

Promoting Independence through Instructional Strategies

Frisco ISD
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Beliefs

ALL students can work interdependently or through partial participation.

Instruction should focus on self-determination and transitional outcomes in the least restrictive environment.

By decreasing prompting students WILL attain more interdependence and increase their ability to participate in the community.

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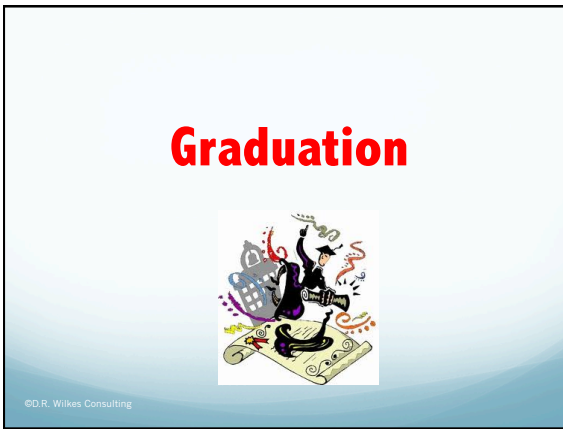
What are you going to learn today?

- The effect of independence/interdependence on transitional outcomes
- Determining supports to address students' abilities
- Supporting interdependence
 - Assuming Competency / Partial Participation
 - Promoting Ability
 - Prompting and Fading techniques

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Graduation

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Graduation Review

True False

All students who graduate through Special Education must no longer be age eligible.

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Graduation Review
All students who graduate through Special Education must:

- A. Earn their academic credits
- B. Earn their academic credits and complete their Individualized Education Program
- C. Achieve their post-secondary goals

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Graduation Review/ True False
Students who graduate must

- (A) have full-time employment, in addition to sufficient self-help skills to enable the student to maintain the employment; or
- (B) demonstrate mastery of specific employability skills and self-help skills; or
- (C) have access to services which are not within the legal responsibility of public education for which the student has been prepared by the academic program;

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What services can be accessed?

- Department of Assistive and Rehabilitative Services
- Department of Aging and Disability Services
 - Intermediate Care Facilities for Persons with Intellectual Disability (ICF/MR)
 - Home and Community-based Services (HCS)
 - Texas Home Living
 - Community Living Assistance and Support Services (CLASS)

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The Only Game in Town

TEXAS
 Department of Assistive and Rehabilitative Services

- Person has to want to work
- To receive supported employment:
 - Person needs to have on-going support

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Role of DARS

- Provide a **discrete period of time** to assist the consumer to seek, identify, obtain and retain a job.
- The **natural and paid supports** that that a person has before, during and after VR services is provided are essential to job success. Family support is typically identified.
- It is reasonable to expect **natural supports** from the employer. Other natural supports would include adult service or individuals identified through the circle of supports.

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Benchmark System: Benchmark 1

Career and Community Support Plan and Supported Employment Plan Service Description

- Discovery Process
 - **20 to 30 hours**
- Activities include:
 - observing the consumer's work skills and behaviors at home and/or in the community environment and/or in current or potential work environments;
 - collecting personal and employer reference information;
 - assessing adaptive technology, accommodations, on-site support needs, and/or the learning style and/or needs of the consumer; and
 - assessing the consumer's strengths, challenges, and transferable skills from previous job placement(s).

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Benchmark 2: Job Placement (1 day on the job)

- Job placement is complete when the consumer has begun work (**completed at least one workday**) in a job consistent with job matches identified through the Discovery Process.

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Benchmark 3: Job Maintenance **4 weeks employment**

- Provide on- and off-job-site job supports
- Activities Include
 - Train the consumer in work-related tasks at the job site;
 - Train or consult with employers, co-workers, or advocates to maximize natural supports;
 - Continue with transportation training

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Benchmark 5: Job Stability (60 days employment)

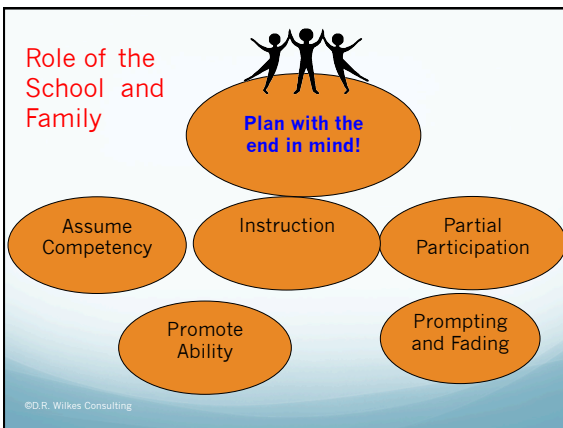
The employment specialist and/or job skills trainer should have a **minimum of two contacts per month** with the consumer and/or the employer or person providing natural supports. **The employment specialist and/or job skills trainer should not be providing any direct service to the consumer during the 60-day period between job stability and service closure.** If at any time, the employment specialist or job skills trainer must provide direct services to the consumer, stability has not been achieved, and the 60-day period starts over.

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Benchmark 6: Service Closure (90 days employment)

- The Supported Employment provider has successfully placed the consumer in a job consistent with jobs and employment conditions identified in Discovery Process, and the consumer has **worked at least 90 days**. Supports have been established to ensure successful placement, and monitoring of supports is the only service that the Supported Employment provider has performed for at least 60 days.

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Important to

What is important to a person includes only what people are "saying":

- with their words
- with their behavior

When words and behavior are in conflict, listen to the behavior.

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Important for

What is important for people, includes only those things that we need to keep in mind regarding-

- Issues of health or safety
- What others see as important to help the person be a valued member of their community

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**All Choices
No Responsibility**

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**Working Toward
Implementation**

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Assume Competency

- Believe ALL students can participate
- Partial participation versus observers
- Do **WITH** the student not to or for the student

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Promoting the Ability

ABILITY

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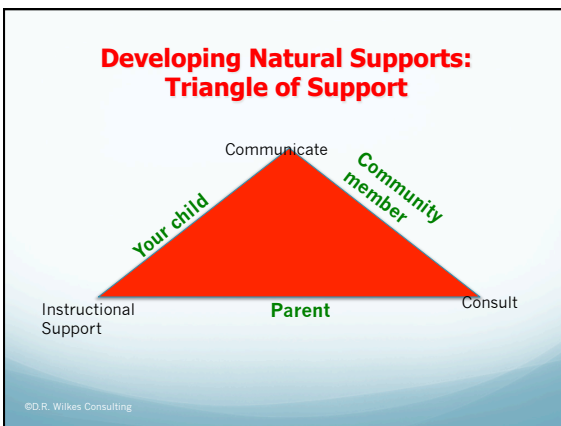
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Different Smarts Lead to Different Instructional Support

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Type of Smart	Look at the definition and think of a student with this "Smart"
Word	Learns by reading either by looking at lists or sentences. Another example is a person who can "word call" even if the person may not comprehend all that is read
Idea	Has great ideas and may need help executing the ideas
Body	May be strong and athletic or may have great physical endurance. May like to walk a lot and some people may call a "runner"
Map	Has a great sense of direction
Humor	Has a great disposition and may understand jokes or when people are kidding and may not even use words to communicate
Technology	Works well with computers, phones, or any other technology.

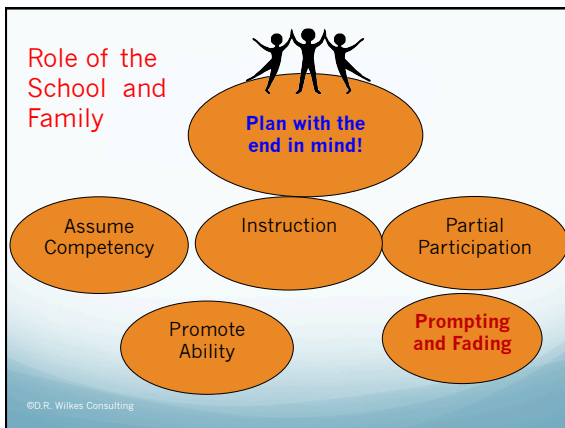
Type of Smart	Look at the definition and think of a student with this "Smart"
Fashion	Always seems to dress nicely and may even comment on how others are dressed
Dance	Has great rhythm
Humor	Has a great disposition and may understand jokes or when people are kidding and may not even use words to communicate
Art	likes art and responds to directions when there are pictures to help understand the next steps
Math/: Logic	Is great with numbers and may be able to tell you things about the calendar such as the day of the week it will be on January 1, 2015
People	Is very social and has a great ability getting along with people

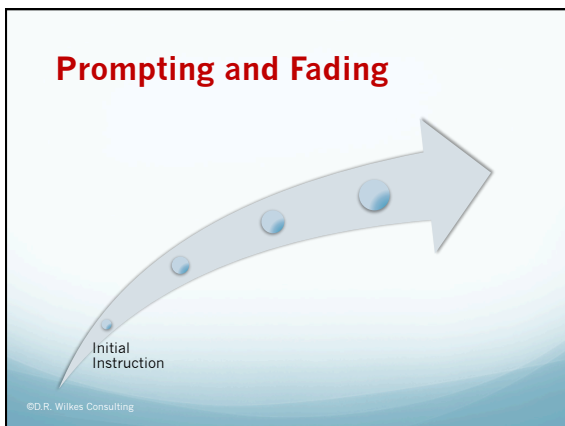


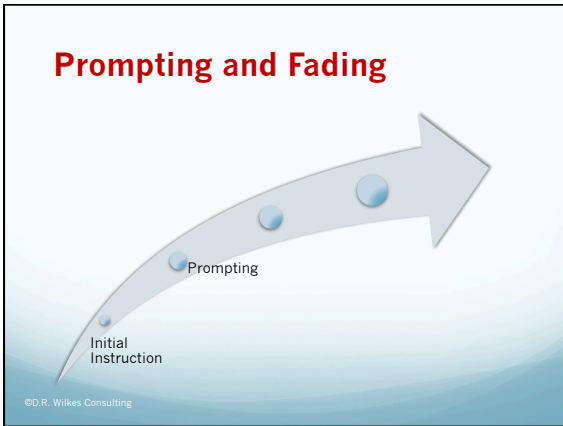
Supporting Independence

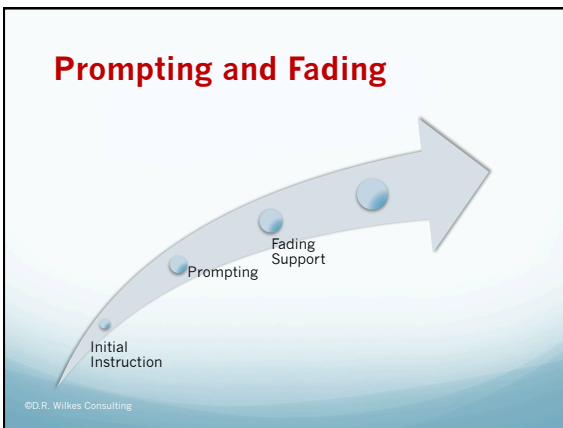
- In the community: NO HAND HOLDING!
- Have your child ask questions to **NOT YOU!**
- Talk WITH your child and not for, or about
- Begin to look for ways to fade

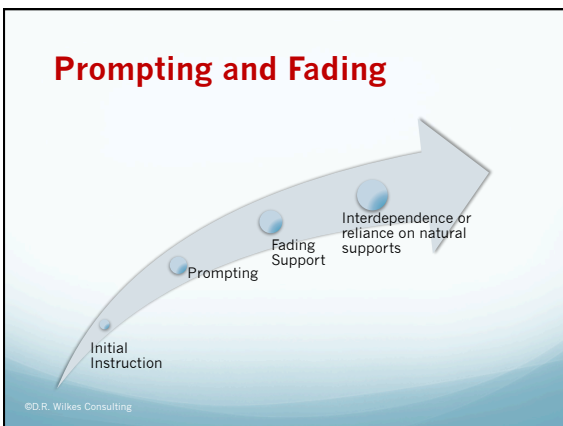
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What is the hardest prompt to fade?

What prompt do you use most often?

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Natural versus Artificial Prompts

- Natural Prompts/Environmental
 - Part of the task
 - WILL NOT FADE or DISAPPEAR
- Artificial
 - Pieces of additional information that will not be present after the job is learned
 - Including paraprofessional!!!

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Teaching Natural Prompts

Situation: You want the student to take out the trash

Verbal Prompt to Avoid	Indirect Verbal Prompt to use
Take out the trash	Least obtrusive: Point to the trash can and say what do you think you should do?
	More obtrusive: Say, "The trashcan is full. What should you do?"

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Teaching Natural Prompts

The situation: Lunch is over and you want your child to put the dishes in the dishwasher

Verbal Prompt to Avoid	Indirect Verbal Prompt to use
Clean up your dishes and put them in the dishwasher.	Lunch is over. Your dishes should be in the dishwasher. What do you think you should do?

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Teaching Interdependence



- The goal is for the student to look for an use environmental prompt
- The role of the parent is to teach the student to seek out and use environmental prompts and learn to ask for help
- You begin to fade PRIOR to the student mastering the skill

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