

Assistive Technology
in Successful
Postsecondary Transition Planning

Chris Trujillo OTD, OTR/L, GCG, ATP
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IDEA

- 1975 – Education for All Handicapped Children Act (EAHCA)
 - Prior to this act, children were not eligible for formalized education
- IDEA
 - Works to provide special education in the least restrictive environment (LRA) for ages 3-21
 - Allows children with disabilities to receive free and appropriate public education (FAPE)
- Current IDEA 4 parts

IDEA

- LRE
 - Least restrictive environment
 - As much as possible children with disabilities are educated alongside children without disabilities

IDEA

- What are the components of free and appropriate public education? (1) paid for by the public, with public supervision and direction, free of charge to families, just like kids without disabilities receive, (2) meet state standards, (3) include preschool, elementary school, and secondary school, (4) are in conformity with IEPs

IDEA 4 Parts

- Current IDEA parts:
 - A: general provisions
 - B: Assistance for education of all children with disabilities
 - C: Infants and children with disabilities
 - D: National activities to improve education of children with disabilities.

Transition

- A process “involving actions coordinated to prepare for, or facilitate change such as from one functional level to another, one life stage to another, from one program to another”.
- According to IDEA- A results oriented process, that is focused on improving the academic and functional achievement of the child with a s disability to facilitate the child’s movement from school to post-school with activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.

The DECA Method

- D: Deficits
- E: Education
- C: Compensatory Techniques
- A: Activation

Deficits

- Remediation model is typically utilized in the education and rehabilitation settings to eliminate deficits.
- In school remediation is an attempt to reverse or preclude an area of weakness by establishing a set of actions or interventions that align with a corresponding goals.
- There is a time to focus on remediating weakness, and dysfunction using the remediation techniques to address these areas. deficits alone does not limit a person from activating their strengths.

Education

- Education is the key to understanding not only why a person has particular weaknesses but also their strengths, interests, and preferences.
- By educating students to understand their natural preferences we can teach students to perceive and understand how to engage the world around them.
- It is through education that a person can learn what area they are most likely to excel within a vocational setting, and what corresponding activities they should participate in at school.
- Education can also facilitate one to understand their natural, subconscious choice patterns.

Compensatory Technique

- Compensatory strategies are utilized to increase function or safety for unique conditions that are either irremediable or in the process of remediation.
- By definition to compensate is to reduce or offset the unpleasant or unwelcome effects of something.
- In order to empower students compensatory strategies such as environmental modifications, behavioral strategies, or devices that can be used.
- Compensatory strategies can level the playing field for students by helping them to excel in activities that they would not typically experience success in.

Activation

- Activation is the opportunity for students to put their strengths into action.
- Whether they are exercised through natural talents, relative strengths, or interests, occupation is essential to a healthy psyche.
- Regardless of an individual's strengths or capacity to perform they desire to be valued, to contribute, and to feel recognized for their contributions but it is necessary determine the right career fit.
- The value of an individuals' choice to engage in a meaningful employment activity can be functional not only for the individual but for the society as a whole.
- This can manifest in a variety of outcomes including training, volunteering and vocational opportunities.

The Transition Assessment

- Transition assessments help IEP teams and transition teams to prepare students for transition to the following postsecondary settings:
 - Employment
 - Training center or on the job training
 - Tertiary Education
 - Independent Living
- Focus on students: Strengths, Interests, and Preferences

Transition and IDEA

- Individualized Education Plan is based on individual student's needs.
- 2004 revisions to IDEA stipulated that Special Education and Related Services are intended to prepare students with disabilities for “further education, employment, and independent living.
- State compliance for transition pages in IEP is monitored by the Office of Special Education and Rehab Services.
- IEP transition requirements are outlined in Indicator 13.

IDEA 2004 Indicator 13

Transition Requirements:

- Must begin no later than 16 years of age.
- Must include “appropriate measurable post-secondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills.
- Prior to graduation students must receive Summary of Performance about their PSG’s, academic and functional abilities.

(National Secondary Transition Technical Assistance Center, 2009).

The Transition Assessment

- Attempts to answer the questions:
 - Who am I?
 - What do I want in life, now and in the future?
 - What are some of life's demands that I can meet now?
 - What are the main barriers to getting what I want from school and community?
 - What are my options in the school and community for preparing me for what I want now and the future?

Transition Assessment tools

- The National Technical Assistance Center on Transition recommends using formal and informal assessments:

Formal Assessments

Adaptive behavior

Aptitude test

Intelligence Quotient

Achievement tests

Personality tests

Employability tests

Self Determination

Work Temperament scale

Transition Planning Inventory

Informal Assessments

Interviews

Questionnaires

Direct observation

Situation/environmental analysis

Curriculum based

Transition Assessment

- Beginning not later than the first IEP when the child turns 16
- Updated annually including transition info
- Including an appropriate measurable postsecondary goal
- Including all transition services and courses of study
- Psychoeducational evaluations not required yet may be beneficial
 - Students who go on to college may end up needing to pay over \$1000 out of their own pocket for it.
 - Also, if you have a student who has a 504 make sure they keep a copy of it for college based accommodations- because schools do not necessarily have to keep copies in the student files

Transition Data

- **Student Strengths**
- **Student Interests**
- **Student Preferences**
- **Coursework that aligns with these areas**

Self-Determination

- **Student housing plan**
- **Student plan for training/ education**
- **Student employment goal**

STRENGTHS, INTERESTS, & PREFERENCES

- Interests in transition speaks to possible occupational roles
- Preferences in transition speaks to volition
- Strengths in transition speaks to performance capacity

- All of these are self determining components that influence the habituation or non-habituation of transition related occupational roles.

- Therefore it is imperative that students have an increased level of involvement in transition assessments and activities.
 - Can decrease social isolation and develop competence and respect
 - Do not make up your data to fulfill paperwork requirements

**KEY

- A student's interests and preferences should be evaluated often and over time because they typically change.
- Once interests and preferences are established however, the evaluation should focus on identifying the student's skill areas and areas of instructional needs.
- This should be reflected in the IEP through the **STRENGTHS** and **COURSE OF STUDY** as well as **COORDINATED SET OF ACTIVITIES**.

AT considerations

Diagnosis

- Severe Motor Impairments
- Intellectual disabilities
- Neurological dysfunction
- Psychological and behavioral disorders
- Learning disabilities

AT considerations

- The student's ability
- The student's strengths
- The student's performance in school
- Use the DECA Method as a reference point

- Do not get stuck in the quagmire of what skills are not present

What is the true barrier

- The PEO model
 - Person
 - Environment
 - Occupation
- Modify, adapt, accommodate

Transition Plan and Service Delivery

- The individualized transition plan should include goals to address gaps.
 - Vocational
 - Recreational
 - Social
 - Residential
 - Self determination
 - Independent living
 - Whatever the need...
- Community Based Instruction (CBI)'s
 - Are effective methods of helping students learn functional skills.

- **A Post-School Outcome Goal Statement is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school”**

(IDEA 2004 Part B Regulations, §300.320(b))

Assessment-MPG-AT-Course of Study

- Measurable Postsecondary Goal
- Assessment
- Course that aligns with goal
- AT
 - Assistive technology objective
 - Assistive Technology Evaluation
 - Assistive Technology Consideration in Transition Plan

How to write AT transition Goals

- Goals in IEP/ISP:
 - Student will _____ (measurable activity) in order to _____(self determined goal)
 - Include an objective with an AT activity that aligns with the transition goal

- Upon graduation, Phoebe will enroll in _____ job training program at the Maricopa skills center.
- After completing high school, Phoebe will enroll in courses at _____ Community College.
- Participation in postsecondary activity:
 - Employment
 - Education
 - Training
 - Living

Developmental Disabilities Act (DDA)

- Grew out of 1960s growing societal interest in civil rights
- Legislative roots
 - P.L. 88-156 – helped high risk mothers
 - P.L. 88-164 – providing federal funds for facilities for people with ID
- 2000 – most recent authorization of DDA. 4 parts

Department of Developmental Disabilities (DDD)

- Day Treatment
- Sheltered Workshop/ Center Based Employment
- Group Supported Employment
- Independent Supported Employment

Day Treatment and Training- Adult

Service Goals

- 1. To provide training and supervision for the member to increase or maintain his/her socialization and adaptive skills to live and participate in the community.
- 2. To provide opportunities to interact with friends and others in the community, including providing information regarding and facilitating access to community resources.
- 3. To provide opportunities for members to develop skills that lead to meaningful days, valued community roles, and promotes the member's vision of the future and priorities.
- https://des.az.gov/sites/default/files/qv2014.section_7_day_treatment_and_training_adult.pdf

Day Treatment and Training- Adult

- Therapy services (Occupational, Physical, and/or Speech) may be provided at Day Treatment and Training locations as identified on the member's planning document [e.g., Individual Support Plan ("ISP")] under the following circumstances:
 - With the Day Treatment and Training staff present and learning how to implement activities to meet the member's outcome(s) and in conjunction with the home program, or
 - At the request of the member or member's representative and with the agreement of the Day Treatment and Training program. A caregiver/member representative, other than Day Treatment and Training staff, must be present and participating. In this circumstance, the Day Treatment and Training program shall not bill for the time during which the therapy is occurring.
- This service shall not be provided in the same room at the same time as a Center-Based Employment service.
- https://des.az.gov/sites/default/files/qv2014.section_7_day_treatment_and_training_adult.pdf

Sheltered Workshop/ Center based

- This is a service that provides a controlled and protected work environment, additional supervision and other supports for individuals engaged in remunerative work either in a sheltered workshop or in the community.
- Provides DDD members a healthy, safe, and supervised work environment. The Qualified Vendor pays members in accordance with State and Federal law for work the members perform.

Sheltered Workshop/ Center based

Aligns with DDD ISP goals

- Service Goals
- 1. To provide members with gainful, productive, and paid work.
- 2. To support members in developing skills, abilities, and behaviors that will enable them to most fully realize their vocational aspirations and support their transition into a more integrated employment setting if they desire.
- The problem: Sub minimum wage

Group Supported Employment

- A service that provides long-term, ongoing support services for an employed individual.
- This group service provides Division members with an on-site supervised work environment in a community employment setting. Members are paid by the Qualified Vendor or employer for work performed in accordance with State and Federal law.

Group Supported Employment

Goals

- 1. To provide members the opportunity to work in an environment that allows for maximum interaction among diverse populations.
- 2. To provide members with gainful, productive, and paid work.
- 3. To support members in developing skills, abilities, and behaviors that will enable them to most fully realize their vocational aspirations including supporting their transition into a more independent employment setting.
- 4. To help members maintain positive work habits, attitudes, skills, and work etiquette directly related to their specific employment, as well as assisting the member to become a part of the informal culture of the workplace.

Individual Supported Employment

Goals

- A service that provides job development, assistance in matching the individual with an integrated competitive job and intensive time-limited supports to an employed individual once placed.
- This time-limited service provides regular contacts at a job site with the employed Division member and/or with the employer. This service is intended to help the member develop the specific on-the-job skills necessary for successful employment and may also include job search when such services are not available through the Rehabilitation Services Administration/ Vocational Rehabilitation program.
- https://des.az.gov/sites/default/files/qv2014.section_7_individual_supported_employment.pdf

Individual Supported Employment

Goals (Job Coaching)

- 1. Ensure that the member has the opportunity to participate in gainful, productive, and regular work.
- 2. Orient the member to health and safety aspects/requirements of his or her particular job.
- 3. Identify supports needed to assist the member in maintaining and advancing in employment.

Individual Supported Employment

Goals (Job Coaching)

- 4. Provide ongoing monitoring of the performance and general job-related skills of the member to identify both strengths and barriers to maintain and advance employment.
- 5. Assist the member in resolving training/work issues as well as any personal concerns that may interfere with his or her job performance.
- 6. Be respectful of the member's needs and wishes regarding contact while working.

Individual Supported Employment

Goals (Job Coaching)

- 7. Maintain ongoing communication with a member's employer to assess the employer's satisfaction with job performance.
- 8. Assist members in learning new skills necessary for maintenance or advancement in their employment setting.

Rehabilitation Act (RA)

- Based upon American value of promoting productivity
- Departure from the medical model of disability, which requires individuals with disabilities to take on a “sick role”
- Vocational rehabilitation Act was amended to become the Rehabilitation Act
- Sections 501, 503, and 504 were foundational for the Americans with Disabilities Act
- This was the first legal means for individuals with disabilities to advocate for their rights

Sections 501, 503, 504, and 508 of the Rehabilitation Act of 1973

- 501: Requires that federal agencies have a plan for affirmative action
- 503: Requires federal agencies not to discriminate against individuals with disabilities
- 504: applies to programs receiving funding from the federal government. First civil rights legislation for individuals with disabilities prohibiting discrimination
- 508: 1986 amendment establishing access to technology in federal workplaces

WIOA

- ***Workforce Innovation & Opportunity Act (WIOA)***
- •Is intended to support creative new strategies that keep pace with changing economic conditions and requires alignment and coordination between the four core programs within the law:
 - 1) employment services
 - 2) workforce development
 - 3) adult education
 - 4) vocational rehabilitation activities

Technology and Persons with Disabling Conditions

- Assistive Technology Act of 1998
 - Program to create AT centers
 - Protection and Advocacy
 - Financing for AT
- Assistive Technology Act of 2004
 - Made state programs more consistent
- ATA provides funding through the U.S. Dept. of Ed.

ATA 2004

- The 2004 amendments to the Assistive Technology Act of 1998 supports State efforts to improve the provision of assistive technology to individuals with disabilities through comprehensive statewide programs of technology-related assistance, for individuals with disabilities of all ages.

ATA 2004

- To provide States with financial assistance that supports programs designed to maximize the ability of individuals with disabilities and their family members, guardians, advocates, and authorized representatives to obtain assistive technology devices and assistive technology services.

ATA

- Covers people with disabilities of all ages, all disabilities, in all environments (early intervention, K-12, post-secondary, vocational rehabilitation, community living, aging services, etc.) Activities implemented under the Act address the needs of “targeted individuals and entities”

ATA

- Due to the efforts of the State Tech Act Programs, millions of Americans with disabilities are able to go to work, go to school, participate in recreation activities, and be contributing members of their communities.