Learning Objectives

1. Explain how website development can be adapted to address IDEA standards to provide youth with skills, knowledge, and resources to be empowered self-advocates in the transition process.

2. Describe process, challenges, and solutions encountered when utilizing web-based technologies as a rehabilitation intervention.

3. Discuss how cloud-based technologies can be applied as occupation-based interventions to focus on OT outcomes.

WAY2Transition

- Baker Victory Services
  - WAY Program
    - Transition - Indicator 13
      - WAY2Transition
Career Development & Occupational Studies (CDOS) Commencement Credential

- Credential for students with disabilities
- CDOS Learning Standards
  - Standard 1: Career Development
  - Standard 2: Integrated Learning
  - Standard 3: Universal Foundation Skills
- Outcome – Each student develops a web-based transition portfolio
**Thinking Skills**

- Creativity
- Decision making skills
- Knows how to learn
- Applies knowledge to new situations

**Technology**

- Select/apply appropriate technology
- Maintain equipment
- Design and create to meet needs

**Personal Qualities**

- Responsibility
- Ability to plan
- Take individual action
- Integrity/honesty
- Self-determination
- Self-evaluate knowledge, skills, abilities
Managing Information

- Acquires and evaluates information
- Organizes and maintains information
- Interprets/communicates information
- Uses computers to enter, modify, retrieve, and store data

Transition Planning

**Option A:**
Complete written transition plan containing data and interpretations of assessments, goals, and outcomes.

**Option B:**
Engage students as webmasters, creating websites that graphically and dynamically tell a story about themselves.

Three Pillars:

- **Therapeutic Media**
- **Frame of Reference**
- **Therapeutic Use of Self**
  - Web Technology
  - Psychiatric Rehabilitation
  - Recovery Model
  - Reflective Learning
  - Roles
  - Relationship
  - Guiding Principles
Computer as Craft?

• How can we engage the user as creator with computer technology (as traditionally done with crafts)
  – Lack of literature on engaging recipients as “developers” (creators) of technology-based/web-based “craft” as a therapeutic medium.

The public's use of computers in everyday living validates the use of computers clinically, for the tools of everyday living are of necessity the tools of occupational therapy.

- Estelle Breines (1995)

Web-Based Transition Portfolio

• Creating personal websites:
  • Images (photos, videos, artifacts)
  • Words (descriptions, reflections)
  • Hyperlinks
Web-Based Transition Portfolio

Self-directed inquiry/research focusing on:

- **Self**
  - Values, interests, preferences, personal qualities
  - Skill strengths, Skill needs
  - Accomplishments

- **Environments**
  - Career and educational opportunities
  - Characteristics, qualities, and types of environments

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Three Pillars:

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Frame of Reference

- Psychiatric Rehabilitation (aka Boston Model)
  - Rehabilitation “Readiness”

- Recovery Model

- Reflective Learning

(Anthony & Farkas, 2009; Champagne & Gray, 2011)
Recovery Principles

- Convey hope and respect
- Build on the strengths and capabilities of individuals
- Person-centered
- Informed and shared decision-making
- Promote self-determination and empowerment

(Recovery Act of 2006, as amended)

Readiness for Rehabilitation (Transition):

- Need For Change
- Commitment To Change
- Self-Awareness
- Environmental-Awareness
- Closeness

(Farkas et al., 2000)

Commitment

- Felt Need To Change Self Or Environment
- Positive Expectations About Change
- Self-Efficacy
- Perceived Support

(Farkas et al., 2000)
Self-Awareness

- **Interests**
  - Activities the consumer likes to do.

- **Preferences**
  - Things the consumer chooses when presented with options.

- **Values**
  - General qualities that are important to the consumer.

- **Methods of Choosing**
  - The consumer’s system for selecting alternatives.

(Parkhurst et al., 2000)

Environmental-Awareness

- Understanding of types of future environments (work, school, etc.)

- Knowledge of characteristics of environments

(Parkhurst et al., 2000)

Reflective Learning

“Learning that occurs largely from the influence of students’ self-generated thoughts, feelings, strategies, and behaviors, which are oriented toward the attainment of goals.”

Reflective Learning

- Reflective Practice
- Reflective Learning (Intervention)
  - Thinking about thinking (reflecting on reflections)
  - Adapting, editing
  - Fluid, individualized
  - Interdependence, group process

www.WAY2Transition.org
Three Pillars:

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Therapeutic Use of Self

- Occupation-Based
  - Roles
  - Relationships
  - Communication

Webmaster

- **Web-master** – a person responsible for the creation or maintenance of a web site. Also called a *web architect, web developer.*
**Digital Curator**

- *digital curator* – a person who selects, preserves, organizes, archives, and displays digital assets.

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**The Power of Relationships**

- The modality (no matter which one you choose) accounts for about 1% of recovery success.

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**The Power of Relationships**

- Talking to people about using their strengths
  - what the person brings to the relationship
  - hopes, goals, expectations
- Accounts for 87% of recovery success.
- Power of Knowing Strengths (Strengths Finder 2.0, Rath)
Reflective Listening

- Responding to **content**
- Responding to **feeling**
- Responding to **meaning**

Therapeutic Use of Self: Peer-to Peer

- Experience Expert
- Bridging gaps (generation, experience, etc.)
- Provider-recipient role blurring
- Doing “with”

Justin - Peer Mentor
Intended Outcomes

• Self-Advocacy
  – Actively promoting oneself; requires an understanding of strengths and needs, identification of goals, knowledge of legal rights and responsibilities, and communicating these aspects to others.

• Participation
  – Engagement in desired occupations that are personally satisfying and congruent with expectations within the culture.
  – Both success and satisfaction are critical to participation.

• Quality of Life
  – Dynamic appraisal of life satisfaction, hope, self-concept, health and functioning.

(American Occupational Therapy Association, 2008)

Challenges and Questions

• Practice:
  – Is it for everyone?
  – Logistics
  – Teacher buy-in
  – Technology issues
  – Privacy

• Research:
  – Does “thinking about thinking” result in greater self-awareness, environmental awareness, commitment, and self-advocacy among youth in transition?
  – Is an occupation-based approach to transition planning more effective than traditional approaches?

For More Information

www.WAY2Transition.org

www.education.weebly.com

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References


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