Meaningful Transitions For Low Incidence Populations

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This Session is being Recorded

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Credits

- **CEUs** are approved for .10 clock hours and are administered through Georgia Tech Professional Education
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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](http://www.gatfl.org) for the full schedule and to sign up on the TFL mailing list to receive our email announcements.
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:
Tools for Life Network

- AT Lending Library
- AT Evaluations & Training
- AT Demos
- Resource and Assistance
- AT Funding Assistance
- DME Reuse
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 every day
• 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
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
TA.S.k Lab

- Teaching students on how to transition and build self-awareness, self-advocacy, self-determination.
- High School + Work!
- Daily Living Skills (functional skills)
- Transition plans
- Strive
  - ALP
  - Task Lab

As early as possible, can we do some work or exposure?
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

Two topics student might want to discuss:

Thanksgiving Break/Shopping

This session will be completed by Lunch Bunch staff and should be reviewed by therapist for documentation purposes in the classroom files.

Student arrived prepared to socialize:

- [ ] Yes
- [x] No

Level of participation in lunch bunch:

- [ ] None
- [ ] Minimal
- [ ] Intermittent
- [x] Moderate
- [ ] Maximum

Modes of communication used:

- [ ] Visualizations
- [ ] Verbal output
- [ ] Body language
- [x] Directed visual attention
- [ ] Gestures
- [ ] Objects
- [ ] Symbols
- [ ] Spoken (yes/no)
- [ ] Low tech AAC, mid tech AAC, high tech AAC

Most consistent level of promoting prompted:

- [ ] None
- [ ] Verbal cues or verbal prompts
- [ ] Touch cues
- [ ] Partial physical

Comments:

[Student's handwriting and notes]
COFFEE SHOP – VOCATIONAL SKILLS

HUGGAMUG CAFÉ

Hours
Tuesday 9:30-10:45am
Wednesday 9:30-10:00am
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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