

Utilizing Website Development as an Intervention for Youth Transition and Empowerment

Sharon Cavanaugh, BS, OTR/L
Margery Henning, OTS
David Merlo, MS, COTA, CPRP



metaphor

Something used to represent something else;
an emblem or symbol.

Self-Reflection

1. Why did I choose this picture?
2. What does this picture symbolize to me?
3. How does this relate to my life?
4. What story does this picture tell about me?
5. What could/should I change or do next?



insight

an understanding of the motivational forces
behind one's actions, thoughts, or behavior;
self-knowledge.

Objectives

1. Understand process, challenges, and assets encountered when utilizing web-based technologies as an intervention.
2. Explore potential roles for school-based OTs to utilize virtual contexts to address:
 - Social/emotional, communication, cognitive performance skills
 - performance patterns
 - education/work areas of occupation
3. Understand how web development can address IDEA "Indicator 13"
 - (provide youth with skills, knowledge, and resources to be empowered self-advocates in the transition process).

Psychosocial Rehabilitation

- Readiness for Rehabilitation (Transition):
 - **Need** for change
 - **Commitment** to change
 - **Self-awareness**
 - **Environmental-awareness**
 - **Closeness**



(Farkas, M., Cohen, M., McNamara, S., Nemecek, P., & Cohen, B., 2000)

Recovery and Transition

- “shared decision-making process that is **person-centered and client driven**”.
- “The **client-provider partnership** supports shared decision making...”



(Champagne, T., Gray, K., 2011)

Recovery and Transition

- Identify **personal values, needs, and goals** to enable informed decision making.
- Increase awareness of **community-based resources**, and other **support options**.
- Engage in **long-term planning** that leads to meeting personal recovery [transition] goals.



(Champagne, T., Gray, K., 2011)

Web-Based Transition Portfolio

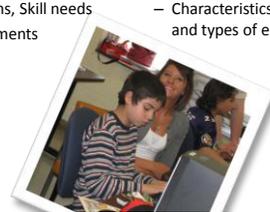
- Creating personal website (portfolios):
 - Images (photos, videos, artifacts)
 - Words (descriptions, reflections)
 - Hyperlinks



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



The WAY Program at Baker Victory Services



Justin



Charles



Justin



- **Transition “readiness”:**
 - commitment, need, self-awareness, environmental-awareness
- Self-esteem
- Self-expression and creativity
- Awareness of college and career options
- Technological literacy and competency
- Critical thinking and problem solving skills
- Cultural competency
- Strength-based self-assessment
- Collaborative relationship between practitioner and student



And ultimately...

- Self-determination
- Self-advocacy
- Empowerment



- Students with higher self-determination skills were more likely to be engaged in post-school employment.



(Wehmeyer, M., Schwartz, M., 1997)



- Challenges:
 - Working within parameters:
 - Privacy, confidentiality
 - Access to inappropriate content



- Challenges:
 - Technology
 - Hardware and software compatibility
 - Blocked content
 - Making friends with IT staff
 - Assistive Technology



- Impact on volition:
 - Collaborative versus paternal relationship
 - Low structure versus high structure
 - Flexibility versus inflexibility
 - Ownership and autonomy
 - Respect and trust
 - Support, scaffolding
 - Grading and adapting



Why OT?

- Occupation-Based Intervention
 - collaboratively select and design activities that have specific relevance or meaning to the client and support the client's interests, need, health, and participation in daily life.



People and Technology

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.



(Breines, E., 1995)

Technological Literacy

Computer skills and the ability to use computers and other technology to improve learning, productivity, and performance - has become as fundamental to a person's ability to navigate through society as traditional skills like reading, writing, and arithmetic.

(United States Department of Education, 1996)

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.



Why OT?

- Therapeutic Use of Self
 - **Collaboration** is stated throughout the OT practice Framework as the defining characteristic of the relationship between practitioner and client.



The image shows the Weebly for education login interface. At the top is the Weebly logo with the tagline 'for education'. Below it is a 'Sign in to Weebly' section with two input fields: 'Username' and 'Password', both containing asterisks. A 'Log in' button is positioned below the password field. At the bottom of the login area, there are two orange buttons: 'www.education.weebly.com' and 'www.weebly.com'.

Thank you!

- **Sharon Cavanaugh, BS, OTR/L**
 - Baker Victory Services, W.A.Y. Program
 - scavanaugh@olv-bvs.org
- **Margery Henning, OTS**
 - University at Buffalo, OT Department
 - mjhennin@buffalo.edu
- **David Merlo, MS, COTA, CPRP**
 - Erie Community College, OTA Department
 - merlodm@ecc.edu



References and Resources

- American Occupational Therapy Association. (2008). Occupational therapy practice framework: Domain and process (2nd ed.). *American Journal of Occupational Therapy*, 62, 625-683.
<http://dx.doi.org/10.5014/ajot.62.6.625>
- American Occupational Therapy Association. (2012). Transitions across contexts: Checklist for occupational therapy practitioners Completed by the Transition Workgroup. Retrieved from <http://www.aota.org/Practitioners-Section/Children-and-Youth/Browse/Transitions/41879.aspx?ft=-.pdf>
- Breines, E. (1995). Occupational therapy activities from clay to computers: Theory and practice. Philadelphia, PA: F. A. Davis. p. 184
- Conaboy, K., Davis, N., Meyers, C., Nochaski, N., Sage, J., Schefkind, S., & Schoonover, J. (2008). Occupational therapy's role in transition services and planning. [FAQ]. *American Occupational Association*. Retrieved from <http://www.aota.org/practitioners-section/children-and-youth/browse/transitions/41879.aspx?ft=-.pdf>

References and Resources

- Champagne, T., Gray, K., (2011). Occupational therapy's role in mental health recovery. [Fact sheet]. *American Occupational Therapy Association*. Retrieved from <http://www.aota.org/Consumers/Professionals/WhatIsOT/MH/Facts/MH-Recovery.aspx?FT=-.pdf>
- Cobb, B., Alwell, M. (2007). Transition planning: Coordinating interventions for youth with disabilities – A systematic review. *National Secondary Transition Technical Assistance Center*. [Executive summary]. Retrieved from www.nsttac.org
- Farkas, M., Cohen, M., McNamara, S., Nemecek, P., & Cohen, B. (2000). *Psychiatric rehabilitation training technology: Assessing readiness for rehabilitation*. Boston: Boston University Center for Psychiatric Rehabilitation.
- Majeski, K. 2012 Electronic Portfolios: Universally designed tools for self-advocacy. *OT Practice* 17, (17) 19-20.

References and Resources

- National Secondary Transition Technical Assistance Center. What is indicator 13? Retrieved from <http://www.nsttac.org/content/what-indicator-13>
- Wehmeyer, M., Schwartz, M. (1997). Self-determination and positive outcomes: A follow-up study of youth with mental retardation. *Exceptional Children*, 63(2), 245-255.
- United States Department of Education. (1996). Meeting the technology literacy challenge – A report to the nation on technology and education. Retrieved from <http://www2.ed.gov/about/offices/list/ost/technology/plan/national/index.html>
- United States Department of Education, Office of Special Education Programs. (2007). *Topic: Secondary transition* [IDEA Regulations]. Retrieved from <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopic%2CBrief%2C17%2C>