

Meaningful Transitions For Low Incidence Populations

Presenters:

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Deborah Foushee, Speech Language Pathologist

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This Session is being Recorded

- You will be able to access the archive of this and other webinars at www.gatfl.gatech.edu

Credits

- **CEUs** are approved for .10 clock hours and are administered through Georgia Tech Professional Education
- **CRCs** are approved for 1.0 clock hours by the Commission on Rehabilitation Counselor Certification
- To receive your verification form, send an e-mail with the webinar title and date to Liz.Persaud@gatfl.gatech.edu

Webinar Evaluation

At the end of today's webinar, we ask that you please take a moment to complete our survey:

<https://www.research.net/s/TFLwebinar>



Join us for Upcoming Events!

Get Ready, SETT, Go: Helping IEP Teams Focus on Students

April 30, 2015

Amanda Inman, Paulding County Schools

Exploring College and Career Readiness through AT

May 7, 2015

Carolyn Phillips and Liz Persaud, GATFL

IDEAS Conference

June 2-6, 2015

Epworth by the Sea, St. Simon's Island

Visit www.gatfl.org for the full schedule and to sign up on the TFL mailing list to receive our email announcements.



TRAINING

FUNDING

PUBLICATIONS

TFL WIKI

MEET THE TFL TEAM

MEET THE
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DIRECTIONS/MAP

JOIN OUR
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SCHEDULE A TOUR

Welcome AT Services Try AT Get AT AT Guides Research

Find or Donate Your Gently Used AT & DME



Welcome to Tools for Life

Tools for Life, Georgia's Assistive Technology Act Program, is dedicated to increasing access to and acquisition of assistive technology (AT) devices and services for Georgians of all ages and disabilities so they can live, learn, work and play independently and with greater freedom in communities of their choice.

Tools for Life and the TFL Network work collaboratively together to accomplish our mission through:

2014 GATE SEMINAR

DEC
5

Georgia Tech Student Center

WEBINARS

OCT
9

[Using Visual Learning Software
to Create Personalized Learning
Environments](#)

OCT
23

[Exploring Transition Service Plan
Technology Supports : A Unique
Perspective](#)

- Current Webinar Schedule
- Webinar Archives

TOOLS FOR LIFE APPFINDER



...for Living, Learning, Working, and Playing.

AT ONLINE EXCHANGE

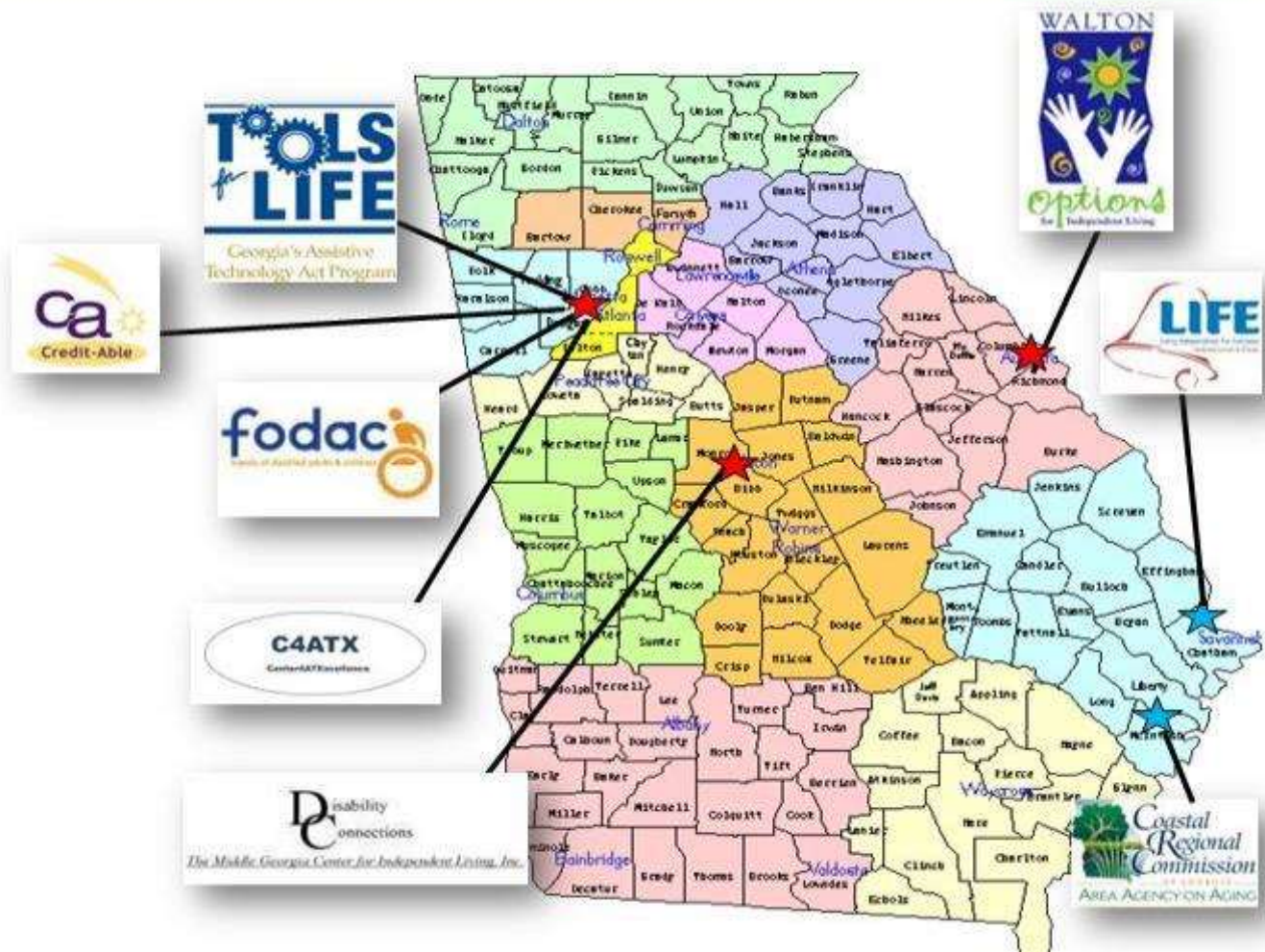


AT FUNDING GUIDE

DOLLARS & SENSE
NAVIGATING THE AT FUNDING STREAM

Tools for Life Network

- AT Lending Library
- AT Evaluations & Training
- AT Demos
- Resource and Assistance
- AT Funding Assistance
- DME Reuse



MEANINGFUL TRANSITIONS FOR LOW-INCIDENCE POPULATIONS

ANNA LUONGO AND DEBORAH FOUSHEE

PRESENTER INFO



Deborah Foushee, M.S., CCC-SLP, Speech/Language
Therapist

Anna Luongo, B.S.Ed., Special Education Teacher

OAKLAND MEADOW SCHOOL



A CLOSER LOOK AT OUR STUDENTS

- AAC users
- AT users
- Mobility issues
- Face medical challenges
- Young adults with distinct personalities and preferences



AFTER GRADUATION...

- Day habilitation programs
- Home
- Supported volunteer positions
- Combination



What can we do as educators to
prepare our students for adult life?



T.A.S.k Lab Beginnings



Transition Adaptation and Skill-development Lab



Amanda Buono, OT



Caroline Whitten, Mentor Teacher

TASK LAB

“The TAsK Lab seeks to ease the transition of students into their homes and communities by expanding students’ interests, roles, and identities”



TASK LAB DOMAINS/ACTIVITIES

- Vocational
- Rec/Leisure
- Communication
- Environmental Engineering





Recycling Station



PLEASE RINSE
BEFORE YOU
RECYCLE



Garden Station









T.A.S.k Lab Evolution



CHANGES 2010-2013

- Instructor: full-time TAsk Lab paraprofessional
- Slight change in Oakland Meadow student population
- Switch in coordinator



Where we are now



CURRENT INSTRUCTIONAL MODEL

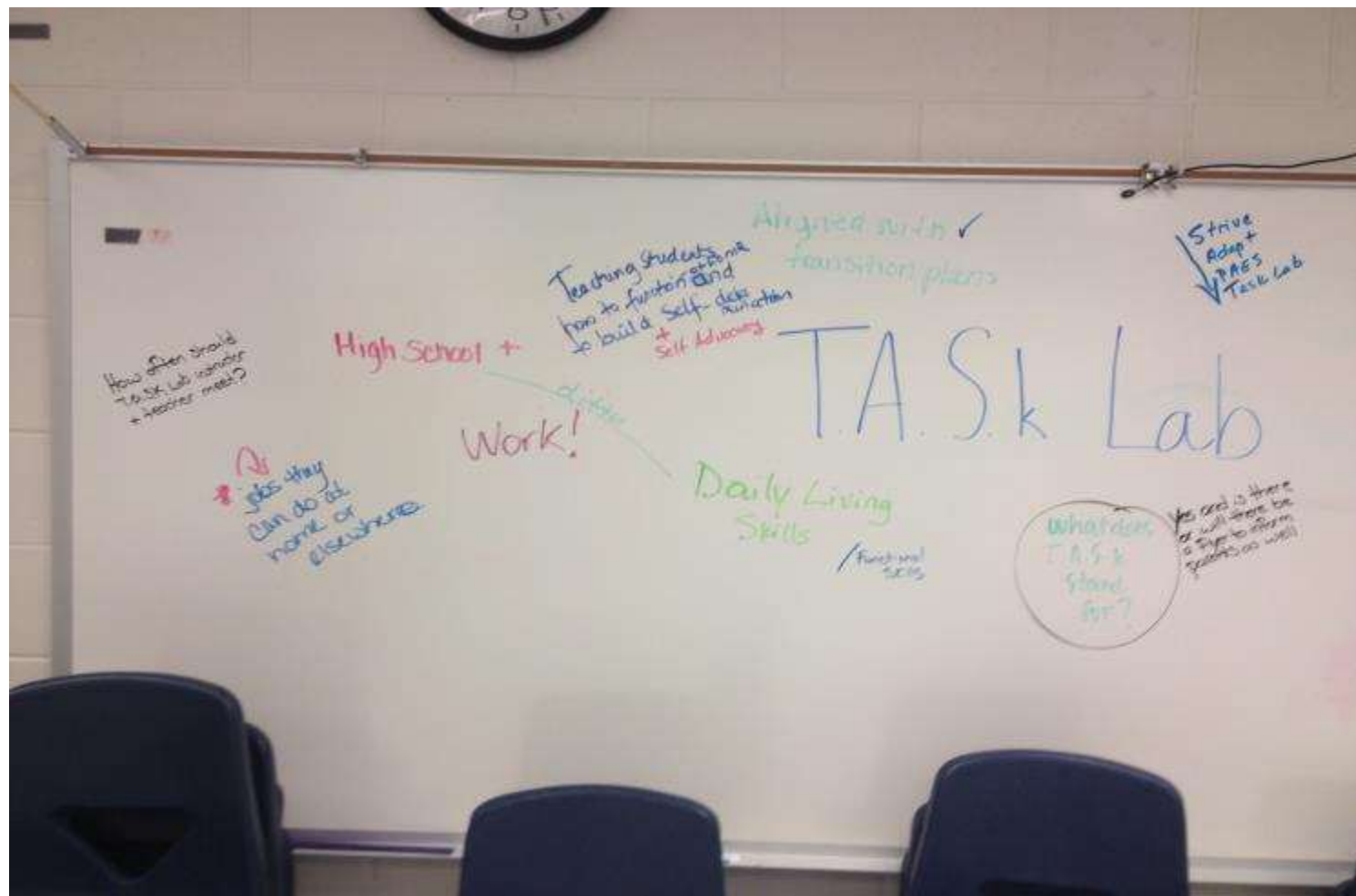
- Instructor: Clovia Jackson
- Room shared with Art/Music Classes
- 12/12+ only
- 30 minutes per week




COLLABORATIVE APPROACH

- Began with collaboration: Caroline and Amanda
- Collaboration continues : Clovia Jackson, high school classroom teachers, SLPs, front office staff, other
- Communication with classroom teachers





FOCUS ON SELF-ADVOCACY

- MANY opportunities for choice
 - Encouraging exploration
 - Teaching students to direct the actions of others through AAC (see handout)
 - Simulation of post graduation environments
 - Self-directed participation
- 

ALIGNMENT WITH TRANSITION PLAN

- Choose tasks based on IEP goals and transition goals
- Used to support short term and long term transition goals
- TAsK Lab data used to document progress on IEP/transition goals



SAMPLE POST SECONDARY GOALS

Education/Training:

After leaving Gwinnett County Public Schools, John will receive training in library services with adult assistance within an adult day program setting.

Employment:

After leaving Gwinnett County Public Schools, John will volunteer in a library to provide recommendations for adolescent literature via yes/no signaling and AAC.

Independent Living:

After leaving Gwinnett County Public Schools, John will continue to live at home with his family.



EXPANDING SKILLS IN TASK LAB

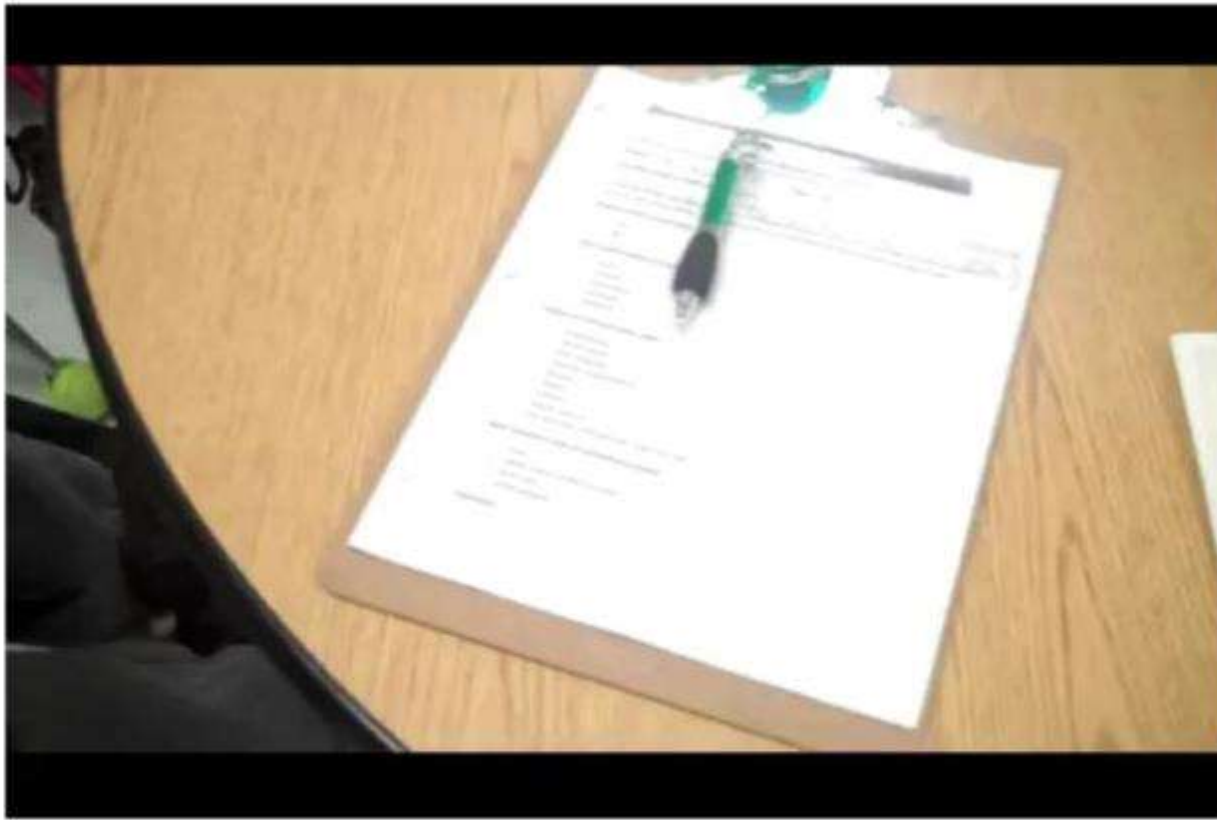
- Lunch Bunch
- Coffee Shop
- TASK Lab Push-in
- Photography
- Cosmetology



LUNCH BUNCH – FOCUS ON SOCIAL SKILLS

- Student guided opportunity to interact with same age peers outside of the classroom.
- Loosely structured: begin with sharing information and topics of interest, end with relevant videos/discussion
- Follows natural flow of “lunch” conversations: How was your weekend? Did you see the VMA’s last night?
- Allows staff and students to interact with a variety of people outside their typical classroom environment





Lunch Bunch 2013-2014

This section to be completed by classroom staff prior to arriving for lunch bunch.

Student: Benito Buckman Date: 12/1/14

Two topics student might want to discuss:

Thanksgiving Break/Shopping

This section will be completed by Lunch Bunch staff and should be reviewed and filed for data collection purposes in the classroom folder.

Student arrived prepared to socialize:

☒ YES
☐ NO

Y
HIT

N

!!

(F)
I feel good.

SBL

Level of participation in lunch bunch:

- ☐ none
- ☐ minimal
- ☐ intermittent
- ☐ moderate
- ☒ maximum

(Q) I want to go outside

Modes of communication used:

- ☐ vocalizations
- ☐ verbal output
- ☐ body language
- ☒ directed visual attention
- ☐ gestures
- ☐ objects
- ☐ symbols
- ☒ signals (yes/no)
- ☒ low tech AAC, mid tech AAC, high tech AAC

(C) yes
(R) Bowling
(Q) Wanna Play a game?

(C) Bowling
(C) I need a ball.

(Q) How do you do

Most consistent level of prompting provided:

- ☐ none
- ☐ verbal cues or verbal prompts
- ☐ touch cues
- ☐ partial physical

Q "Where's that?"
Q "What's"

(P) NO

Comments:

(C) Your turn
(C) I need shoes

COFFEE SHOP – VOCATIONAL SKILLS



TASK LAB PUSH-IN – LEISURE SKILLS



Our hopes for the future



PARENT EDUCATION AND INVOLVEMENT

- Videos uploaded to school website on how to recreate TAsK Lab activities in the home.
- Videos on how to use different types of AT
- Open house
- Home visits



COMMUNITY EDUCATION AND INVOLVEMENT

- Creating relationships that may lead to supportive volunteer positions in the community
- Collaboration and information sharing between school, day habilitation programs, and other relevant organizations
- AT, including technology for the home and AAC for expanded communication and self-advocacy



FINAL THOUGHTS

- Presume competence
- Opportunities must be meaningful to the learner, be authentic and look and feel age appropriate
- Value and appreciate the journey along the way to the destination!





Questions?



THANK YOU!

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