

Life After Secondary School: Teaching Your Adolescent Independent Skills for Adulthood



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Presented by

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Agenda

- Policy/Program Memorandum No. 140
- Collaboration in Transition Planning
- Self-Advocacy
- Assertiveness
- Community Resources
- Creating Opportunities
- Goal Setting
- Questions



Objectives

- Understand PPM-140 legislation
 - Transition planning process
- Self-advocacy – what it is and how to promote it
- How to facilitate assertiveness across environments
- Role of community services
- Creating and capitalizing on opportunities
- Establishing and attaining meaningful goals

**Policy/Program
Memorandum No. 140**
Ontario Ministry of Education

Policy/Program Memorandum No. 140:
Ontario Ministry of Education

"Incorporating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorders (ASD)."

- ABA is an effective instructional approach
- Supports schools to incorporate ABA methods
- Establishes collaborative working relationships
- <http://www.edu.gov.on.ca/extra/eng/ppm/140.html>

Policy/Program Memorandum No. 140:
Requirements

1. Students with ASD must be offered special education programs and services
 - Transition planning is an important process for all students.
2. Staff must plan for the transition between various activities and settings involving students with ASD



Policy/Program Memorandum No. 140: Requirements Continued...

- Under regulation 181/98, principals are required to ensure that:
 - An IEP is developed within 30 days of student placement
 - ABA methods are integrated into the IEP's
 - Relevant school board and community personnel are encouraged to participate in the IEP process



Policy/Program Memorandum No. 140: Requirements Continued...

- Outside personnel offer input and perspective regarding special education programs and services



- Assessment information gathered from these individuals can benefit the IEP team in the following:
 - planning accurate and comprehensive interventions
 - promoting a common approach to enhance student success

Collaboration in Transition Planning

- Successful transition planning involves:
 - Collaboration and problem solving
 - Person-centered-planning

Effective transition plans should:

- | | |
|------------------------------|---|
| ✓ Be student-focused | ✓ Include interdisciplinary collaboration |
| ✓ Foster student development | ✓ Involve the family |

(Kohler & Field, 2003)

Collaboration in Transition Planning Continued...

- Majority of students with ID reported:
 - having only a minimal sense of their future plans
 - turning to their families for help when developing plans for the future



- Students and families are encouraged to share concerns when developing IEPs and preparing for transition planning

(Heron & Harris, 2001)

Collaboration in Transition Planning Continued...

- Evidence supports that transition goals are most effective when they reflect the preferences of students and families



- Increased student and family participation in transition planning leads to higher:
 - Graduation rates
 - Employment
 - Achievement of positive school outcomes

(Whelman, Moon, Everson, Wood, & Barcus, 1988)
(Wehmeyer & Schwartz, 1997)

Self-Advocacy

Self-Advocacy: What is it?

- A civil rights movement of individuals and organizations to empower people to speak for themselves, make their own decisions, and stand up for their rights
- People with ID and/or ASD have:
 - a right to make choices about their lives
 - the same civil rights and human rights as everyone else and should have access to and control of resources.



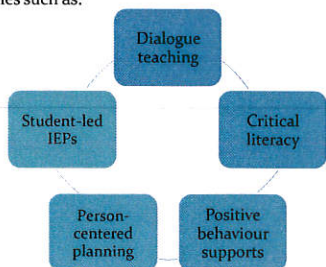
Self-Advocacy & Self-Determination

- Successful adults with ID/ASD have identified the ability to self-advocate
- Self-advocacy leads to self-determination, which contributes to positive outcomes for adults with ID/ASD
- Self-determination can be defined as the ability to consider options and make choices that affect one's future



Self-Determination

- Guidelines for increasing individual participation, include approaches such as:



Teaching Self-Advocacy Skills

- In order to be effective, adolescence need to learn to problem solve and set goals
- It is really beneficial if individuals are aware of their strengths and weaknesses
- This process should begin early in a child's school career and be practiced actively during adolescence



Self-Advocacy: What does it mean?

Rights include the following components:



In the home



In the work place



In the community



Between people

Self-Advocacy: Challenges

- People without disabilities want to make decisions for the individuals with ID/ASD
 - Usually easier and more convenient in the short-term
 - Intending to help and/or protect the individual



Self-advocates need to show people that they can in fact make decisions about their own life!

Self-Advocacy: Barriers

- Lack knowledge of themselves
- Unable to clearly describe their needs
- Unaware of who to contact for assistance or accommodation
- Limited ability to articulate strengths and needs
- Weak social skills
- Reduced confidence

Self-Advocacy: How to Promote It

1. Understanding their unique learning style is essential
2. Being aware of what is happening around them and how the environment impacts them
3. Individuals must know what they need to be successful
4. Speaking up and informing others about your wants and needs



Self-Advocacy: How to Promote It Continued..

Help the individual make a plan to establish what they need to be successful. This will help them to communicate this information to others. Knowing what supports they need and expressing these needs, can allow others to be more helpful and accommodating.

- Develop lists with the individual:
 - what they need
 - things they can tell others about what they need

Self-Advocacy: How to Facilitate It

In Education:	Understanding Strengths and Needs:
<input type="checkbox"/> For making plans and choices	<input type="checkbox"/> Providing descriptive feedback
<input type="checkbox"/> Evaluating performance	<input type="checkbox"/> Describe their learning style
<input type="checkbox"/> Personal responsibility for learning	<input type="checkbox"/> Review assessment results

Self-Advocacy: How to Facilitate It Continued..

Model and Teach Appropriate Self-Advocacy Skills:

<input type="checkbox"/> Observation	<input type="checkbox"/> Role play
<input type="checkbox"/> Conversation	<input type="checkbox"/> Organization
<input type="checkbox"/> Guidelines	<input type="checkbox"/> Networking




Assertiveness

Assertiveness: What is it?

Assertiveness refers to standing up for your personal rights - expressing thoughts, feelings and beliefs in direct, honest and appropriate ways.

- Overlooked when children are young
- Limited exposure to practice this skill
- Vulnerable adolescence/adults



Assertiveness: How to Teach It

There are many things that can foster assertiveness:

- Ask open ended questions
- Always acknowledge initiation of new ideas as often as possible
- Before providing an answer, wait 30 seconds for them to respond
- Recognize that body language is important, this can also send a message
- Neutralize yourself as much as possible
- Avoid giving the information right away
- Encourage problem solving through planning and listening without being negative

Assertiveness: Skills to Learn

It is important to learn to stand up for yourself and communicate with others in a positive way. Individuals need self-confidence and communication skills to enable them to:

- Express preferences
- Be direct
- Be self-aware
- Understand
- Develop values and beliefs



Assertiveness: Strategies



Strategies to promote assertiveness:

- Teaching "No"
- Ask preferences
- Practice in the home and in the community
- Modelling assertiveness skills
- Using "I" statements



"I" Statements

"I feel/felt _____ when _____
(feeling word) (what they did or said)
 because _____"
(the reason it upset you)

"What I want or need is _____"
(what you want from them, offering a possible solution)






Developmental Services Ontario(DSO)

- First point of contact for services for individuals 18+
- Access to:
 - Residential supports
 - Caregiver respite
 - Community participation supports
 - Professional and specialized services
 - Person-directed planning
- <http://www.dsonthario.ca/>

Ontario Disability Support Program (ODSP)

- **Income Support** helps people with disabilities that are in financial need pay for living expenses, like food and housing
- **Employment Support** helps people with disabilities who can and want to work, prepare for and find a job
- <http://www.mcass.gov.on.ca/en/mcass/programs/social/odsp/>



Kerry's Place

- For individuals with an ASD, parents, and/or family members
 - Adult social groups
 - Support groups
 - Special interest groups
 - Workshops
 - Consultation Services
 - And more...
- <http://www.kerrysplace.org/Public/Home.aspx>

Autism Ontario



- <http://www.autismontario.com/>
- Ontario Partnership for Adults with Asperger's and Autism (OPAAA): <http://www.autismontario.com/adults>
- Many resources, services, and supports available:
 - Educational workshops
 - Family support groups
 - Adult social groups
 - Respite
 - And more...




Abilities Centre

- Located in Whitby, ON
- Charitable organization that delivers enriching sports, fitness, arts, life skills, research and educational opportunities for people of all ages and abilities.
- Variety of daily living skills workshops
 - E.g.: thrive program
- <http://www.abilitiescentre.org/>

Creating Opportunities

Seeking Them Out and Taking Advantage

Transitioning from School to Work Life



- Important for individuals to find something that is fulfilling for him/her
- Regular engagement in meaningful social interactions are important!

Focus on the Individuals Interests

- Begin by brainstorming his/her interests
- For example:

Sports	<ul style="list-style-type: none"> • Sporting Goods Store • Recreation Facility
Animals	<ul style="list-style-type: none"> • Animal Shelter • Veterinarian Office • Animal Day Care
Computer	<ul style="list-style-type: none"> • Data Entry • Programmer • Graphic Designer

Take Advantage of Strengths

- Utilize his/her strengths
- For example:

Clean and Tidy

- Cleaning
- Organizing

Meticulous/ Detail-Oriented

- Filing
- Data Entry
- Administrative Duties

Good with Children

- Volunteering with Children's Group/Camps (Sports, Arts, etc.)

Include the Individual

- Ask them questions
- Provide choices/options
- Allow opportunities for input



- Self-advocacy has been studied in more depth individuals with mild-moderate ID
- Two ways to promote self-advocacy for those with more significant challenges:
 1. Choice making
 2. Preference assessments

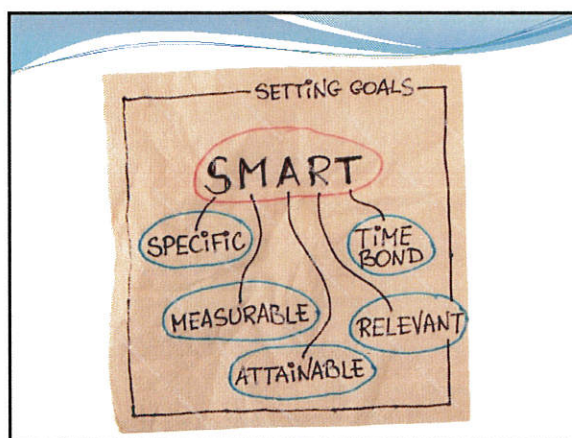
Goal Setting

What is a Goal?

A goal is an end point, a specific desired outcome that is planned for and attainable

- Different meanings for different people
 - Set priorities
 - Clearly define goals





Goal Setting: Prioritizing

To identify priorities:

- Discuss what is most important
- Identify how long it would take to accomplish
 - E.g. two days, one week, one month, etc.
- Do they need any support from someone else to do it



Goal Setting: Prioritizing Example

Situation: You have one week to get the following things done

- _____ Return a library book that is overdue, 10 cents/day
- _____ Jog a mile
- _____ Write a 10 page paper
- _____ Get snacks for a party tonight
- _____ Get your haircut

What do you need to consider?

Goal Setting: Attainable



Are these realistic goals?

- Alvin doesn't like to get up early in the morning. He would like to find a job working the night shift in a factory.
- Racheal is very artistic she would like to go to art school to learn how to draw better and then become a fashion designer.
- Pete is short and not very athletic. When he is older, he wants to play on a professional basketball team.



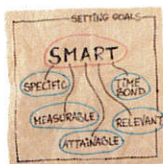
Adjusting Goals

Goals can be adjusted based on the following:

- Developing a new interest
- Original goal is misguided
- Won't lead to a larger, long-term goal
- To match ability
- New information
- Unpleasant experience

Long and Short Term Goals

- Differentiate between long and short term goals
- Pick appropriate time frames
- Break larger, long-term goals into smaller tasks
- Treat each small task as another small goal
 - Remember..



Questions?

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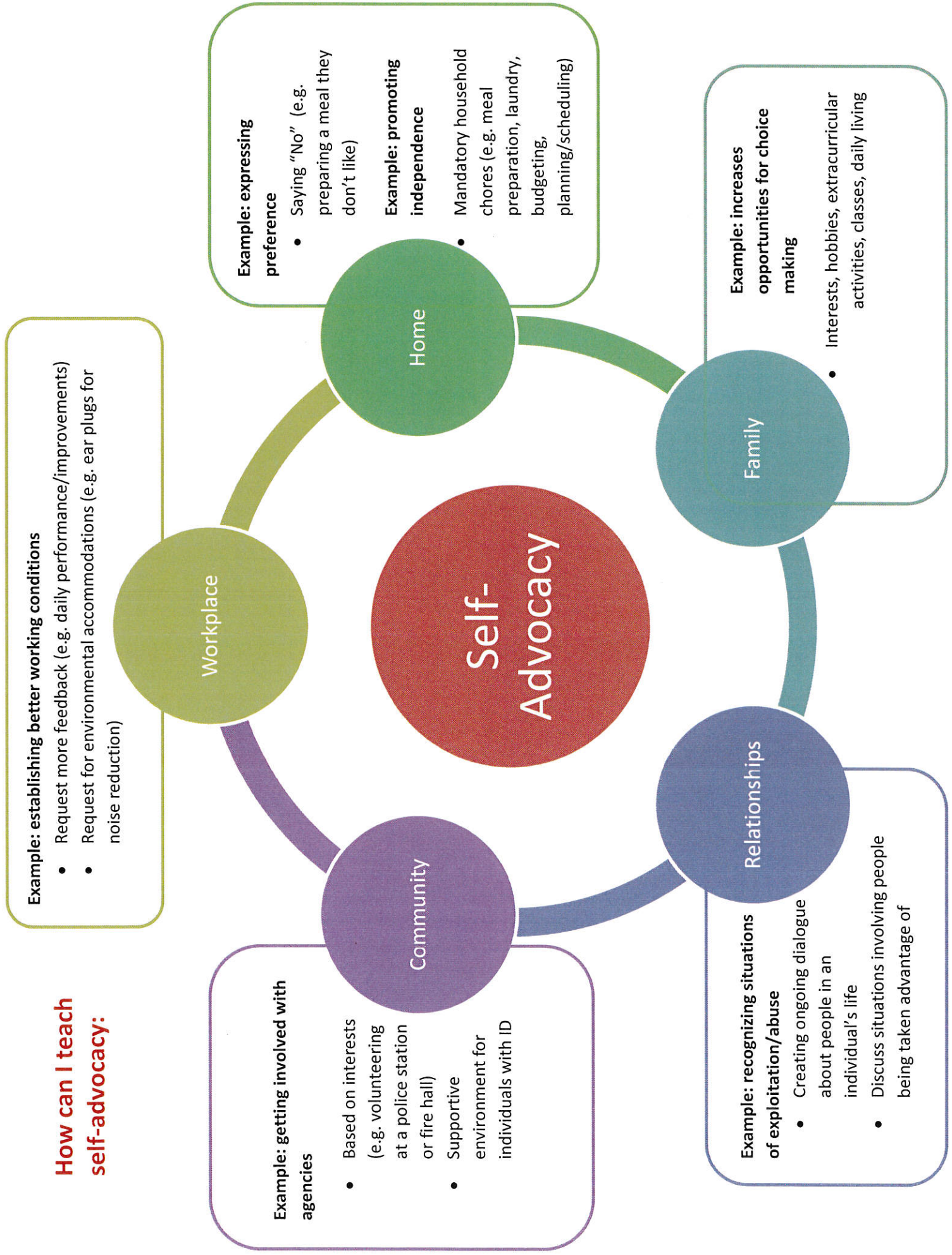
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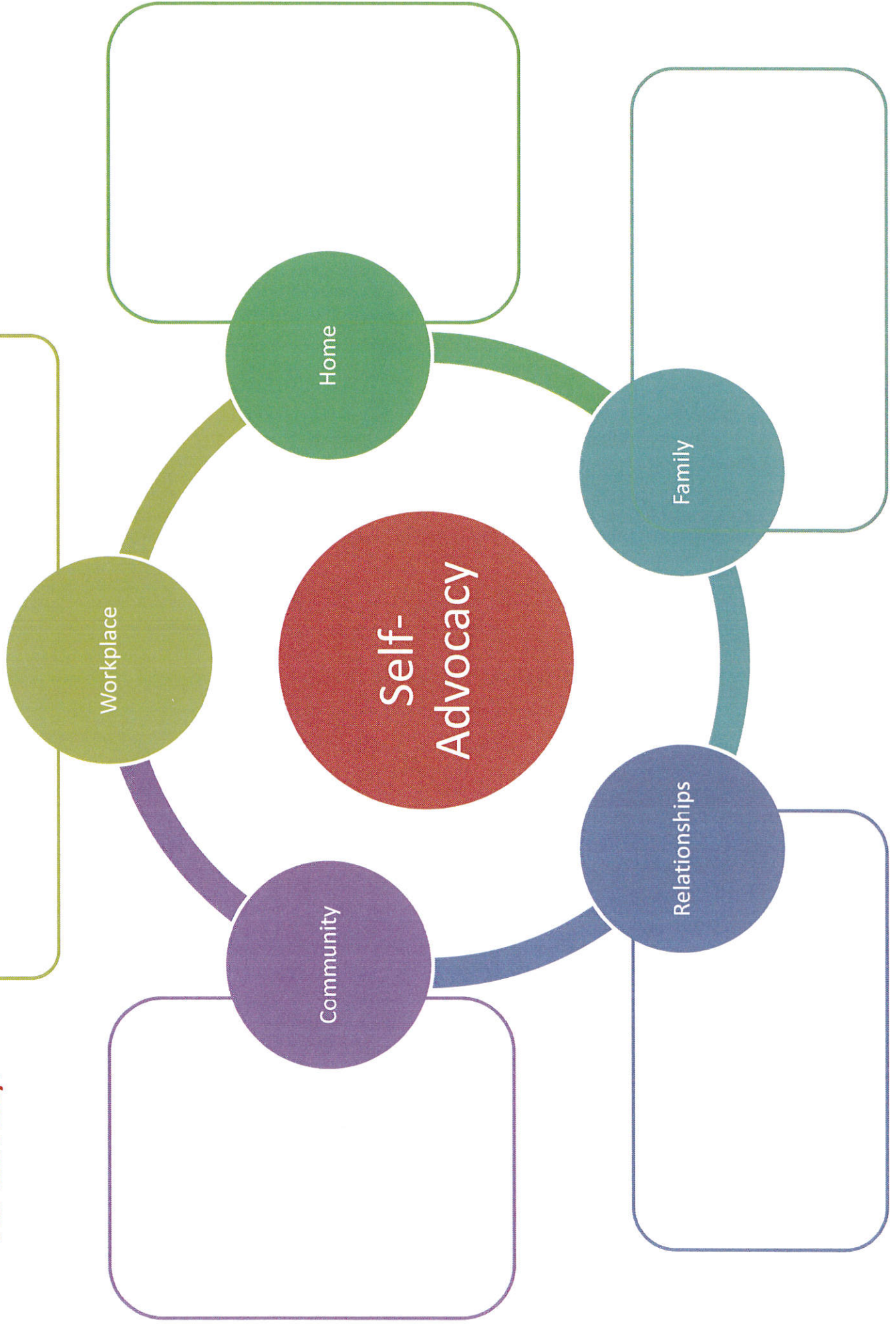
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How can I teach self-advocacy:



How can I teach
self-advocacy:



Identifying Accommodations and Strategies

Home

Workplace

Community

School

- ☐ private space for down time away from others
- ☐ routine – knowing what's happening day-to-day
- ☐ scheduled activities to fill their day
- ☐ provide choice
- ☐ provide less choice if overwhelming
- ☐ provide responsibilities
- ☐ increased down time
- ☐ less down time
- ☐ access to activities
- ☐ encourage hobbies and recreation
- ☐ effective communicate style with other family members

- ☐ extra time to complete tasks
- ☐ modelling to learn new skills
- ☐ develop a schedule
- ☐ environmental modifications (i.e. lights, sounds)
- ☐ flexible work day (i.e. shorter shifts)
- ☐ more frequent breaks
- ☐ independent – may work better on their own
- ☐ structured – clearly outlined expectations
- ☐ variety of tasks and locations
- ☐ access to floor plan and/or map
- ☐ use of visual aids
- ☐ assistance with specific tasks

- ☐ what's available to access
- ☐ safety plan (i.e. strangers)
- ☐ increase awareness of community resources
- ☐ develop a coping plan
- ☐ directions to and from various facilities
- ☐ recognize when support is needed
- ☐ try new things
- ☐ knowledge of community helpers
- ☐ being aware of volunteer opportunities
- ☐ choose environments based on interests

- ☐ extra time to complete tasks
- ☐ quiet room to reduce excess noise
- ☐ dim lights to reduce sensory input
- ☐ headphone to reduce excess sound
- ☐ require use of assistive technology
- ☐ require an EA
- ☐ peer buddy to model social skills
- ☐ revised schedule to avoid conflicts
- ☐ use of visual aids
- ☐ variety of tasks and locations
- ☐ provide choice
- ☐ additional breaks

COMMUNITY RESOURCES

Developmental Services Ontario (DSO)

www.dsontario.ca
Central East Region:
dsocentraleast@yssn.ca

905-953-0796 or
1-855-277-2121

- o First point of contact to access service for individuals 18+ years old

- o Connects adults with developmental disabilities to services and supports in the community

- o Receive access to:
 1. Residential supports
 2. Caregiver respite
 3. Community participation supports (i.e. recreation, volunteering, employment, or in-home supports)
 4. Professional and specialized services
 5. Person-directed planning

Ontario Disability Support Program (ODSP)

<http://www.mcass.gov.on.ca/en/mcass/programs/social/odsp/>

905-440-1030 or
1-800-722-1196

- o ODSP provides:

1. **Income Support** helps people with disabilities that are in financial need pay for living expenses, like food and housing

2. **Employment Support** helps people with disabilities who can and want to work prepare for and find a job

Kerry's Place

<http://www.kerrysplace.org/Public/Home.aspx>

- o Provide a number of Community Outreach services, psychological and family support services to people with Autism Spectrum Disorders (ASD) and accommodation supports.

- o Some of these services include:
 1. Consultation supports to families and individuals
 2. Family support groups
 3. Adult residential services
 4. Adult social skills groups
 5. And more...

Autism Ontario

<http://www.autismoontario.com/>

Durham Chapter:
<http://www.autismoontario.com/Durham>

Ontario Partnership for Adults with Asperger's and Autism

<http://www.autismoontario.com/adults>

- o Many resources, services, and supports available, including:
 1. Educational workshops
 2. Family support groups
 3. Adults social groups
 4. Respite
 5. And more...

Abilities Centre

<http://www.abilitiescentre.org/>

905-665-8500

- o Charitable organization that delivers enriching sports, fitness, arts, life skills, research, and educational opportunities for people of all ages and abilities

- o Some programs include:
 1. Thrive program (life skills)
 2. Adult social club sports night
 3. Fitness classes
 4. Volunteering
 5. And more...

Making a Goal

Example 1

Goal: Aaron will help clean up more around the house.

Is it a SMART goal?		If necessary, revise the goal to make it more appropriate:
Specific	<input type="checkbox"/>	
Measureable	<input type="checkbox"/>	
Attainable	<input type="checkbox"/>	
Relevant	<input type="checkbox"/>	
Time Bond	<input type="checkbox"/>	

Example 2

Goal: Emily will learn how to cook.

Is it a SMART goal?		If necessary, revise the goal to make it more appropriate:
Specific	<input type="checkbox"/>	
Measureable	<input type="checkbox"/>	
Attainable	<input type="checkbox"/>	
Relevant	<input type="checkbox"/>	
Time Bond	<input type="checkbox"/>	


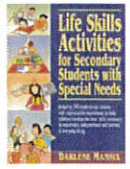
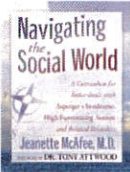


Example 3

Goal: _____

Is it a SMART goal?		If necessary, revise the goal to make it more appropriate:
Specific	<input type="checkbox"/>	
Measureable	<input type="checkbox"/>	
Attainable	<input type="checkbox"/>	
Relevant	<input type="checkbox"/>	
Time Bond	<input type="checkbox"/>	

RESOURCE/REFERENCE LIST

Book Resources

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Note: The following agencies are known to have resource libraries: Autism Ontario, Grandview Children's Centre, Kerry's Place, and Precious Minds. Most books are available at www.chapters.indigo.ca or www.amazon.ca

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LAKE RIDGE COMMUNITY SUPPORT SERVICES
Life After Secondary School

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