

CLASS CONNECTIONS

For Students with Severe and Profound
Disabilities

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- **Multiple Disabilities (MD).** An IDEA disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational problems that the student cannot be accommodated in special education services designed solely for one of the impairments. Multiple disabilities are generally lifelong, significantly interfere with independent functioning, and may necessitate environmental accommodations and adaptations to enable the student to participate in school and society.
- **Intellectual Disabilities (ID).** An IDEA disability category in which subaverage intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance.
- <https://sde.ok.gov/documents-forms>

DEFINITION OF TRANSITION – IDEA 2004

- The term “transition services” means a coordinated set of activities for a child with a disability that:
 - Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
 - Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
 - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
 - [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

AREAS OF TRANSITION

- Education/Training (formal/informal connections)
Electives/vocational rehabilitation/technology centers/colleges/social services/health services
 - Employment
community based work experience/paid employment/internships/job exploration
 - Independent Living
activities of daily living/housing/finances
 - Community
transportation/leisure & recreation/appointments
- **Self-advocacy/self-determination/organizational skills

QUESTIONS

- Education

 - Where do you want to learn?

 - What are your interests?

 - What supports do you need?

- Employment

 - What do you want to do?

 - Where do you want to work?

 - What type of environment?

 - What supports?

QUESTIONS CONTINUED

- Independent Living (self-care, daily living, finance)
 - Where do you want to live?
 - Who do you want to live with?
 - What skills do you have?
 - What assistance do you need?
- Community
 - What transportation do you need?
 - What services do you need?
 - How will you meet people?
 - What are your hobbies/interests?

EDUCATION

- Annual Goal

The student will identify 3 strengths and 3 weaknesses related to disability and educational needs by the end of the school year.

- Objective

The student will complete transition assessments four times during the school year to determine strengths, preferences, interests, and needs.

- Activity

transition assessments

IEP: ELA: writing for purpose: autobiographical information (sentence completion, word webs, collages)

EMPLOYMENT

- Goal

The student will develop skills related to post-secondary employment or volunteer opportunities by completing weekly class job assignment.

- Objective

The student will complete assigned class job 3 out of 5 times.

- Activity

calendar, flag, errand, setting up class activity
IEP: SS: community awareness (workers, locations, tools, skills needed)

INDEPENDENT LIVING

- Goal

The student will participate in daily living skills 3 out of 4 times as provided in daily class routine to be as independent as possible in post-secondary living environment.

- Objective

The student will identify 4 grooming objects needed for specific tasks (toothbrush to brush teeth).

- Activity

grooming objects/tasks

IEP: SCI: health & hygiene/biology

COMMUNITY

- Goal

The student will demonstrate social interaction skills 4 out of 5 times during a variety of weekly activities to be as independent as possible in post-secondary community.

- Objective

The student will demonstrate appropriate interactions skills 4 out of 5 times. (eye contact, waiting turn, etc.)

- Activity

group activities: library, assemblies, etc.

community-based instruction trips

leisure/recreational activities

IEP: ELA: communication – making choices

SS/SCI: etiquette/manners

ASSESSMENTS

- <http://www.ou.edu/education/centers-and-partnerships/zarrow>
FREE Resources: preference indicators
list of resources
- Teacher made inventories
picture or photo choices/yes-no questions
checklists
parent/family surveys
- Enderle-Severson Transition Rating Scale Form S
- Brigance Assessments (Developmental – cognitive – transition)
- DASH-III (Developmental Assessment of Students w/
Severe Disabilities)

Functional vocational assessment

<https://www.humanservicesed.org/filehandler.ashx?x=8846>

<https://instrc.indiana.edu/transition-resources/transition-matrix.html>

OTHER NOTES

- Remember transition services should be based on a student's S.P.I.N: strengths, preferences, interests, and needs.
- Utilize person centered planning
 - <http://www.personcenteredplanning.org/resources.cfm>

OKLAHOMA'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in a whole, in the workplace, providing the learner with hands-on, real world experience.

LEARNING ABOUT WORK

Career Awareness

helps individuals build awareness of the variety of careers available.

- Workplace Tours
- Guest Speakers
- Career Fairs
- Field Trips

Career Exploration

provides individuals with experiences that help inform career decisions.

- Job Shadowing
- Career Research
- Informational Interviews
- Career Interest Assessment
- Mentoring

LEARNING THROUGH WORK

Career Preparation

Supports career readiness and includes extended direct interaction with professionals from industry and the community.

- Clinical Experiences
- Credit-for-Work-Experiences
- Internships
- Pre-Apprenticeship
- Project-Based Learning
- Service-Learning

LEARNING AT WORK

Career Training

Occurs at a work site and prepares individuals for employment.

- Apprenticeship
- On-the-Job-Training
- Employee

OUTCOMES:

Skilled Talent for Business

+

Meaningful Careers for Students & Job Seekers

HIGH QUALITY WBL FRAMEWORK

Clear work-based learning partnership agreement

Authentic work experience component

Structured learning component

Culminating assessment and recognition of skills

COMPARISON – NYLC - 2016

- **SERVICE-LEARNING**

- Student voice
- Use academic skills
- Address real community needs
- Student-led
- Requires **action/service**
- Differentiated instruction
- leadership & teamwork
- Community engagement & partnerships

- **PROJECT BASED LEARNING**

- Student centered
- Deeper knowledge
- Real world challenges
- Teacher-directed
- Hypothetical/theoretical
- Differentiated instruction
- Leadership & teamwork

SERVICE-LEARNING PROJECTS

- Connects academic standards to real world experiences
- Takes place during the school day – teaching methodology
- Promotes communication and collaboration among schools and communities
- Designed to involve a variety of people
- Emphasize skills that students need to be successful
- Inclusive service learning provides opportunities for students with and without disabilities to interact and work together.

STEPS (Gent, 2009)

- Step One: Preparation: readiness and organization
- Step Two: Investigation: determine community & needs
- Step Three: Action: service being provided - engagement
- Step Four: Reflection: feedback and assessment
- Step Five: Evaluation: skills, strengths, weaknesses
- Step Six: Celebration: recognition of successes
- Continuation: teaching methodology – continuous opportunity

CLASSROOM CONNECTIONS

- **ACADEMICS**

- English/Language Arts: vocabulary, writing, comprehension, research, sequencing
- Science: health, environment, plants, animals, experiments
- Math: counting, measurement, operations/equations, graphs
- History: citizenship, geography, timelines, historical data
- Differentiated Instruction ensures all students are active and engaged participants.

CLASSROOM CONNECTIONS

- TRANSITION
 - Leadership/independence
 - Self-determination/self awareness/self advocacy
 - Social interactions/collaboration
 - Communication
 - Mobility/daily living skills
 - Work habits/vocational tasks
 - Career exploration/work environments
 - Identify strengths, preferences, interests, and needs

Students with significant disabilities

- Picture/photo directions, activity schedules, timers, and schedules of reinforcement may be utilized to keep students in work area and on task.
- Communication devices may be needed for students who have speech/language impairments in order to identify materials needed, sequence steps, make choices, and answer yes/no questions related to reflection and assessment.
- Peer modeling and support, video modeling, task analysis, and behavior chains may be provided to improve student understanding of service learning tasks.

Kindness Rocks Project 2017 Timeline

- All Year Project
- September: Discussion about project – News 2 You activities
- October: Focus on painting rocks collected – donations
- The rest of the school year: one week dedicated to rock painting and expanded curriculum activities
- 2nd Semester: Added kindness unit

Kindness Rocks Project 2017

Answer “wh” questions/complete word webs

Identify related vocabulary/picture symbols

Phonics/spelling/sight words

Reports/collages/experiments

Rock attributes/descriptions/formations/earth

Measurement

Parts of speech

Kindness Rocks Project Objectives

- ACADEMICS
 - Identify related vocabulary/picture symbols
 - Answer questions/complete word webs
 - Phonics/spelling/sight words
 - Reports/collages/experiment
 - Rock attributes/descriptions
 - Rock formations/earth Measurement
 - Parts of speech

 - ART
 - Basic vocabulary and characteristics
 - Elements
 - Artists
 - Art periods/movements
 - Styles
- TRANSITION
 - Make choices/ID favorites/interest inventories
 - Kindness words behaviors/character education
 - Paint rocks/pet rocks/superhero rocks/paper rocks
 - Appropriate work habits & behaviors
 - Occupations: scientists/geologists –artists
 - Listen and follow directions/soft skills
 - ID materials needed
 - Sequence directions

CREATIVE CONNECTIONS 2018 PROJECT

- **WHAT?**
 - A service-learning project that uses students' creativity to make another person's day!
- **WHY?**
 - To connect academic standards and transition skills to community experiences.
- **HOW?**
 - Kindness Rocks Project – greeting cards – seasonal crafts
- **WHEN?**
 - The entire school year
- **WHO/WHERE?**
 - Mrs. Griffin's Class (Rooms S118 – S119) and anyone else who wants to participate.

CREATIVE CONNECTIONS 2108

August: pack room to move

September: unpack in new school – order supplies

October: complete orders – hall bulletin board

November: receive & organize materials

introduce project: rules & activities

ID community partners

December: implement project – invite others

Second Semester: introduce kindness unit

safety signs

continue seasonal/holiday crafts

May – celebration

Integrate monthly reflections/self-evaluations

yes/no – picture choices – Likert Scale

CREATIVE CONNECTIONS 2019

September: order new supplies – canvas boards
Autumn projects
Open House for faculty

October: colors unit
Halloween projects/Boo Bags – faculty
Recruit general ed. classes
Character Tree videos

November: Pre-Assessments/shapes unit
Veterans Day Project
Kindness Wall/Thanksgiving projects
Baked Potato Fundraiser Lunch

IDEAS/ACTIVITIES

- Coffee cart/Cafe
- Soup Day
- Sell Snacks/drinks
- SOS – Save our Staff: deliver water and small candy
- Plant garden and maintain
- Volunteer at local food bank
- School News Bulletin Board
- Work boxes – supplemental activity
- Recycling/Shredding

RESOURCES

- <https://www.transitionta.org/>
- <http://www.ou.edu/education/centers-and-partnerships/zarrow>
- <http://transitiontuesday.org/>
- <https://transitioncoalition.org/>
- <http://ou.edu/content/dam/Education/zarrow/ZC%20Presentations/UF%20Jacksonville%20Workshop/coordinates.pdf>
- <https://www.pacer.org>

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- Gent, Pamela J. (2009). *Great Ideas: Using service-learning & differentiated instruction to help your students succeed*. Baltimore, Maryland: Paul H. Brookes Publishing Co.
- National Youth Leadership Council. (2011). *K–12 service-learning standards for quality practice*. Retrieved from <http://www.nylc.org>

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