Transition from School to Adult Life: OT’s Roles and Opportunities

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Transition Evaluation Tools

- McCarron-Dial System
  P.O. Box 45628
  Dallas, TX 75245

- Reading Free Vocational Interest Inventory – Revised
  Elbern Publications
  P.O. Box 09497
  Columbus, OH 43209

- Self-Directed Search, Form E
  Psychological Assessment Resources, Inc.
  P.O. Box 998
  Odessa, FL 33556

- Vocational Preference Inventory
  Psychological Assessment Resources, Inc.
  P.O. Box 998
  Odessa, FL 33556

- Arc’s Self-Determination Scale
  The Arc of the United States
  1010 Wayne Avenue, Suite 650
  Silver Spring, MD 20910

- BRIGANCE® Life Skills Inventory
  Curriculum Associates, Inc.
  P.O. Box 2001
  North Billerica, MA 01862

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• Enderle-Severson Transition Scales
  Practical Press
  P.O. Box 455
  Moorhead, MN 56561

• Functional Skills Assessment and Programming Catalog
  Milligan Catalogs
  11212 So. Hawk Hwy.
  Sandy, UT 84094

• Independent Living Behavior Checklist
  West Virginia Research and Training Center
  One Dunbar Plaza, Suite E
  Dunbar, WV 25064

• Life Centered Career Education (LCCE) Knowledge and Performance Batteries
  Council for Exceptional Children
  1920 Association Drive
  Reston, VA 22070

• Self-Determination Knowledge Scale
  Wayne State University
  Office of the Dean
  441 Education Bldg.
  Detroit, MI 48202

• Tests for Everyday Living
  CTB/McGraw-Hill
  20 Ryan Ranch Rd.
  Monterey, CA 93940

• Transition Planning Inventory
  PRO-ED, Inc.
  8700 Shoal Creek Blvd.
  Austin, TX 78757

• Crawford Small Parts Dexterity Test
  Psychological Corporation
  555 Academic Ct.
  San Antonio, TX 78204

• Minnesota Rate of Manipulation Tests
  American Guidance service
  P.O. Box 99
  Circle Pines, MN 55014

• Purdue Pegboard
  McGraw-Hill/London House
  9701 W. Higgins Rd.
  Rosemont, IL 60018

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• **Valpar Component Work Sample Series**  
  Valpar International Cooperation  
P.O. Box 5767  
Tucson, AZ 85705  

• **Self-Assessment of Occupational Functioning (SAOF)**  
  Model of Human Occupation Clearinghouse  
  University of Illinois at Chicago  
  Department of Occupational Therapy (M/C 811)  
  College of Associated Health Professions  
  1919 West Taylor Street  
  Chicago, IL 60612-7250  

• **Assessment of Motor and Process Skills (AMPS)**  
  AMPS Project  
  Occupational Therapy Building  
  Colorado State University  
  Fort Collins, CO 80523  

• **Cardinal Hill Healthcare System Protocol for Pediatric Occupational Therapy Evaluation**  

• **Kohlman Evaluation of Living Skills (KELS)**  
  American Occupational Therapy Association, Inc.  
  4720 Montgomery Lane  
  P.O. Box 31220  
  Bethesda, MD 20824-1220  

• **Children’s Assessment of Participation and Enjoyment (CAPE) and Preferences for Activities of Children (PAC)**  
  The Psychological Corporation, Canada  
  55 Horner Avenue  
  Toronto, ON, Canada M8Z 4X6  

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ECOLOGICAL INVENTORY – DIRECTIONS

An ecological inventory should be done for every job site, whether or not a student is already designated for that location.

Ecological inventory includes:

- Information about the job site, including location, hours of business, and names of supervisors and co-workers.

- Physical and other important characteristics and features. Important physical elements include:
  a. Location of fire/emergency exits;
  b. Bathrooms;
  c. Stairs;
  d. Hot stoves;
  e. Water fountains; or
  f. Employee break areas.

Other elements include information such as:
  a. Shift schedule;
  b. Opportunities for socialization;
  c. Uniform;
  d. Busy vs. light hours.

- A detailed list of possible tasks and activities that the student(s) can perform.

- Accessibility map.
ECOLOGICAL INVENTORY

Business name: ________________________________________________________________

On-site manager/supervisor: ____________________________________________________

Address: _________________________________________________________________

Telephone: __________________________________________________________________

E-mail: ___________________________________________________________________

Directions: __________________________________________________________________

Co-Workers:

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Business Hours:

____________________________________________________________________________

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**Characteristics and Features:**
(Include elements such as location of fire/emergency exits, bathrooms, stairs, hot stoves, water fountains, employee break areas, shift schedule, opportunities for socialization, uniform, busy vs. light hours, among others.)

**Tasks/Activities:**
(A detailed list of possible tasks and activities that the student(s) can perform.)

**Accessibility Map:**
TASK ANALYSIS

A task analysis should be written for every task or activity that the student is expected to perform on the job. The student's ability to perform the task or activity should be recorded every time the student is expected to perform it.

Completing the task analysis:
1. Perform the task yourself, or watch someone else perform it. Write down everything you do.
2. Try to perform the task according to what you wrote in Step 1.
3. When you uncover errors, correct the analysis, and repeat steps 1 and 2 until the analysis can be understood and followed for the task to be carried out correctly.

Training the student to perform the task using the task analysis:
1. Ask the student to perform the task, and assess his/her ability to perform each step. Use the following codes to document the student’s ability to perform each step:
   - **+** independent/correct
   - **P** – physical prompt (when you provide the student with physical guidance, he/she is able to complete the step)
   - **M** – model/visual cue (when you perform the step, the student is able to imitate you)
   - **V** – verbal prompt (the student is able to perform the step after being provided with exact verbal directives)
   - **-** incorrect (the student is unable to perform the step, even when provided with physical prompt, visual cue or verbal prompt)

2. When the student has difficulty performing a step, identify the specific problem that prevents the student from performing the step correctly.

3. Select training strategy, including:
   a. Train the student to complete the step
   b. Eliminate the difficult step
   c. Suggest a different method to perform the step
   d. Change or adapt the tools
   e. Provide assistive devices

4. Revise the task analysis to include the methods being used in order for the student to complete the step.

5. Train the student on completing the entire task.

When the student is able to complete the entire activity or task independently, the job coach can either fade or introduce a new activity or task.
**TASK ANALYSIS RECORDING SHEET**

Student Name: _____________________
Job Coach: _________________________
Job Site: ___________________________
Task/Activity: _____________________
Prerequisite Steps:
______________________________________________________________________________
______________________________________________________________________________

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Total Correct Steps: _____________________
Percent Correct Steps: ____________________

Key:
- + – independent/correct
- P – physical prompt
- M – model/visual cue
- V – verbal prompt
- – incorrect
References


