting/checking/paying bills, shopping, taking his medications, and scheduling appts. He would like to drive his own car and attend a 4 year university but he has not decided which one.

Educational Implications:

Alex demonstrates a disability in functional mobility due to his limited walking ability. With supports, he compensates well using a power wheelchair, accessible environments and adult assistance when he has fractures. He will continue in his college prep academic tract but will require environmental supports for learning to drive, attending college, and employment. Alex needs to continue to plan for his future for college, work and independent living by meeting with college representatives, learning about financial literacy, and establishing goals for his future.

Implications for instruction and Progress Monitoring

Alex will require modifications and adaptations for mobility in community, work, and home environments in order to maximize his adult functioning. These supports need to be provided through both equipment and task modifications. When he has fractures he needs assistance from an adult. The above findings will be discussed at the multidisciplinary team meeting with Alex's family.

Transition Planning Activity

Promising Practices: Team Characteristics

- Student self-determination and social skills training
- Ecological approaches using formal and informal supports
- Individualized backward planning
- Service coordination and interagency collaboration
- Community experiences and paid work experiences
- Access and accommodation technologies
- Supports for postsecondary education
- Systems change strategies (vocational career education, secondary curricular reform, and inclusion)
- Family involvement

Describe your student (PLOP)

Evaluation Methods:

S

P/I

N

Tools?

Individualized Transition Plan

Work/Education

Adult Living

Community Participation

Backward Planning

11

10

9

Individualized Education Plan

Goal

2 Objectives

Intervention

Communication:

Collaboration:

Consultation:

Direct Services:

Supports needed:

Community Agencies/Services Available

This document is a sample of content from an IEP using 2 need areas/goals for the purpose of illustrating 1) how team members for a student with multiple disabilities may provide services and 2) the specific tasks which the student needs to accomplish. You will notice that providers may “chunk” time for services and that flexibility is required to provide services to high school students. You will see combinations of both direct instruction and services on behalf of the student. Limited formatting was used because of the variety of formatting used between the states.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Name: Shawn Smith

District of Service Anywhere, USA

Future Planning

Shawn hopes to work in the community with supports and live as independently as possible. He enjoys sports, history, and current events/government.

Present Levels of Academic and Functional Performance:

Shawn is an 18 year old student attending high school with Mrs. Jones class for post secondary training. Shawn requires assistance with all functional, vocational, adult living and recreational task due to his severe spastic quadriplegic cerebral palsy. His means of controlled movement is with his head and eyes. He uses a power wheelchair for mobility and an augmentative communication device for communication. He is able to answer yes/no questions with a head nod and can carry on an adult level conversation with 1-2 word exchanges using his Liberator. He has the ability to count to 5 consistently, recognize letters and demonstrates reading abilities although this has been difficult to test due to his orthopedic impairment and limited exposure to technology. He has demonstrated competency in sentence formation and copying in a word processing document using the Discover Switch/scanning keyboard. Joe also uses his head to drive his power wheelchair using head switcher (ASL head array system). He is his own guardian and lives in a group home. He participates in community based vocational training at a local university. He has expressed interest in computer skills such as data entry/manipulation, as a vocational interest. His leisure interests include sports, history, and current events/government.

Shawn will continue his education until 22 years of age for transition services which include vocational, independent living and community participation tasks. Shawn has mastered all objectives on his most recent progress report.

Annual Goals and Short-Term Objectives

Needs that require specially designed instruction:

Shawn has critical needs to be addressed by the transition team due to his severe spastic quadriplegic cerebral palsy. To be successful in supported employment, he needs to learn computers skills such as data entry, work processing, document manipulation, and creating websites. He also needs to continue working on his communication abilities for interview skills, interaction with coworkers, and requesting assistance to prepare for work, such as scheduling transportation and morning activities of daily living. He needs to gain proficiency in communication, computer tasks to assist him in accessing all environments such as work, community and home.

Identify measurable annual goals, including academic and functional goals:

Goal # 1 Content area addressed: Language Arts

Using his communication device as the computer keyboard and direct select infrared, Shawn will demonstrate knowledge of desktop and menu bar operations each day at his vocational training site, 20 hours per week.

Benchmarks or Short term objectives:

- a) In a word processing document, Shawn will use FILE options to open, save, and print a file given 1 prompt per task.
- b) Using his communication device, Shawn will request assistance with his flash drive prior to his independent computer tasks, 4/5 days per week.
- c) Using his communication device with a combination of headpointer and scanning system, Shawn will construct and send a 5 sentence email letter with fewer than 4 errors.
- d) Using his communication device with headpointer system, Shawn will access the internet to explore vocation and recreational websites 2/4 days per week.

Student Progress Reporting:

The intervention specialist and classroom staff will collect weekly data on Shawn's progress responding during independent work at school or in the community. Activities will include typing and communication via the computer. The SLP will also collect data on attending and headpointer and scanning systems used with the communication device. The OT will collect data on typing and headpointer accuracy. PT will monitor Shawn's positioning in his wheelchair at the computer on a weekly basis. Data will be recorded on a data sheet, summarized by hours of work and trials/percentages obtained on a quarterly basis. Parents will receive a progress report each 9 weeks in conjunction with district policy.

Identify Services:

Physical Therapy **Initiation date:** 8-27-08 **Expected duration:** 6-12-09

Frequency: 120 min/mo. for 1st 2 months, followed by 60 minutes per month the remaining IEP.

Occupational Therapy **Initiation date:** 8-27-08 **Expected duration:** 6-12-09

Frequency: 180 minute/month for 1st month, followed by 90 minutes per months the remaining IEP.

Speech Language Therapy Initiation date: 8-27-08 Expected duration: 6-12-09
Frequency: 180 minutes/month

Intervention Specialist Initiation date: 8-27-08 Expected duration: 6-12-09
Frequency: 6 hours per day

*Services provided by the PT include consultation for positioning for switch activation with head pointer when sitting.

*OT will provide direct intervention for guided practice of word processing skills in goal 1 using head pointer.

*Services on behalf of Joe include PT ,OT, SLP collaboration with equipment vendors and adult service agencies.

*Consultation with the classroom teacher (15 minutes/week), consultation with the parents (10 minutes/Month), by PT, OT, SLP

*SLP will provide direct intervention for guided practice of Dynavox and computer skills.

*Consultation with the classroom teacher (15 minutes/week), consultation with the parents (10 minutes/Month), by PT, OT, SLP

Shawn uses his own headpointer and dynavox with computer interface.

Determine where services will be provided (LRE)

PT, OT and SLP services will be provided both in study halls for independent instruction of skills and at the community job site.

Annual Goals and Short-Term Objectives

Identify needs that require specially designed instruction

Shawn is unable to walk due to his severe spastic quadriplegic cerebral palsy. He is dependent on assistance for all self care activities. He needs to become proficient with powered mobility skills in order to access all environments such as work, community and home.

Identify measurable annual goals, including academic and functional goals:

Goal # 2 Content area addressed: Social Studies

Shawn will drive his power chair throughout the educational and vocational environment with visual supervision from an adult, each day.

Benchmarks or Short term objectives:

- a) Shawn will drive through doorways without collision, $\frac{3}{4}$ trials.
- b) Shawn will drive through the classroom and office environments without collision, and with verbal cues from an adult, $\frac{3}{4}$ trials.
- c) Shawn will drive into an elevator with 1 verbal prompt, $\frac{3}{4}$ trials.
- d) Shawn will drive out of an elevator, with 1 verbal prompts, $\frac{3}{4}$ trials.
- e) Shawn will use bus lifts with stand by assistance from an adult and 2 verbal cues, $\frac{2}{4}$ trials.

Student Progress Monitoring:

The intervention specialist and classroom staff will collect weekly data on Joe's progress responding during independent work at school or in the community. Activities will include driving at work and school, using bus lifts and elevator. The PT and OT will collect data for driving on a weekly basis and compile percentages. Data will be recorded on a data sheet, summarized by hours of work and trials/percentages obtained on a quarterly basis. Parents will receive a progress report each 9 weeks in conjunction with district policy.

Identify Services:

Physical Therapy **Initiation date:** 8-27-08 **Expected duration:** 6-12-09

Frequency: 120 min/mo. for 1st 2 months, followed by 60 minutes per month the remaining IEP.

Occupational Therapy **Initiation date:** 8-27-08 **Expected duration:** 6-12-09

Frequency: 180 minute/month for 1st month, followed by 90 minutes per months the remaining IEP.

Speech Language Therapy **Initiation date:** 8-27-08 **Expected duration:** 6-12-09

Frequency: 180 minutes/month

Intervention Specialist **Initiation date:** 8-27-08 **Expected duration:** 6-12-09

Frequency: 6 hours per day

*Services provided by the PT include guided practice for powered mobility

*OT will provide direct intervention for head array activation for driving and ongoing modifications.

*Services on behalf of Shawn include PT and OT collaboration with equipment vendors and adult service agencies.

*Consultation with the classroom teacher (15 minutes/week), consultation with the parents (10 minutes/Month), by PT, OT, SLP

*Shawn uses his own wheelchair and ankle foot orthoses.

*The school has provided an adapted toilet and changing area for Shawn.

*Shawn requires a bus with a lift.

Determine where services will be provided (LRE)

PT services will be provided both in study halls for independent instruction of skills and at the community job site.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Discuss and Document a Statement of Needed Transition Services

Name of Student Shawn Smith Date: TOO SOON!! Person(s) Responsible for Coordinating Transition Services: Mr. Competent, District TC

Write a statement of transition service needs that focus on the student's courses of study during his/her secondary school experiences (beginning at age 16 or younger, if appropriate).

Shawn would like to investigate office work, take community college classes, and live on his own. In addition to continued guided practice of skills for the postsecondary environment, Shawn needs to learn about supports and services that he may need to compensate for his physical disability (spastic quadriplegic cerebral palsy).

FOR 16 YEARS AND OLDER			COMPLETED AFTER IEP DEVELOPMENT
<u>EMPLOYMENT AND POSTSECONDARY LONG-TERM OUTCOME: SHAWN WILL WORK PART TIME IN SUPPORTED EMPLOYMENT</u>			
Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
Shawn will complete community mobility training throughout the county.	Shawn, educational aide, PT	August 27, 2016 – June 12, 2017	Goal 2 : Objectives a-d
Shawn shadow office experience at Goodyear	Coordinate and Plan with RSC, Shawn & Educational aide		Goal 3: Objectives a-c

Complete employment application for part time employment.	Shawn, OT, SLP & teacher	Goal 1: Objectives a-c
Compose a resume on his computer and follow up application with employers	Shawn, OT, SLP, teacher, & parents	Goal 1: Objectives a-c
Local University Program, CTSP (job experiences)	KSU staff, Shawn, educational aided PT/OT/SLP	Goal 3: Objectives a-c

POSTSCHOOL/ADULT LIVING LONG-TERM OUTCOME: <u>SHAWN WILL LIVE SEMI INDEPENDENTLY WITH ASSISTANCE</u>			
Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
Shawn will complete travel evaluation and training	Shawn, PT educational aide, MRDD staff	August 27, 2016 – June 12, 2017	Goal2: Objectives a-d
Shawn will improve his written expression and self advocacy skills	Shawn, SLP, teacher, OT		Goal 1: Objectives a-c
Shawn will explore community resources for independent living	Shawn, teacher, family		Goal 3:Objectives a-c
Shawn will keep track of his appointments with Microsoft outlook	Shawn, teacher, SLP, OT		Goal1: Objectives a-c

COMMUNITY PARTICIPATION LONG-TERM OUTCOME: Shawn will participate in 2-4 programs at his community recreation center

Current Year Activities and Services	Responsible Person/Provider	Initiation/Duration (Specify Date)	Goals/Objectives that Support Activities/Services
Shawn will explore membership options at community rec center	Shawn, Family, teacher, MRDD, PT, OT	August 27, 2016 – June 12, 2017	Goal 2: Objectives a-d
Shawn will explore a variety of social outings available and identify accommodations he may require	Shawn, teacher, family, PT, OT		Goal 2: Objectives a-d
Shawn will explore fitness options and identify needed accommodations	Shawn ,family, PT, OT		Goal 4: Objectives a-e

ECOLOGICAL ASSESSMENT

NAME: Shawn

ENVIRONMENT: Office

ACTIVITY: Data entry job

DATES:

<u>TASK ANALYSIS</u>	<u>TASK ANALYSIS OF</u>	<u>STEPS CAN ACQUIRE</u>	<u>STEPS MAY NOT ACQUIRE</u>	<u>POSSIBLE COMPENSATORY STRATEGIES</u> (Assist vs. Modifications)
	<u>Shawn</u>			
Move to computer	Full assist by attendant	+ with AT/ mobility		Quickie P200 wheelchair with ASL Head array system
Turn on computer	Unable to use hands		Unlikely	Investigate environmental controls
Log in	Unable to use mouse	+ with AT for mouse		Discover Switch
Select icon (Word)	Unable to move mouse	+ with AT for mouse		Discover Switch
Go to FILE	Unable to move mouse	+ with AT for mouse		Discover Switch
Scroll Down	Unable to move mouse	+ with AT for mouse		Discover Switch
Select OPEN/NEW	Unable to move mouse	+ with AT for mouse		Discover Switch
Begin Typing	Unable to use keyboard	+ with AT/ scanning, onscreen keyboard		Discover Switch
Accuracy	Unable to use keyboard		reading/spelling ability?	Instruction/repetition
Speed	Unable to use keyboard		Depends on practice	Instruction/repetition
Spell Check	Unable to mouse	+ with AT for mouse		Discover Switch
Grammar Check	Unable to use mouse	+ with AT for mouse		Discover Switch
SAVE file (scroll/Select)	Unable to use mouse	+ with AT for mouse		Discover Switch
PRINT	Unable to use mouse	+ with AT for mouse		Discover Switch
EXIT	Unable to use mouse	+ with AT for mouse		Discover Switch

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ECOLOGICAL ASSESSMENT

NAME: Joe

ENVIRONMENT: Office

ACTIVITY: Data entry job

DATES:

<u>TASK ANALYSIS</u>	<u>TASK ANALYSIS OF</u>	<u>STEPS CAN ACQUIRE</u>	<u>STEPS MAY NOT ACQUIRE</u>	<u>SUPPORTS</u>
Move to computer				
Turn on computer				
Log in				
Select icon (Word)				
Go to FILE				
Scroll Down				
Select OPEN/NEW				
Begin Typing				
Accuracy				
Speed				
Spell Check				
Grammar Check				
SAVE file (scroll/Select)				
PRINT				
EXIT				

ECOLOGICAL ASSESSMENT

NAME:

ENVIRONMENT:

ACTIVITY:

DATES:

<u>TASK ANALYSIS</u>	<u>TASK ANALYSIS OF</u>	<u>STEPS CAN ACQUIRE</u>	<u>STEPS MAY NOT ACQUIRE</u>	<u>SUPPORTS</u>

Student Activity Accessibility Checklist

Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

Student's Name: _____ Current Placement: _____

DOB: _____ Date completed: _____

Completed by: _____

Section I. Introduction to the university

Activity: Is this a problem for me?	Yes	No	Somewhat	Solutions	Contacts
Receiving mailings					
Reading mailings					
Obtaining information from mailings					

Section II. Getting to Campus

A. Locating Transportation

Activity: Is this a problem for me?	Yes	No	Somewhat	Solutions	Contacts
Locating parking and transit offices					
Entering buildings					
Maneuvering to parking and transit counters					
Communicating with parking and transit employees					
Receiving bus pass					
Signing bus pass					
Obtaining bus route flyers/schedules					
Locating bus route nearest home					
Utilizing bus route					

B. Using private transportation

Adapted from Student Activity Accessibility Checklist Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

Activity: Is this a problem for me?	Yes	No	Solutions	Contacts
Locating university off-campus parking lot				
Acquiring university off-campus bus schedules				
Arriving at university off-campus parking lot before bus comes				
Parking				
Maneuvering to bus waiting area				
Transferring onto bus				
Locating ramp or lot on campus: Is this a problem for me?				
Preparing appropriate amount of money to pay in timed lot: Is this a problem for me?				
Paying meter or attendant at appropriate time, if needed: Is this a problem for me?				

Section III Campus Tour

A. Contacting the tour office

Activity	Yes	No	Somewhat	Solutions	Contacts
Obtaining phone number to set up a tour: Is this a problem for me?					
Dialing the phone number: Is this a problem for me?					
Communicating with person to set up time and date: Is this a problem for me?					

B. Arriving on campus

Activity	Yes	No	Somewhat	Solutions	Contacts
Parking: Is this a problem for me?					
Finding the building: Is this a problem for me?					
Entering the building: Is this a problem for me?					
Finding rooms: Is this a problem for me?					
Entering rooms: Is this a problem for me?					
Finding and communicating with tour staff: Is this a problem for me?					

Adapted from Student Activity Accessibility Checklist Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

C. Touring the campus

Activity	Yes	No	Somewhat	Solutions	Contacts
Moving around campus: Is this a problem for me?					
Getting in and out of buildings: Is this a problem for me?					
Moving through and around crowds: Is this a problem for me?					
Gathering accessible information from the tour guide: Is this a problem for me?					

Section IV. Meeting with a Counselor or Advisor

A. Calling counselor or advisor

Activity	Yes	No	Somewhat	Solutions	Contacts
Obtaining phone number to set up meeting(s):					
Dialing phone number: Is this a problem for me?					
Communicating to set up date and time for meeting.					

B. Going to his or her office

Activity	Yes	No	Somewhat	Contacts	Solutions
Finding the building: Is this a problem for me?					
Entering the building: Is this a problem for me?					
Finding the room: Is this a problem for me?					
Entering the room: Is this a problem for me?					
Finding and communicating with counselor or advisor: Is this a problem for me?					

C. Meeting

Activity	Yes	No	Somewhat	Contacts	Solutions
Communication issues: Is this a problem for me?					

Adapted from Student Activity Accessibility Checklist Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

Obtaining information: Is this a problem for me?					
Deciding on classes to take: Is this a problem for me?					
Helping plan your class schedule: Is this a problem for me?					

Section V. Obtaining and Completing the Admission Forms

Activity	Yes	No	Somewhat	Contacts	Solutions
Requesting information from university (email or phone): Is this a problem for me?					
Obtaining useful phone numbers and addresses: Is this a problem for me?					
Engaging in appropriate conversational or writing style: Is this a problem for me?					
Completing the admission forms: Is this a problem for me?					
Completing the forms accurately and legibly: Is this a problem for me?					
Delivering forms to admissions office through the mail or in person: Is this a problem for me?					

Section VI. Registration

A. Forms

Activity	Yes	No	Somewhat	Contacts	Solutions
Obtaining the registration forms: Is this a problem for me?					
Registering: Is this a problem for me?					
Completing the forms accurately and legibly: Is this a problem for me?					
Signing up for classes recommended: Is this a problem for me?					

Adapted from Student Activity Accessibility Checklist Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

Delivering the form to the registrar through the mail, in person or via computer: Is this a problem for me?					
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B. Obtaining an Identification or Activity Card

Activity	Yes	No	Somewhat	Solutions	Contacts
Contacting the registration office: Is this a problem for me?					
Finding the building: Is this a problem for me?					
Entering the building: Is this a problem for me?					
Finding the office: Is this a problem for me?					
Finding and communicating with registration office staff: Is this a problem for me?					
Getting photo taken: Is this a problem for me?					
Completing the necessary forms: Is this a problem for me?					
Obtaining a class schedule: Is this a problem for me?					

Section VII. Paying Tuition

Activity	Yes	No	Somewhat	Solutions	Comments
Obtaining financial aid information: Is this a problem for me?					
Obtaining scholarship information: Is this a problem for me?					
Obtaining payment information and schedule: Is this a problem for me?					

Section VIII. Buying Books and Supplies

A. Going to the bookstore

Activity	Yes	No	Somewhat	Solutions	Comments
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Adapted from Student Activity Accessibility Checklist Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

Finding the bookstore: Is this a problem for me?					
Entering the bookstore: Is this a problem for me?					
Maneuvering around the bookstore: Is this a problem for me?					

B. Buying books

Activity	Yes	No	Somewhat	Solutions	Comments
Arriving at the ground level in the bookstore: Is this a problem for me?					
Having class schedule available: Is this a problem for me?					
Finding the aisles: Is this a problem for me?					
Getting the books off the shelves: Is this a problem for me?					
Transporting the books: Is this a problem for me?					
Arriving at the appropriate floor to pay: Is this a problem for me?					
Finding the register: Is this a problem for me?					
Maneuvering to the register: Is this a problem for me?					
Placing the books and/or supplies on the counter: Is this a problem for me?					
Paying for the items: Is this a problem for me?					
Transporting the books out of the bookstore: Is this a problem for me?					
Leaving the bookstore: Is this a problem for me?					

Adapted from Student Activity Accessibility Checklist Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

Section IX. Classes

A. Going to class

Activity	Yes	No	Somewhat	Solutions	Comments
Leaving at an appropriate time to get to class: Is this a problem for me?					
Finding the building on the campus map: Is this a problem for me?					
Entering the building: Is this a problem for me?					
Finding the classroom: Is this a problem for me?					
Finding a seat that accommodates your needs: Is this a problem for me?					

B. Participating in class

Activity	Yes	No	Somewhat	Solutions	Comments
Getting out materials for note taking: Is this a problem for me?					
Taking notes: Is this a problem for me?					
Asking and/or answering questions (communication): Is this a problem for me?					
Working on group projects, if required: Is this a problem for me?					
Hearing the instructor: Is this a problem for me?					
Hearing and contributing to large group discussions: Is this a problem for me?					
Hearing and contributing to small group discussions: Is this a problem for me?					
Participating in group presentations: Is this a problem for me?					
Hearing and seeing classroom demonstrations: Is this a problem for me?					
Participating in laboratory or studio sessions and groups: Is this a problem for me?					

Adapted from Student Activity Accessibility Checklist Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

Completing papers and written assignments: Is this a problem for me?					
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Section X. Accessing Class Information

Activity	Yes	No	Somewhat	Solutions	Comments
Overheads (prepared and real-time): Are these a problem for me?					
Handouts: Are these a problem for me?					
Readings: Are these a problem for me?					
E-Readings: Are these a problem for me?					
Textbooks: Are these a problem for me?					
E-Textbooks: Are these a problem for me?					
E-mail: Is this a problem for me?					
Document Cameras: Are these a problem for me?					
Public Announcement (PA) Systems: Are these a problem for me?					
Demonstration equipment and props: Are these a problem for me?					
Whiteboard/Blackboard: Is this a problem for me?					
Slides: Are these a problem for me?					
Filmstrips: Are these a problem for me?					
Films: Are these a problem for me?					
Videos: Are these a problem for me?					
Television: Is this a problem for me?					
Close Circuit Television (CCTV): Is this a problem for me?					

Adapted from Student Activity Accessibility Checklist Developed by: Roger O Smith, Jill Warnke and Dave Edyburn of the University of Wisconsin, Milwaukee and Daryl Mellard, Noelle Kurth and Gwen Berry of the University of Kansas CRL, Division of Adult Studies

Websites and Web presentations: Are these a problem for me?					
Educational computer software: Is this a problem for me?					
Computer presentations (e.g. PowerPoint): Are these a problem for me?					

Section XI. Testing and Evaluation

Activity	Yes	No	Somewhat	Solutions	Comments
Taking tests in class: Is this a problem for me?					
Taking standardized (district/state) tests: Is this a problem for me?					
Taking national tests: Is this a problem for me?					
Taking placement tests: Is this a problem for me?					
Taking lab tests and quizzes: Is this a problem for me?					
Taking oral examinations: Is this a problem for me?					
Taking multiple choice tests (including those with computer graded bubble forms): Is this a problem for me?					
Taking essay tests: Is this a problem for me?					
Taking "pop" quizzes: Is this a problem for me?					

Section XII. Others

This section is for any activities not included on this list. Are there any activities that you know you will have difficulties with in college? Remember to take the time to determine possible solutions and contacts who can help you with appropriate solutions or accommodations.

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Activity	Yes	No	Somewhat	Solutions	Comments

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- aota.org
- www.canchild.ca
- National Center on Workforce and Disability www.onestops.info
- www.ncwd-youth.info
- www.apse.org/
- www.worksupport.com/
- www.ssa.gov/work
- www.llusa.com/links/ilcenters.htm
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