

A Community of Best Practice
Marywood University
Northeastern Educational Intermediate Unit
August 2009

A Community of Practice

- Marywood
- NEIU
- OVR
- MH/MR
- Parents
- Right to Education Task Force

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Win-Win

> What does Marywood bring to the table?



>What does NEIU bring to the table?



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Purpose

The purpose of this project is:
to develop a Campus Based Transition Program for students with autism through the collaboration of the Department of Special Education and the Reap College of Education and Human Development of Marywood University, in partnership with NEIU 19 and Pennsylvania Office of Vocational Rehabilitation

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Need

Currently classrooms across the nation are experiencing an enrollment increase of students identified with Autism Spectrum Disorder.

Under the Individuals with Disabilities Education Act (IDEA), students with disabilities are entitled to a free appropriate public education until the age of 21.

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Transition

According to IDEA 2004, transition services, which include the student's post-school outcomes, are mandated and must be addressed on each individual education plan (IEP) by age 16.

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Goal

- Improve the post-school outcomes for students with autism.
- Marywood University, NEIU, and OVR would collaborate to design an appropriate curriculum that would utilize evidence-based practices found to be effective with this population.
- Marywood and NEIU would collaborate for grant funding efforts

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Phase I: The Post school outcome of Competitive Employment

Students would attend

- >a half-day functional academic program on Marywood's campus taught by NEIU teachers that focuses on independent living, communication, basic skills and career education.
- > a half-day vocational placement students to be paired with Marywood staff in areas such as housekeeping, food services, maintenance, library, grounds keeping and print shop services

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Partnerships and Collaboration for Implementation of SOAR

- Responsibilities of NEIU 19
- Responsibilities of Marywood University
- Development of Subcommittees

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Partnerships and Collaboration for Implementation of SOAR, cont.

- Agency Involvement
- Office of Career Services
- Development and Selection of Classroom Logo

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Program Components

- Selection of curricular materials
- Selection of classroom on-campus
- Library of Job Analysis
- Recruitment of various campus departments for training opportunities

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Program Components, cont.

- Role of Marywood students
- Community-based Job Training
- Connecting students to competitive employment

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Program Components, cont.

- Career development
- Generalization of skills in the community
- Family involvement and collaboration

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Forms and Formats

- MOU- Memorandum of Understanding
- Parent Interview
- Student Criteria/Evolution

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Forms and Formats, cont

- Parent Release Form
- Review of Records
- Health Records
- School Calendar

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Role of Supervisor

- Teacher Selection
- Paraeducator Selection
 - Duties and responsibilities of each
- Student Selection

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Teacher input, parent interview, parent/student meetings

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The First Week

- The cafeteria
- Meetings
- IEP Meetings



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The First Week, cont

- What do transition goals look like?
- What do we use for progress monitoring?



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The Weeks Following

- What about Physical Education?
- What do we do in December and January?
- Why are you at the mall?



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The Weeks Following

- Why are you on a COLTS bus?
- It's May and we are the only people at Marywood University?



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What I envision for Year 2



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Vision



- More social events and social interactions with Marywood students
- Utilizing the campus apartments for daily living skills

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Vision, cont.

- Inclusion in classes
- Inclusion in campus clubs



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Vision, cont.

- Guest Speakers
- Field trips
- Current curriculums



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Vision, cont

- “Summer Camp”
- Interview the students
- Open House



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Starting From Scratch

- Job duties/responsibilities
- University responsibilities
- Lines of support
- Program Goal

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Set-up

- Physically setting up the classroom
- Materials
- Getting acclimated to the campus
- Meeting and in-servicing security and health care staff

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Staff Preparation

- Job coach training
- Meeting with Human Resource staff for job selections & availability
- Meeting with job site supervisors
- Meet and in-service staff

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The Students

- Campus orientation
- Lunch
- Testing for job selection
- A typical day – pre-employment & post employment
- Interactions with university students

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Program Growth/Evolution – Year 1

- Phase 1 – gaining acceptance
 - “Who are these kids & what are we going to do with them?”
- Phase 2 – valuable members of the team
 - “You’re off for how long over the holiday & what are we going to do?”
- Phase 3 – rock stars
 - “We were wondering if we can use a few of the kids to help us with a special project?”

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Program Growth/Evolution – Year 1, cont

- Progress Monitoring
- Things that went right
- Things that didn’t go so right
- Funny moments

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Opportunities for Improvement

- More social interaction
- Campus apartment
- Overnight stays
- Improve supervisor/mentor training

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Questions



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