

Allied Health Media

OccupationalTherapy.com

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Creating a Successful Transition from Teenager in School to Young Adult In the Workplace

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The Pocket Occupational Therapist

Transition from school to the work force is inevitable yet many teenagers and young adults remain un-prepared. As occupational therapists, we are in a unique position to assist in transition planning, instruction in IADLs, and to facilitate independent living for success.

Session Goals:

- 1) Participants will be able to explain the formulation of a transition plan and describe the process of its creation.
- 2) Participants will be able to describe various job/work ideas for persons with autism and discuss accommodations for each.
- 3) Participants will be able to choose strategies and IADL (Instrumental Activities of Daily Living) goals to improve functional social skills to increase independence within society.



About the Presenter:

- Mother to two children with autism & SPD. My son is GJ tube fed & has mitochondrial disease.
- Advisor for OT and contributor for *Autism Asperger's Digest Magazine*, *AutismFile*, & *Asperkids*. Over 25 published articles.
- Future Horizons *Autism Super Conference* Speaker
- Author of *The Pocket Occupational Therapist* for caregivers of children with special needs and *The Special Needs SCHOOL Survival Guide*. *Weighted Blanket Sensation* due out in Fall 2015!!
- Co-Founder of Aspire Pediatric Therapy, Founder of Route2Greatness, LLC, & Owner of The Pocket Occupational Therapist



IDEA, IEPs, and civil rights laws

- **IDEA= Individuals with Disabilities Educational Act**
 - Passed in 1990 to ensure individuals w/ disabilities received a FAPE (Free and Appropriate Public Education)
 - Amended in 1997
 - *requires* transition services for all children with disabilities and ensures that education is designed to meet each student's unique needs and to prepare them for employment and independent living.
 - *guarantees* equal access and equal opportunities to individuals with physical and/or hidden learning disabilities that significantly interfere with one or more major life activities.

IDEA, IEPs, and civil rights laws

- A separate part of the IEP (Individualized Education Plan), (except in NY state)
- School district or state **MUST** provide transition service and there is **NO** waiver
- Applies to **SAME** services as IEP
- Student is entitled to special ed and/or related services
- 3 Mandated Areas:
 - Instruction
 - Community experiences
 - Employment and other post-school living objectives
- Each transition services should have a SDI (Specially Designed Instruction)

*Zigmond, N., (1990). Rethinking secondary school programs for students with learning disabilities.

According to IDEA 2004

- Section 34 of IDEA outlines Transition Services
- The term 'transition services' means a coordinated set of activities for a child with a disability that
 - (A) Results (Outcome)-oriented process
 - 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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; MEASUREABLE GOALS

(Section 1401, Wrightslaw: Special Education Law, 2nd Edition, page 56)

According to IDEA 2004

- (B) Student centered
 - based on the individual child's needs, taking into account the child's strengths, preferences, and interests.
- (C) includes:
 - instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
- (D) Working document : Changes over time

Legal

- The AGE of MAJORITY (When student is 'legal' adult)
 - State determines that age
- School must inform students at least one year in advance
- School must provide SOP (summary of performance) upon graduation OR at age 22 *****WHEN IEP ENDS*****
 - Summarizes function and education
 - Transition needs
 - Written so student understands it
 - Reviewed with student upon transition

• LD Association of America has concise PDF version of SOP requirements

Rights

- Student **MUST** be permitted to participate after 14 years of age. Begin discussion of transition planning in middle school
- Transition language (including interagency responsibilities) must be placed into IEP when student is 16 y/o
- Parents may invite community reps/support personnel to IEP meeting.
- **MUST** be pertinent to the child's interests
- Progress should be documented and measureable
- Ask for progress reports about progress and favorable reviews from teachers/community personnel

What IS a transition plan?

- *Coordinated set of activities* that promote movement from school to such post-school activities as post-secondary education, vocational training, employment, adult services, independent living and community participation.
- *Based on the individual student's needs*, taking into account his or her preferences and interests.
- *Must include* instruction, community experiences, and development of employment and other post school adult living objectives. If appropriate, daily living skills and functional vocational evaluation may also be included.

<http://www.wrightslaw.com/info/trans.legal/bateman.htm#thash.55912rCr.dpuf>

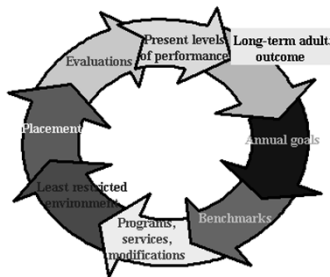
Transition Plan Checklist

- Graduation:
 - Is child graduating with diploma OR certificate of attendance
- What community support agencies will assist?
- Vocational rehabilitation
- Driving/transportation concerns re: work
- Recreation considerations

PCP (Person Centered Planning)

- TEAM concerned with student's future in treatment planning process
- Process must be individualized
- Student's interests and capabilities
- Current placement (reaction to structured vs. unstructured environment)
- Resources required for success in LRE (Least Restrictive Environment)
- What methods of teaching have been successful
- Peer relationships and social interaction abilities
- Realistic goals
- What achievements have been made by student toward outcome goal?
- Performance in sped and general ed classroom

PCP



- Wells and Sheehy (2012)
- <http://www.personcenteredplanning.org/>

Self-Advocacy

- Student must learn how to advocate for himself
- Calling universities and programs
- Keep written records
- Learn 'rules' of the 'game'
- Identify strengths and weaknesses

Self-Advocacy and Confidence Building

- Volunteering
- Working at home and receiving payment for chores
- Participating in IEPs and decision-making
- Including teen in financial issues of the household
- Involve teen in budgeting of his own money
- Model check-writing and bill paying

AANE Employment Self-Inventory Scale

Key

- 1= Able to do
2= could do after instruction
3= Could do with assistance or accommodations
4= difficulty doing
5= Unsure/don't know/depends

Physical work environment:

- ☐ Work with someone who wears scented cosmetics or perfume
☐ Work where there is fluorescent lighting
☐ Work where there is constant loud noise
☐ Work with music in the background
☐ Work with unexpected loud noise
☐ Work with constant soft or varied noise
☐ Remain seated for long periods of time
☐ Remain standing for long periods of time
☐ Work in a large open space
☐ Work in a small cubicle

Social Work Environment:

- ☐ Understand the politics of the work place

- ☐ Work as part of a team
☐ Know who to ask for assistance
☐ Have lunch with fellow workers
☐ Know when to "speak up"

Work requirements:

- ☐ Follow complex instructions
☐ Follow verbal instructions
☐ Follow written instructions
☐ Solve problems
☐ Plan my work schedule
☐ Prioritize tasks
☐ Work full time (8 hours)
☐ Work part time
☐ Arrive at work on time
☐ Work under deadline
☐ Switch quickly from one task to another
☐ Give oral presentations
☐ Work independently
☐ Work with minimal supervision

Autism/AspergerNetwork AANE.org

Assessments

- Formal testing is used to assess seven areas related to career planning:
- Academic Performance or Achievement
- Cognitive Abilities
- Behavior, Social, and Emotional Issues
- Vocational Interests
- Vocational Aptitudes
- Certification of Occupational Competencies
- Physical and Functional Capacities

<http://www.ncwd-youth.info/information-brief-20>

Assessments OTs Use:

- **SIB-R** (Scales of Independent Behavior- Revised)
- **BRIGANCE TSI** (Transition Skills Inventory) and **TSA** (Transition Skills Assessment)
- **AFLS** (Assessment of Functional Living Skills)
- **ABLLS –R** (Assessment of Basic Language and Learning Skills- Revised)
- **CASEY** life skills assessment
- **Vineland** Adaptive Behavior Scales

Executive Functioning in the Workplace

- **Response inhibition** = ability to think before acting and thus resisting the urge to act out impulsively
- **Organizing** = arranging a sequence of steps to meet goal
- **Regulation of affect** = managing emotions and REGULATING appropriate arousal level
- **Flexibility** = shifting of attention, seeing problems through different viewpoints, changing cognition/behavior as needed

Executive Functioning in the Workplace

- make plans and keep them
- receiving and accepting criticism
- keep track of time
- keep track of more than one thing at once
- meaningfully include past knowledge in discussions
- evaluate ideas
- change our minds and make mid-course and corrections while thinking, reading and writing
- finish work on time
- ask for help
- wait to speak until called on

Executive Function Considerations:

- Provide students with real-life opportunities to use Ex. Function skills
 - Meaningful to student
 - Assess and critique
 - Moves from rote to functional brain
- The Puzzle of Lifestyle Planning (Autism Research Institute)
 - Discusses Education and Employment Goals
 - Transportation
 - Residential
 - Supports with IADLS such as cooking, shopping, financial management goals

iADLs

- Shopping for a week within a budget
- How to save money
- Read and follow a recipe
- Fire and home safety
- Phone skills
- Obtaining and taking medication
- Understanding and maintaining good personal hygiene
- Laundry and clothing care
- Make a return at store
- Look for and understand/obtain living arrangements in community
- Read a paystub
- Pay taxes

Pragmatics and Social Skills

- COMMUNICATION skills ranked top among 'must have' qualities among 2010 National Association of Colleges and Employers survey
- Impulsive
- Difficulty taking others' perspectives
- Trouble reading body and social language
- Reading relevant vs. irrelevant
- Idioms

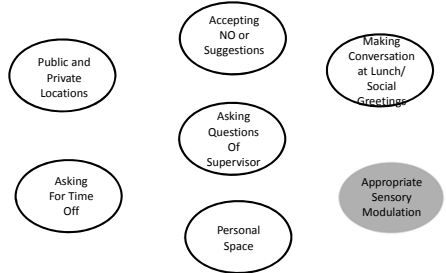
'SOFT Skills'

- Honesty
- Adaptability
- On-Time
- Personal Energy
- Motivational Skills
- Ability to be Accountable
- Filling our Job application
- Safety
- Desire to work and be Trained

• Soft Skills to Pay the Bills pdf by National Collaborative on Workforce and Disability
 • Ready Able
 • Do To Learn.com

Social Skills Training:

LessonCorner.com



Considerations for Work Environments

- Quiet and calm, especially for those with sensory sensitivities.
- Laid back: an understanding boss/supervisor, minimum time pressure, ability to work at own pace in own way.
- Clearly defined rules, expectations, and roles.
- Does not require a lot of interpersonal skills.
- An environment with minimal office politics.
- A place where the supervisor is open and understanding of differences and allows for flexibility in order to accommodate.

Considerations for Employment

DOES STUDENT NEED:

- Highly structured and predictable.
- Strict time limitations or deadlines.
- To plan or see the whole picture.
- To pay attention to detail.
- Consider self-employment. When self-employed, the individuals get to be their own boss, choose the type of work they do and set their own schedule. This works best for people who can keep themselves organized and motivated. Or, they should not be afraid to hire somebody to do the aspects of the job that might be more difficult.
- A specific schedule that works for him or her, for example, part-time, or working nights only.

Accommodations

- Allow written responses vs. oral
- Instruct co-workers on disability
- Structured breaks for sensory needs
- Give mentor
- Break down tasks from high to low priority
- Employee training videos (visuals)
- Read over and review conduct policy
- Minimize scents
- Permit employee to adjust work area (light, location, etc.)
- Emphasize on calendar meeting times and locations

Accommodations

- Case studies:

Accommodation Resources

- JAN
 - Accommodation information by disability
- SOAR
 - Searchable Online Accommodation Resource
- LD Online.org
 - Educators information about learning disabilities

Resources:

- ADDitidemag.com
- ARI (Autism Research Institute)
- Autism Asperger Network (Aane.org)
- Cornell University ILR School Employment and Disability Institute
- LifeAfterIEPs.com
- OCALL.org
- ParentToolkit.com Resources about milestones in academic, health and wellness, and social emotional development
- Workforce.com
- Wrightslaw.com
- Zigmond, N., (1990). Rethinking secondary school programs for students with learning disabilities.

Resources

- <http://www.rediff.com/getahead/2007/jan/08soft.htm>
- http://www.autism.com/services_lifestyle_planing
- http://www.lessoncorner.com/Health/Social_Skills
- <http://www.paulabliss.com/vocational.htm>
- <http://www.personcenteredplanning.org/>
- <http://askjan.org/>
- <http://www.ldonline.org/article/24880/>
- <http://heath.gwu.edu/node/134>

Resources

- **Goodwill Community Foundation**
Offers free training to support skill development in areas of career planning, money management, work and job development and daily living. Offer Spanish language website and lessons with auditory component. <http://www.gcflearnfree.org/>
- **Kids Health**
One of the most comprehensive websites covering health, fitness, food, drugs, alcohol, disease, infection, safety, sexual health, and mental health for children, teens and young adults. www.kidshealth.org
- **Preparing Adolescents for Young Adulthood (PAYA)**
A workbook series created by Massachusetts Department of Social Services. PAYA can be used by the learner alone, or with an adult. Topic areas and brief assessments match the learning goals and expectations of the Guidebook. The Activity/Resource Workbook contains information and exercises by topic area to help develop or strengthen the skills of the learner.

- **I Can Do It! A Micropedia of Living on Your Own**
This engaging, easy to use resource can be used by older youth to guide them through most topics pertaining to living on their own, including budgeting, housing, daily living and relationships. For self-teaching or group teaching.
- To order a hard copy booklet contact the National Resource Center for Youth Services 1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/product.php?productid=27>
- **The New Making It On Your Own**
This youth workbook contains 92 pages of life skill exercises that will help youth make it on their own. The New Making It On Your Own tests a youth's knowledge and challenges them to seek out new information. The workbook covers employment, housing, home management, health, leisure time, and money management. Designed for older youth working alone or with an adult. Available From: National Resource Center for Youth Services at 1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/product.php?productid=6>. Cost: \$8.95 plus shipping. Quantity discounts available

QUESTION AND ANSWER PERIOD

Thank you for attending!
Please visit my website for more information at
www.PocketOT.com
Or e-mail me at ThePocketOT@gmail.com