New Horizons: Transitioning to the World of Possibilities

Dr. Jaquel Johnson
My mission is to provide a holistic approach that addresses the academic, social, emotional, and career needs of all students regardless of their cognitive ability or grade level.
What is transition?

- A coordinated set of activities that are:
  - Designed to be results oriented process.
  - Focused on improving academic and functional achievement.
  - Based on the students’ needs, preferences, strengths, and interest.
  - Appropriate measurable postsecondary outcome goals based on age appropriate assessments.
Characteristics of Individuals with Autism

• Lack of or delay in spoken language
• Repetitive use of language and/or motor mannerisms (e.g., hand-flapping, twirling objects)
• Little or no eye contact
• Lack of interest in peer relationships
• Lack of spontaneous or make-believe play
• Persistent fixation on parts of objects
# Communication

## Observation Checklists Code Definitions

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive comments</td>
<td>listened to partner’s topics and developed comments or gestures that relate back to partner’s topics</td>
</tr>
<tr>
<td>Follow-up Questions</td>
<td>listened to partner’s topics and developed in-depth questions that probe for more info on partner’s topics</td>
</tr>
<tr>
<td>Bridging Comments or Questions</td>
<td>a related but new topic was brought up with a comment or question to move the conversation in a different direction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive comments</td>
<td>Oh Yeah! or Really! or head nodding</td>
</tr>
<tr>
<td>Follow-up Questions</td>
<td>So you went to the Arch. What was it like? Did you get scared? How did your friends or family feel when they were up in it?</td>
</tr>
<tr>
<td>Bridging Comments or Questions</td>
<td>So you went to the Arch. Have you been to any other national monuments? or I’ve been to the Washington Monument.</td>
</tr>
</tbody>
</table>
Peer Interaction

- Limited due to being fixated on objects
- Unable to understand nonverbal cues
- Takes things literally
- Trouble displaying empathy
- Unable to relate
Self- Advocacy

MY RIGHTS

The Rights of the Individual

1. Student
2.
3.
4.
Resource

ME!

Lessons for Teaching
Self-Awareness & Self-Advocacy

Version 2.0
Self Determination

- Set Goals
- Give choices
- Decision Making
- Weaknesses
- Strengths
Active Student Participation Inspires Real Engagement
# ASPIRE Parent Pre Survey

**Student Name:** 

**Student Number:** 

**School Name:** 

**Grade:** 

**Class Type:** 

Use the scale below to answer the following questions. There are NO WRONG ANSWERS.

1 = Never  
2 = Rarely  
3 = Sometimes  
4 = Most of the Time  
5 = Always  

|-----------------------|---------------------------------------------------------------------------|-----------|-----------| |
| IEP Awareness         | I can communicate why the IEP is important and that it provides the structure for my child’s individualized support at school. |           |           | |
|                       | I know why individual members are in the IEP meeting.                     |           |           | |
| Participation         | I can name the things I have done to participate in my child’s IEP meeting. |           |           | |
|                       | I have had discussions with my child before the IEP meeting to assist them to participate during the meeting. |           |           | |
| Abilities and Disability Awareness | I can name strengths in subject areas related to my child’s disability. |           |           | |
|                       | I can name challenges in subject areas related to my child’s disability. |           |           | |
| Social/Communication Skills | I encourage my child to use their mode of communication to interact with members of the IEP team. |           |           | |
|                       | I encourage my child to communicate their likes, dislikes and areas of interest to the IEP team. |           |           | |

Totals

Adapted from Commonwealth of Virginia Department of Education Training and Technical Assistance Centers – I’m Determined Project. ASPIRE Student-Led IEP Initiative is funded by the Georgia State Personnel Development Grant (SPOC), Georgia Department of Education through a grant from the Office of Special Education Programs, United States Department of Education and is a collaboration with the Georgia Council on Developmental Disabilities.
I love a child with autism
Person-Centered Planning

- Family
- Children
- Neighbors
- Jobs
- School
- Church
- Leisure-recreation
- Paid service providers
- Social-civic activities
- Friends
- Of your sisters, etc.
Personal Preference Indicators
A Guide for Planning

Preferences Choices
Self-determination
MAPS Model (McGill Action Planning)

- An outline of where the students want to go and how to get there.
- Increase self-advocacy skills
- Responsible for life planning
- Ongoing plan/ follow-up
MAPs: 5 questions

- History
- Dreams
  - Post-secondary
  - Employment
  - Community
  - Independent living
- Fears
- Characteristics
- Needs
  - Now
  - After high school
This is an example of MAP planning.
PATH Model (Planning Alternative Tomorrow with Hope)

- Long term goals
- Short term goals
- Identify steps in reaching the goals
PATH
Planning Alternative Tomorrows With Hope by Jack P. Pownall, John O'Brien, and Harvey Ferek

1. The energy to follow a path comes from the tension between where you are now & where you want to be in the future.
   - Planning Needs
   - Where do you need to
   - Help you?

2. What do you need to get strong & stay strong as you work toward fulfilling what you want?
   - Moving from
   - Thinking to
   - Action: How do
   - We get commitment
to a vision?

3. What is the biggest barrier to taking the step?
   - Possible & Positive
   - Use the dream to
   - Set the goal.

4. What will you have to do to
   - By self-talk?
   - Who does what, when?

5. What do you need to do to move forward?
   - Evaluation forms &
   - Check for failures.

6. 6 Planning the
   - Next 6
   - Months

7. Possible & Positive
   Use the dream to set the goal.
   Imagine that you have worked toward your dream.
   Describe the changes that have resulted as if they are real.
   What has happened? What have you done?
   What does your life look like?
   How does it feel?

8. 7 Planning the
   - Next 3
   - Months

9. 8 Committing to
   the First Step

10. 5 Ways to
    Build Strength

11. 4 Identifying People to
    Enroll

12. 3 Grounding in the
    Now

13. Feeling
    Summaries

14. How are you
    feeling now?
    Use pictures
    and words to
    describe how you
    are now.

15. Describe where you
    are now.

16. What is the present
    life?

17. Vision is the
    image of success in
    the future.

18. Negotiate an
    exchange with those
    who will not enroll
    in the program.


20. Focus on what
    you need to do.

21. What resources do
    you need to maintain?

22. To succeed you must
    have the strength to
    endure the trial, the
    change & stress and
    to remain & reflect.

23. Talk about the differences
    between how you feel
    today and how you
    feel one year from now.

24. Feelings that describe your reactions
    when you are in
    the future you are aiming.
Assessments

- C.I.T.E. Learning Styles Instrument
- Student Interest Survey for Career Cluster
- The Arc’s Self-Determination Scale
- Enderle-Severson Transition Rating Scale Program (ESTR)
- The Microcomputer Evaluation of Careers & Academics (MECA)
# Career Clusters Interest Survey

**Name**

**School**

**Date**

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn how things grow and stay alive.</td>
<td>1. Self-reliant</td>
<td>1. Math</td>
<td>2. Life Sciences</td>
</tr>
<tr>
<td>2. Make the best use of the earth’s natural resources.</td>
<td>2. Nature lover</td>
<td>2. Life Sciences</td>
<td>3. Earth Sciences</td>
</tr>
<tr>
<td>4. Protect the environment.</td>
<td>4. Planner</td>
<td>4. Chemistry</td>
<td>5. Agriculture</td>
</tr>
<tr>
<td>5. Be outdoors in all kinds of weather.</td>
<td>5. Creative problem solver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Plan, budget, and keep records.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Operate machines and keep them in good repair.</td>
<td></td>
<td></td>
<td></td>
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</table>
THE MECA SYSTEM®
(Microcomputer Evaluation of Careers and Academics)

TRAINING WORKBOOK
SHORT VERSION
I like to paint a room or a house.
MECA Interest Indicator Results on 3/27/2012 for Judy Youmans

- Agriculture & Natural Resources: 8
- Marketing, Sales & Service: 7
- Finance & Insurance: 6
- Architecture & Construction: 5
- Government & Public Administration: 5
- Arts, Media Technology & Communications: 4
- Manufacturing: 3
- Health Science: 3
- Transportation, Distribution & Logistics: 3
- Scientific Research, Engineering & Mathematics: 2
- Business, Management & Administration: 2
- Law, Public Safety, Corrections & Security: 2
- Education & Training: 1
- Information Technology: 0
- Human Service: 0
- Hospitality, Tourism & Recreation: 0
Enderle-Severson Transition Rating Scales

- **ESTR- III** for Moderate disability
- **ESTR- S** for Severe & Profound disabilities

- Rating scales completed by school and parent
- 47 items rated: Yes, performs skill independently or consistently; or No, does not perform skills independently or consistently
Employment

- Job Skills
- Practice
- Volunteer
- Join Clubs
- Assessments
Let’s Talk
a guide to resolving workplace conflicts
Be Alert, Be Aware!

CAREERS ARE EVERYWHERE in Pennsylvania!
Activity Workbook
Give them practical jobs that match jobs in the community
Collaboration with Agencies
Independent Living
Domestic Skills - Adapted Recipes

Make Oatmeal with a Flip Book Photo Recipe

Make Oatmeal Following a Photo Card Recipe (Turn Over Card When Finished)

Roman Noodles
- 1 measuring cup
- 2 eggs
- 8 oz. cake mix

Two Cups Water in Pan
- Pour Water in Pan
- Boil Water
- Put Packet in Pan
- Turn Stove on HIGH
- Stir
- Noodles in Bowl
- Eat

Cooking Instructions (Top to Bottom Checklist)

Color Code Knobs (Green Paper Highlights Correct Burner)

Adapted Cake Recipe
- 1 can of 1/2 cup
- 1 cup
- 2 eggs
- 8 oz. cake mix
- 1/4 cup
- large mixing bowl
- small mixing bowl
- plate
- 2 beaters for mixer
- rubber spatula
- cooking spray
- timer
- oven mitts
College

- Obtain needed document
- Visit the school
- Reasonable Accommodations
- Contact the Disability Coordinator

http://www.usg.edu/inst/directories/disability_service_providers/
http://www.youtube.com/watch?v=6r5F65AHLaI
Key topics to discuss

- Guardianship
- Medicaid Waiver
- Family Support
- Vocational Rehabilitation Services
Parental Views:

- Take a few minutes to envision your students when they leave school.

The optimal program would be a combination of academics and life skills. It is very important to teach students to be able to function as independently as possible (Male parent participant, Indiana, June, 2007).
The secret to LIFE, is that there is no secret, what every your goal is, you can accomplish it if you are willing to work. (Oprah)
What is next?

"... Creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial and stress, followed by periods of excitement and growing confidence as one pursues purposeful change, or copes with unwanted change."

Michael Fullan
Websites

- http://p2pga.org
- www.autismspeaks.org
Resources

- **Focus on Autism and Developmental Disabilities**
- Dr. Jerry Haywood, Fort Valley State University
- National Secondary Transition Technical Assistance Center website
Questions/ Comments
Contact Information

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