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

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**
  - Web Technology
- **Frame of Reference**
  - Psychiatric Rehabilitation
  - Recovery Model
  - Reflective Learning
- **Therapeutic Use of Self**
  - 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

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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Frame of Reference

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

- Recovery Model
- Reflective Learning

(Anthony & Yehias, 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

Readiness for Rehabilitation (Transition):

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

Commitment

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

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.

Environmental-Awareness

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

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

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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.

(Studymate, 2014)
Digital Curator

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

The Power of Relationships

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

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.

(From 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://www.WAY2Transition.org)
- [http://education.weebly.com/](http://education.weebly.com/)
- Sharon Cavanaugh, OTR/L - scavanaugh@olv-bvs.org
- Dave Merlo, MS, COTA, CPRP - merlodm@ecc.edu
- Heather Wynn, OTS - hfwynn@buffalo.edu
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References

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