# Transition Center at Mayfield

"The Empowerment Model"

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# History

- 2011 - Stakeholder Team (Exploration Phase)
  - Implementation Science (IS) model used to structure team planning efforts
  - KISD, GRPS and IS Consultant
  - Aim - Revamp secondary transition services using Implementation Science framework (six stage model).
  - Result – strategic movement away from traditional instruction methods to a facilitated inquiry model
- 2012 – Initially, two teaching staff and weekly coaching (Installation Phase)
- 2014 – Center-wide implementation (Implementation Phase)

# Transition Center at Mayfield

- 10 – Teachers
- 30 – Employment Training Specialists
- 4 – Administration and Support Staff
- 6 – MoCI programs
- 2 – HI, VI and PI programs
- 2 – Community Classrooms
  - St. Mary's
  - First Place
- 2 - Community Based Occupational Training (CBOT)
  - GVSU Eberhard Center
  - Faith Lutheran Church

Current Snapshot: ICEs can occur at the Center or in the community. Presently all community ICEs occur in the morning…with the young adults returning to the Center for the afternoon.

# Key Features

- Guiding Principles
- Intentionality
- Stakeholder Team Meetings
- Individual Learning Plan
- End Game Matrix
- Personal Jigs
- ICES vs Field Trips
- Data Collection

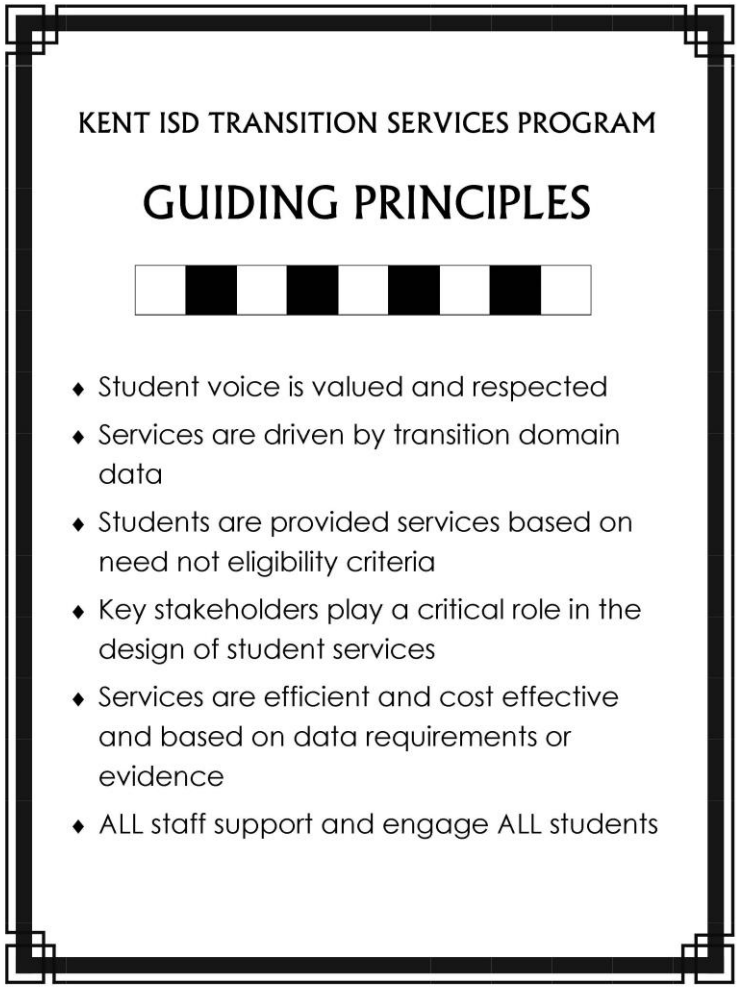
# Key Features

# Guiding Principles

- The young adult voice is valued and respected
- Services are driven by transition domain data
- Young adults are provided services based on identified need not eligibility criteria
- Key stakeholders play a critical role
- Services are efficient and cost effective
- ALL staff engage and support ALL students

- Note: The Key Features and Guiding Principles prevent operational drift from the model's intent and structure.  Visibly present in multiple locations.

# Guiding Principles



# Intentionality

- Individualized, Focused and Purposeful
- Vision – Self-selected skills
  - ILP activities
  - ICEs
- Paradigm shift for staff – Change how they see things, change what they do…no longer expert instructors, but talented facilitators of the young adult's discovery process
- Paradigm shift for young adults – Change how they see things…change what they do

# Stakeholder Team Meetings

- Goal - Initial meeting conducted during home visit
- Follow-up meetings scheduled 2-3 times per year at the Center
- Discovery Staging Record serves as a guide to facilitate inquiry
- Develops short term vision and activities
- Who is there?
  - Young Adult
  - Parent/Guardian
  - Peers
  - Community Agency
  - Staff
  - Others as identified

# Discovery Staging Record – Page 1

*Discovery Short Survey*

Student's Name (DOB:_____ Date:_____

Your Name:_____ Relationship to the Student:_____

Your Phone / Email:_____

a. List 3 things that the student does really well?

#1_____

#2_____

#3_____

b. List 3 things the student has taught you.

#1_____

#2_____

#3_____

c. If you could read his / her mind, what do you think is most important to this student?

d. Describe how you picture the student's life after high school.

e. List what you think are the MOST IMPORTANT things for the student to learn at school?



f. What tasks or activities does the student enjoy doing the most? How do you know he/she likes these activities?

g. List and/or describe any new school activities you think that the student would enjoy being a part of and how you might be able to facilitate his/her involvement.

h. What strategies and supports, that are typically required for this student to learn and participate in activities, work best?

i. What specific job or jobs do you think this student would like to have when he/she graduates from high school?

j. Is there anything else you think the team should know about this student to assist in planning for his future?

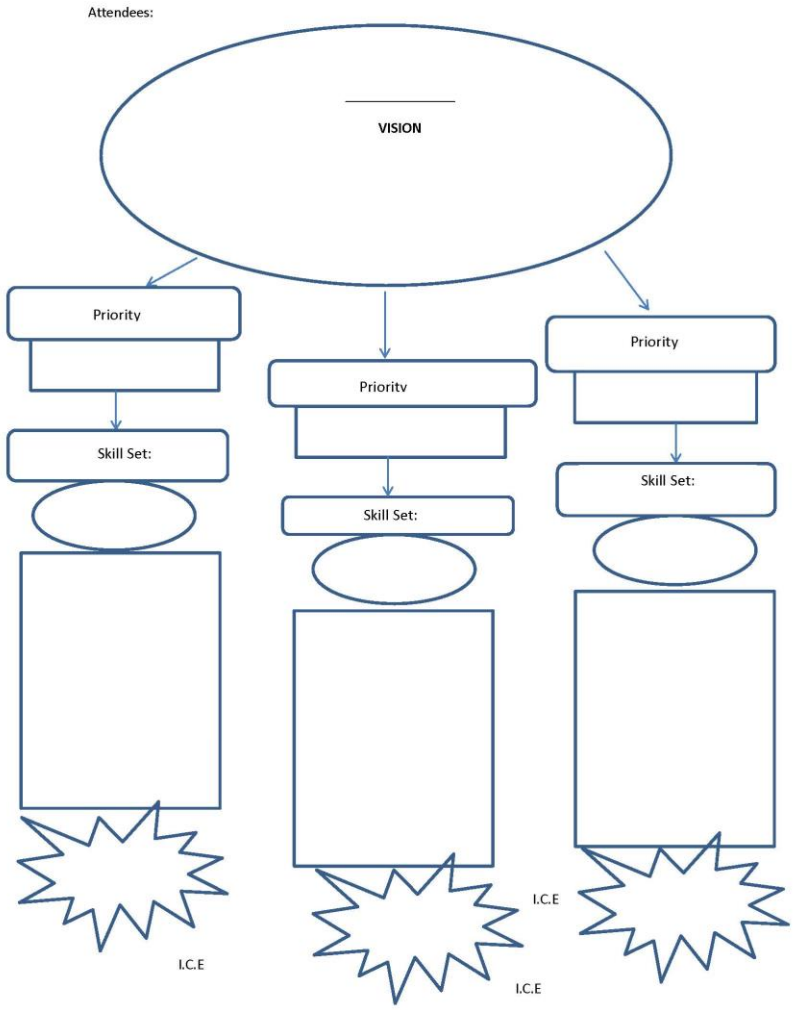
# Individual Learning Plans

- Aim - Maximum day-to-day functional performance w/ minimum external supports and prompts from staff
- Developed by young adult and stakeholder team
- Drives individualized and intentional activities
- Reflects young adult voice
- Self-selection of skills needed for meet vision

# Individual Learning Plans

- Developed through a shared exploration process -
  - **Vision –** "Let's brainstorm…what do you want to do and how would you like your life to be after you leave Mayfield?"
  - **Priorities –** "What is most important to you…what do you want to learn and do better to achieve your vision?"
  - **Skills –** "What skill(s) will you need to develop in order to achieve your priorities?"
  - **Matrix/ESTR –** "Where are your current skill abilities relative to the priority skills you will develop?"
  - **ICE –** "What kind of intentional community experience can we develop together for you to learn and practice your new skill(s)?"
  - **Jigs –** "What type of Jig(s) will you need to help you become more independent?"
  - **Data –** "How often will we collect data at your ICE to show you are learning your new skills with the help of your Jig(s)?"

# Individual Learning Plan (ILP) Form



# End Game Matrix

- Serves as a visual jig to track young adult's skill acquisition from more-to-less dependence on external prompts
  - Identify……Practice……Use……Demonstrate
- Aligns with the four transition domains
  - Employment
  - Education
  - Training
  - Independent Living

# End Game Matrix – Employment

**EMPLOYMENT**

| IDENTIFY | USE | DEMONSTRATE | PRACTICE |
|---|---|---|---|
| • Knows soft skills (know how to act appropriately in a work environment) for employability | • Demonstrates the soft skills on work site | • Demonstrate soft skills for employability | • Practice independently soft skills |
| • Identifies hard skills (the actual task within the job) | • Demonstrates the hard skills on work site | • Demonstrates hard skills (the actual task within the job) for employability | • Practice independently hard skills |
| • Verbalize personal need for accommodations (ability specific) | • Initiate personal need for accommodations | • Demonstrates application of personal accommodations | • Practices use of personal accommodations in work environment |
| • Identify natural support systems in created work environments | • Use identified natural supports within the created work environment | • Demonstrates use of natural support systems in a work environment | • Participate in natural support system in an individual work environment |
| • Identify appropriate questions to ask (pre interview, during mock interviews,with co-workers) | • Ask appropriate questions during interviews and of a co worker with support in a mock employment setting | • Demonstrate ability to ask clarifying questions, on a job, about a job related task. | • Practices appropriate job related questions for interview, task clarification, co worker exchange |
| • Identify basic safety guidelines at created job sites | • Uses the basic safety guidelines within various job sites | • Demonstrate the basic safety guidelines at various job sites w/minimum support | • Practices specific safety guidelines in their individual work environment |
| • Identifies job seeking process and resources | • Uses resources for job seeking in a classroom environment | • Demonstrates job-seeking skills within the community | • Practices by seeking a job of self interest |
| • Identifies transportation options for employment | • Uses transportation options for employment | • Demonstrate transportation options for employment | • Practices transportation choice for specific employment |
| • Identifies the appropriate response to constructive criticism | • Uses the appropriate response to constructive criticism in classroom setting | • Demonstrates an appropriate response of constructive criticism | • Changes behavior in accordance with constructive criticism |
| • Identify disability | • Uses knowledge of disability to explain to others | • Demonstrate knowledge of disability by educating others in the work environment | • Educate employer and co wokers about disability in job specific setting |
| • Identify basic social exchanges (greetings, polite responses, questioning, manners etc) | • Uses basic social exchanges with prompts in the educational setting | • Demonstrate effective participation in social exchanges in the work setting | • Practice appropriate use of social exchanges within a variety of work settings |

# End Game Matrix – Education and Training

**EDUCATION AND TRAINING**

| IDENTIFY | USE | DEMONSTRATE | PRACTICE |
|---|---|---|---|
| • Knows and explores options for education and training | • Understands and participates in personal options for education and training | • Demonstrates understanding and participates in personal options for education and training | • Practices full participation in post-secondary education and training |
| • Identifies realistic preferences and interests to support post-secondary goals | • | • | • |
| • Asses, identify appropriate assistive and computer technology | • Access appropriate assistive and computer technologies | • Demonstrates appropriate use of assistive and computer technologies | • Practices appropriate use of assistive and computer technologies |
| • Knows and understands implications of disability on education and training options and identify personal accommodations in different settings | • Selects appropriate accommodations according to the setting | • Demonstrates application of personal accommodations | • Educate others about disability and needed accommodations |
| • Identify activities and agency services to support post secondary goals | • Uses appropriate activities and agency services within an educational setting | • Establish personal relationships with service agency providers and uses their services with support | • Independently schedules and follow-through with selected activities and goals |
| • Identifies safety rules for specific locations | • Uses safety rules for specific locations | • Demonstrate safety rules for specific locations | • Practice safety skills independently |
| • Identifies personal safety needs within the workplace | • Uses personal safety needs within the workplace | • Demonstrates personal safety needs within the workplace | • Practices and communicates personal safety needs within the workplace |
| • Identifies soft skills for ed/training site | • Uses soft skills for ed/training site | • Demonstrate soft skills for ed/training site | • Practice soft skills independently in ed/training setting |
| • Identify skills needed when seeking employment | • Uses skills needed when seeking employment | • Demonstrate job-seeking skills | • Practices job-seeking skills independently |
| • Identifies transportation options for ed/training | • Uses transportation options with support for ed/training | • Demonstrate transportation use for ed/training | • Practices transportation use for ed/training |
| • Identifies appropriate response to constructive criticism | • Uses appropriate response to constructive criticism | • Demonstrate an appropriate response to constructive criticism | • Change behavior in accordance with constructive criticism |
| • Identify natural support system | • Use support system to guide and seek out solutions in unfamiliar scenarios | • Demonstrate the use of the support systems solutions in unfamiliar scenarios | • Practice implementation of a solution provided by their natural support system |
| • | • | • | • Practice hard skills independently in ed/training setting |
| • | • | • | • Practice self-advocacy/determination skills in ed/training setting |
| • | • | • | • Interacts with co-workers appropriately |

# End Game Matrix – Daily Living Skills

**DAILY LIVING SKILLS**

| IDENTIFY | USE | DEMONSTRATE | PRACTICE |
|---|---|---|---|
| • Identify safe means of transportation | • Use transportation safely | • Demonstrate safe transportation skills | • Practice safe transporting in community with min prompts |
| • Identifies functional skills | • Uses daily functional skills | • Demonstrates ability to perform functional skills in community/home | • Practices functional skills independently |
| • Identity self advocacy/determination skills | • Uses self advocacy/determination skills | • Demonstrates capacity for self determination and advocacy | • Practices self determination and advocacy in community setting |
| • Identify appropriate assistive technology/computer skills | • Uses appropriate assistive technology/computer skills | • Demonstrates abilities with assistive technology/computers | • Practices improving abilities with assistive technology/computers |
| • Establish a routine or schedule | • Uses a routine or schedule | • Demonstrate the use of a personal scheduling system | • Practices both scheduling and follow up on personal appointments |
| • Identify safe self-care skills | • Use safe self-care skills | • Demonstrates capacity to apply safe self-care skills | • Practice safe self-care skills |
| • Identify and be aware of personal boundaries(personal space-self & others, social cues etc) | • Able to use knowledge of personal boundaries within educational settings | • Demonstrate the use of personal boundaries (in the broader community) with prompts | • Practice personal boundaries within community settings |
| • Identify helpful community resources | • Use community resources | • Demonstrate with prompts the ability to access and use community resources | • Practice using community resources based on own individual needs and schedule |
| • Assess and identify resources to problem-solve a scenario | • Access and use resources to problem-solve a scenario | • Demonstrate the ability to access and use resources to problem solve a real life situation with prompts | • Practices problem solving skills to access and use resources to resolve a personal life situation |
| • Identify basic safety guidelines within a home setting | • Use basic safety guidelines within a home setting | • Demonstrate safe and correct use of safety within the home | • Practice safe and correct use of pertinent safety guidelines within personal living situation |
| • Identify basic social exchanges (greetings, polite responses, questioning, manners etc) | • Uses basic social exchanges with prompts in the educational setting | • Demonstrate effective participation in social exchanges | • Practice appropriate use of social exchanges within a variety of social settings |
| • Identify personal needs and methods for communicating the need | • Uses appropriate method to communicate needs | • Demonstrates appropriate method to communicate needs | • Practices appropriate methods to communicate needs and desires |
| • Identify when a situation qualifies as an emergency and identify appropriate response | • Use guidelines for assessing and responding to an emergency scenario | • Demonstrates the capacity to assess & respond to emergencies appropriately | • Practices appropriate responses to emergencies |

# End Game Matrix – Community Involvement

**COMMUNITY INVOLVEMENT**

| IDENTIFY | USE | DEMONSTRATE | PRACTICE |
|---|---|---|---|
| • Identify transportation options | • Use appropriate transportation options | • Demonstrate use of appropriate transportation options | • Practice use of appropriate transportation options |
| • Understands socially appropriate behavior and language | • Uses socially appropriate behavior and language | • Demonstrates appropriate use of interpersonal communication skills | • Practices use of interpersonal communication skills in community |
| • Identify community resources for personal, vocational and daily living | • Use community resources for personal, vocational and daily living | • Demonstrates knowledge of community resources for personal, vocational and daily living | • Practice using community resources based on individual needs and schedule |
| • Identify the rights and responsibilities of an adult citizen | • Uses the rights and responsibilities of an adult citizen | • Demonstrates the rights and responsibilities of an adult citizen | • Practices the rights and responsibilities of an adult citizen |
| • identifies personal strengths and weaknesses to advocate for self | • Uses effective self-advocacy skills to maximize independence | • Demonstrates effective self-advocacy skills to maximize independence | • Practices effective self-advocacy skills to maximize independence |
| • Identify goods and services within their personal community | • Make use of goods and services in their personal community | • Demonstrate use of goods and services in their personal community | • Practices use of goods and services in their personal community |
| • Identify personal leisure time activities | • Make choices and plan for personal leisure time activities and choices | • Demonstrate the planning and carry out personal leisure time activities | • Practice the planning and carry out personal leisure time activities |
| • Identify safety guidelines in the community | • Use basic safety guidelines in the community | • Demonstrate basic safety guidelines in the community | • Practice basic safety guidelines in the community |
| • Assess and identify resources to problem-solve a scenario | • Access and use resources to problem-solve a scenario | • Demonstrate the ability to assess and use resources to problem-solve a real-life situation | • Practices problem solving skills to assess and use resources to resolve a real-life situation |
| • Identify adult support services | • Uses adult support services | • Demonstrate continued participation in adult support services | • Practices continues participation in adult support services |

# Personal Jigs

- Reduces dependence on the presence and prompting of another person to accomplish a desired task
- Specific to the needs and abilities of the young adult
- Young adult voice is critical in the development of the Jig
  - Examples – Visual calendars, schedules, task lists, scripts, instructions and natural community supports found in the young adult's environment

# ICES vs Field Trips

- "Intentional, individualized and purposeful" community experiences are developed, with the aid of the Preparation Form, to use practice, and demonstrate skills learned

- Aligned with the young adult's postsecondary vision

# Preparation Form

Name: Date:

| Exploration Activity: | | Notes: |
|---|---|---|
| Which domain will you be working on? | | |
| Which domain skill will you be working on? | | |
| How can staff help you prepare for this activity? | | |
| What do you hope to get out of this activity? | | |
| | | |
| What did you get out of this activity? | | |
| What would you do differently next time? | | |
| | | |

# Data Collection

- Data collection is embedded in the ICE process
- Meaningful quantifiable data – level of prompt dependence
- Reviewed by the stakeholder…removes subjectivity
- Drives instruction and activities
- Meaningful data to show utilization and usefulness of Jigs.

# Data Collection Tool

## Mayfield Matrix Progression Form

* Required

**STAFF NAME:** *
(use initials: ex. XXX)

**STUDENT NAME:** *
(first & last name)

**SKILL UNDER ASSESSMENT:** *

**DATE:** *
Use this format: 01/01/01

**IF PERSONAL JIG WAS USED, DESCRIBE HERE:**

**I.C.E. LOCATION:** *

**DOMAIN:** *

- Daily Living Skills
- Employment
- Community Involvement
- Education & Training

**NUMBER OF PROMPTS NEEDED:** *

**SELECT APPROPRIATE SKILL LEVEL:** *

- Passive Cooperation (no self initiation)
- Physical Assistance (hand-over-hand)
- Physical Prompt (doing for student)
- Verbal Prompt
- Supported Independence (use of jig)
- Independent
- Other:

**PROGRESS LEVEL:** *

- Identify
- Practice
- Use
- Demonstrate

Submit

*Never submit passwords through Google Forms.*

# Where We Are Now

- Continued overall forward progress…slow and steady gains
- Increased staff buy-in and understanding of the model
- Perceptual shift from students in a high school setting to a *training center for young adults*
- All young adults have a completed one ILP w/ three priorities
- All young adults are working on their ILP at least once each day
- Common understanding and expectations of data collection
- All staff collect data on one student each day
- Alignment of the ESTR and Matrix to support continuing skill identification and development

# Coming Attractions

- Staff meetings…ongoing w/ current focus on capacity-building and data-collection
- Center data profile…student survey and skill distribution on Matrix
  - Most students currently fall within the Identify and Practice domains
- Professional Development Opportunities – Employment Training Specialists
  - Interviewing Techniques and Active Listening (3/24)
  - Environmental Analysis…Activities, Tasks and Skills (3/27)

Thank You!