The WAY Program at Baker Victory Services

Heads in the Clouds

Utilizing Cloud-Based Technologies to Develop Transition Readiness and Self-Advocacy

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Learning Objectives

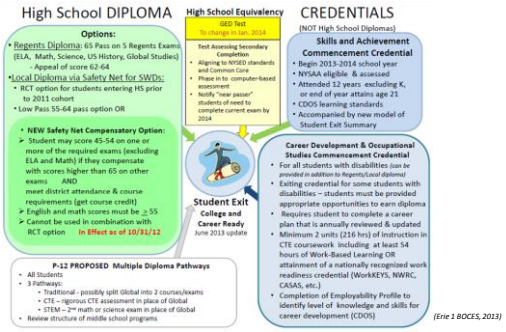
1. Explain how website development can be adapted to address IDEA standards to provide youth with skills, knowledge, and resources to be empowered self-advocates in the transition process.
2. Describe process, challenges, and solutions encountered when utilizing web-based technologies as a rehabilitation 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

Caring for Children, Youth and Families Since 1894

The WAY Program at Baker Victory Services

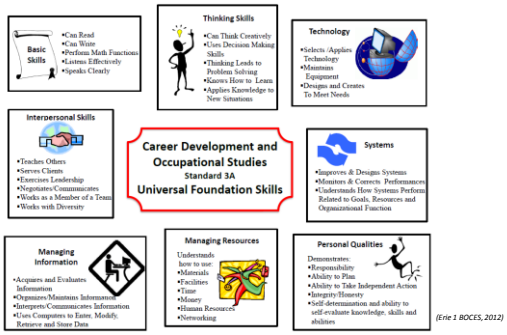


(Erie 1 BOCES, 2013)

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

(Erie 1 BOCES, 2013)



(Erie 1 BOCES, 2012)

Thinking Skills

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

(Erie 1 BOCES, 2012)

Technology

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

(Erie 1 BOCES, 2012)

Personal Qualities

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

(Erie 1 BOCES, 2012)

Managing Information

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

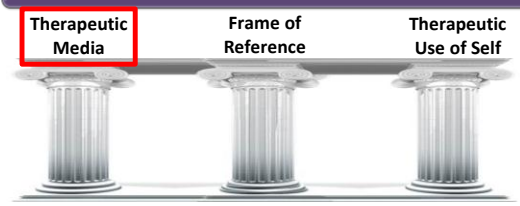
(Erie 1 BOCES, 2012)

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:



- 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)

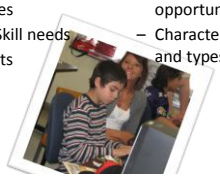
Web-Based Transition Portfolio

- 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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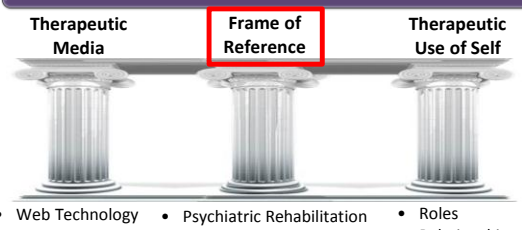

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Frame of Reference

- Psychiatric Rehabilitation (aka Boston Model)
  - Rehabilitation "Readiness"
- Recovery Model
- Reflective Learning

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

SAMHSA 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

(Substance Abuse & Mental Health Services Administration, 2006)

Readiness for Rehabilitation (Transition):

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

(Farkas, M., Cohen, M., McNamara, S., Nemec, P., & Cohen, B., 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.

(Farkas et. al., 2000)

Environmental-Awareness

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

(Farkas 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."

-Schunk & Zimmerman (1998)

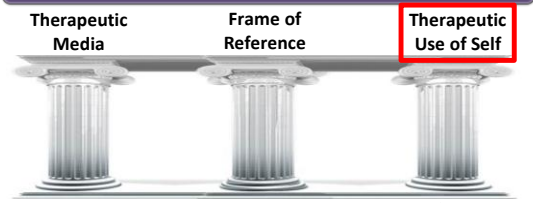
Reflective Learning

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·mas·ter** – a person responsible for the creation or maintenance of a web site. Also called a *web architect*, *web developer*.

(Wikipedia, 2014)

Digital Curator

- **dig·i·tal cu·ra·tor –** a person who selects, preserves, organizes, archives, and displays digital assets.

(Wikipedia, 2013)

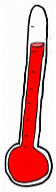
The Power of Relationships

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

(Anthony & Ashcraft, 2009)

The Power of Relationships

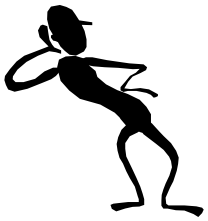
- Talking to people about using their strengths
  - what the person brings to the relationship
  - hopes, goals, expectations
- Accounts for 87% of recovery success.
- Power of Knowing Strengths (Strengths Finder 2.0, Rath)



(Anthony & Ashcraft, 2009)

Reflective Listening

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



(Carkuff, 2009)

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

http://education.weebly.com/

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