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ABSTRACT

This final report describes the development, implementation, and evaluation of the "Services for Children with Deaf-Blindness Program" at the University of Southern Mississippi, a 3-year program authorized under the Individuals with Disabilities Education Act. The project was established to provide direct services and technical assistance to all Mississippi children who are deaf-blind. Project objectives and activities were directed at three major goals: provision of comprehensive, direct early intervention services for infants and toddlers with deaf blindness and their families; provision of technical assistance in transition planning and vocational training for young adults with deaf-blindness; and provision of technical assistance to public and private agencies and organizations providing services to this population. Major project impacts included: (1) increased numbers of children/youth identified; (2) dramatic increase in families' awareness and involvement; (3) numerous dissemination and cooperative activities; (4) an increase in child/youth receptive and expressive communication skills and interactions; (5) an increase in appropriate, active educational programming; (6) increased parental skills for interactions and programming; and (7) increased job training and placement. The project report includes sections on the project's purpose, goals, and objectives; conceptual framework; accomplishments; problems and solutions; findings; and impact. Appendices include a number of focus flyers, brief information sheets, a training module for transitioning from school to the adult world, and forms documenting technical assistance procedures. (DB)

I. FINAL REPORT

SERVICES FOR CHILDREN WITH DEAF-BLINDNESS

CFDA 84.025A PR# H025A20030

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December 14, 1995

II. Abstract

The Department of Special Education at the University of Southern Mississippi has developed, implemented, and evaluated the **Services for Children with Deaf-Blind Program,** currently authorized under Part C, Section 622 of the Individuals with Disabilities Education Act (IDEA) across the past three years. Objectives and activities were completed across seven major tasks. The seven major tasks include Direct Services for Infants and Toddlers, Direct Services in Transition Planning and Vocational Training, Technical Assistance to School-Age Learners, Management, Evaluation, Coordination & Collaboration, and Dissemination.

Project objectives and activities were directed at three major goals, which included:

1. The provision of comprehensive, direct early intervention services for infants and toddlers who are deaf-blind and their families. Activities specific to this goal were the first priority for the use of funds for the first two years of the project. The primary focus of third year activities included training service providers from multiple agencies to provide appropriate services (this training occurred in conjunction with the Deaf-Blind Pilot grant).

2. The provision of technical assistance in transition planning and vocational training for young adults not receiving these services under Part B.

3. The provision of technical assistance activities to public and private agencies, institutions, and organizations providing early identification, early intervention, educational, transitional, vocational, and related services to children/youth who are deaf-blind and their families.

The program had a strong philosophical base that included family-centered services, integrated team functioning, functional community-based services, and inclusion of children who are deaf-blind into settings that included other children with and without disabilities. A second emphasis of the project was the focus on receptive and expressive communication.

Major impacts of the project include an increase in the number of children/youth identified and those who received technical assistance. There was a dramatic increase in the families' awareness of the program and their involvement in technical assistance activities. Numerous dissemination and cooperation activities occurred as a result of the project. The major child/youth outcomes included: (a) an increase in receptive and expressive communication skills and interactions, (b) an increase in appropriate, active educational programming, (c) an increase in adaptations for the sensory losses, (d) an increase in parent skills for interactions and programming, and (e) an increase in job training and placement.

III. Table of Contents

IV. Purpose, Goals, and Objectives

The major purpose of the project was to provide direct services and technical assistance to all children throughout the state of Mississippi who are deaf-blind, or who are likely to be diagnosed as having deaf-blindness. Additionally, the project maintained ongoing child-find, registry, and census information.

The proposed program of Services for Children with Deaf-Blindness within Mississippi is composed of seven major project tasks that were developed, implemented, and evaluated to assure that the authorizing statute was met. The seven major project tasks included:

1. Direct Services for Infants & Toddlers (Years I & II) and Family Training (Year III),
2. Collaborative Services for Young Adults in Transition Planning and Vocational Training,
3. Technical Assistance to School-Age Learners,
4. Management
5. Evaluation
6. Coordination & Collaboration
7. Dissemination.

The following goals and objectives were completed according to the authorizing statute:

Goal 1: The provision of comprehensive, early identification and intervention services to infants/toddlers who are deaf-blind and their families was the priority for the use of project funds as Mississippi was the last state to fully participate in Part H services (Years I & II) and to provide direct family training and multidisciplinary training in interagency activities.

Objective 1.1 - The project implemented procedures for comprehensive identification, referral, and registry of all children and youth.

Objective 1.2 - The project collaborated with relevant state agencies in public awareness, child find, early identification, diagnosis and evaluation of infants/young children who are likely to be diagnosed as deaf-blind.

Objective 1.3 - The project provided comprehensive early intervention services for infants and toddlers who are deaf-blind and their families consistent with Part H regulations and/or to assist in the interagency efforts to coordinate an array of family-centered services.

Objective 1.4 - The project provided family services, resources, and systematic family training for families of infants and toddlers who are deaf-blind.

Objective 1.5 - The project assisted families and relevant agencies in the development and implementation of the Individual Family Service Plan.

Goal 2: The provision of transition plans and vocational training for young adults who are deaf-blind not receiving those services or receiving limited services.

Objective 2.1 - The project determined a range of job placements and provide vocational assessments and training opportunities for young adults.

Objectives 2.2 - The project assisted families, educational personnel, and relevant adult service providers to plan and implement an Individual Transition Plan.

Goal 3: The provision of technical assistance to public and private agencies, institutions, and organizations to provide early identification, early intervention, educational services, transitional, vocational, and related services.

Objective 3.1 - The project provided an annual update of the Deaf-Blind Registry census and provide information to families and service providers.

Objective 3.2 - The project provided different types of inservice training and technical assistance activities to public and private agencies.

V. Conceptual Framework

The conceptual framework of the project is provided in Figure 1 in which the types and levels of the completed activities and services are summarized. During the past three years, Mississippi fell at both ends of the age continuum. Mississippi did not fully participate in Part H services until October, 1994. Additionally, very few school districts had Individual Transition Plans in effect for young adults 16 years through 22 years of age.

The project incorporated a number of quality service indicators within both the direct service and technical assistance activities. The following provides a summary of those indicators:

- Services were family-centered
- Services were delivered in the least restrictive environment
- Services were delivered through interagency and multidisciplinary activities when available
- Services focused on functional, age-appropriate activities
- Services included embedding communication, motor, social, and cognitive skills into routines and functional activities

- Services utilized systematic procedures
- Services measured child change and learner outcomes
- Services facilitated participation, interdependence, and individualization.

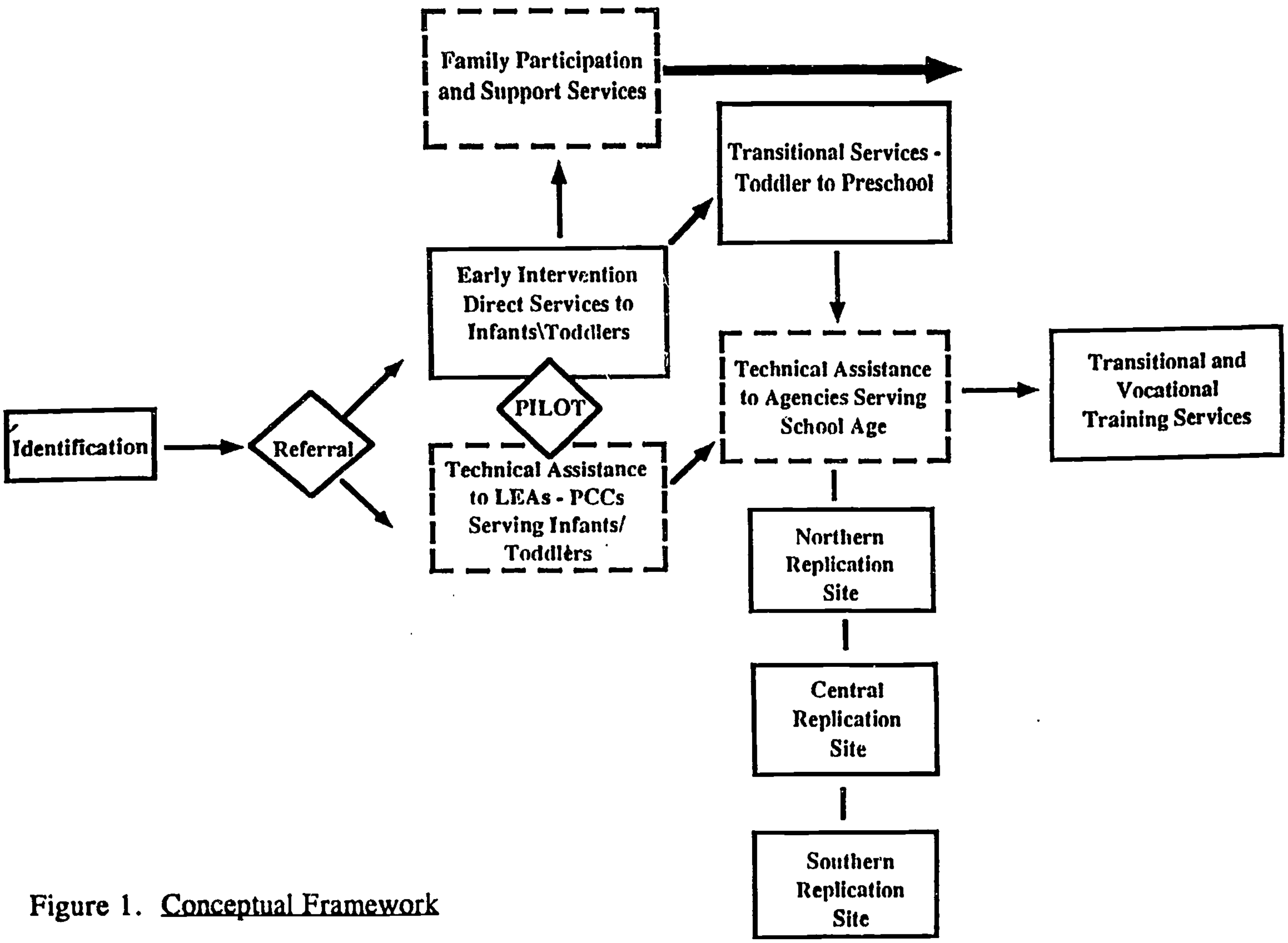


Figure 1. Conceptual Framework

VI. Project Accomplishments

The major outcomes of the project are outlined with supporting data collected across the duration of the project.

Numbers of Children and Youth Identified

The numbers of children/youth who were identified as being deaf-blind increased during the three years of the project. A number of learners were removed from the registry due to both age-out and not meeting eligibility requirements. The census/registry information during the three years of the project is shown in Table 1. The numbers of infants and toddlers identified were increased through direct visits to NICU's in neighboring states, mailouts to all local and district Health Departments, and all parent organizations. Yearly census information forms were sent to every school district with follow-up letters and phone calls.

Table 1
MS Services for Deaf-Blind Census/Registry Data

AGE	YEAR I	YEAR II	YEAR III
Birth to 3	14	21	15
3 - 5	13	11	30
6 - 13	72	70	69
14-16	12	19	25
17 - 21	14	16	26
TOTALS	125	137	165
REMOVALS	6	14	14
Number of children receiving direct services over three year period: 33			

The majority of children/youth on the registry live with their natural parents in a home environment. Figure 2 shows the types of educational environments and placements. The majority of children/youth receive services in separate classrooms.

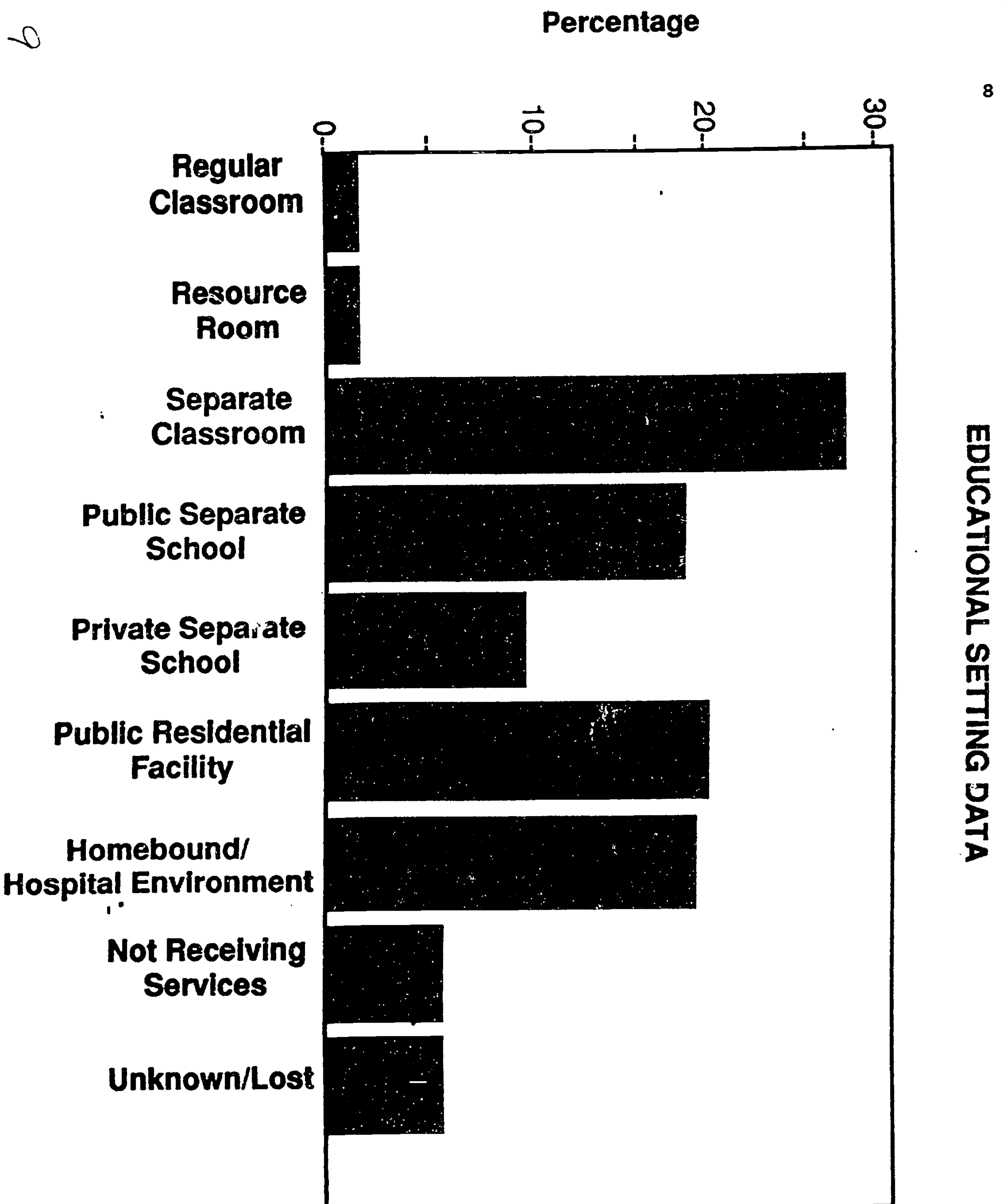


Figure 2. Types of Educational Settings

Numbers of Children/Youth & Families to Benefit from Services

Thirty three infants/toddlers and their families received ongoing direct intervention during the first two years of the project (prior to full implementation of Part H). Eight young adults, 14 years to 22 years of age received job training, job placement, and transitional activities as a result of the project. Additionally, thirty five learners and their service providers received follow-along technical assistance services as a result of the project. These data are presented in Table 2.

Table 2
Numbers of Children & Youth to Benefit from Services

TYPES OF SERVICES	NUMBERS OF CHILDREN/YOUTH
Direct Early Intervention	33
Direct Job Training - Vocational	8
Technical Assistance - Ongoing	35

A total of 471 homebased, direct interventions were completed throughout the state for infants and toddlers who are deaf-blind. Table 3 contains a breakdown of the number of visits scheduled, the number of completed home visits, and the number of intervention hours. Therefore, approximately 50 families (including extended families) benefited from the services and demonstrated interactional competencies that resulted in child gains.

Table 3
Schedule of Direct Intervention

SCHEDULE OF DIRECT INTERVENTION			
	NUMBER SCHEDULED	NUMBER COMPLETED	NUMBER OF INTERVENTION HOURS
YEAR I	227	189	342.0
YEAR II	138	124	196.5
YEAR III	185	158	280.5
CUMULATIVE TOTALS	550	471	819.0

<u>Numbers of Professionals, Paraprofessionals, Family Members, Consumers, and Peers to Benefit From Technical Assistance Activities.</u>

There were three major types of technical assistance that were delivered to public and private agencies, organizations, and institutions. These specific types of technical assistance activities and the overall number conducted are listed in Table 4.

Table 4
Types and Numbers of Technical Assistance Conducted

TYPE OF TECHNICAL ASSISTANCE	NUMBER CONDUCTED
TRAINING	
• Workshops	22
• Model site demo/visitation	24
• Personal futures planning	4
INFORMATION/REFERRAL	
• Meetings	44
• Retreats	0
• Dissemination	16
• Referrals	6
CONSULTATIONS	
• On-site	223
• Videotape review	1
• Telephone	24
TRANSPORTATION	0
OTHER	0

Technical assistance activities ranged from one day workshops to 2-3 hour direct, on-site consultation. On-site consultation consisted of direct learner contact, demonstration, and teacher observations. Over 500 contacts were made across specific content areas. Table 5 shows the number of contacts across approximately 52 school age learners. Contact numbers include: 926 professionals, 544 paraprofessionals, 325 family members, 568 consumers, and 117 peers.

Table 5
Number of Persons Impacted Across Technical Assistance Content Areas

NUMBER OF CONTACTS	CONTENT AREAS	PERSONS IMPACTED				
		PROFESSIONALS	PARAPROFESSIONALS	FAMILY MEMBERS	CONSUMERS	PEERS
4	Adult Services	14	2	0	2	0
16	Advocacy/Protection/Legal	22	12	35	4	0
36	Assessment (Individual)	56	38	23	54	0
31	Assistive Devices	39	32	11	41	2
0	Audiology	0	0	0	0	0
2	Behavioral Issues/Management	1	6	0	0	40
3	Blindness/Visual Impairments/Low Vision	9	0	1	3	0
6	Community Integration/Living	16	6	0	11	0
3	Conceptual Development	5	3	0	3	0
0	Deaf/Blind Culture	0	0	0	0	0
4	Deafness/Hearing Loss	13	2	3	4	0
3	Early Identification/Intervention/Child Find	14	0	3	1	0
40	Educational Programs/Teachers/ Curriculum	97	40	142	26	0
67	Employment	95	57	2	88	0
0	Federal Funding Sources	0	0	0	0	0

NUMBER OF CONTACTS	CONTENT AREAS	PERSONS IMPACTED				
		PROFESSIONALS	PARAPROFESSIONALS	FAMILY MEMBERS	CONSUMERS	PEERS
0	Independent Living	0	0	0	0	0
1	Interagency Collaboration	3	0	0	0	0
0	Interpreters	0	0	0	0	0
166	Language/Communication	344	208	62	233	36
2	Medical Issues/Health/Education/ Genetic Counsel	1	0	0	1	0
0	Mental Health/Counseling/Substance Abuse	0	0	0	0	0
11	Motor Development/Sensory Integration/Stimulation	28	12	3	2	22
0	Occupational Therapy	0	0	0	0	0
39	Orientation & Mobility Training	39	72	1	38	11
18	Parenting/Family	32	6	28	10	0
6	Peer & Natural Support	7	8	1	6	4
0	Personnel Recruiting/Training	0	0	0	0	0
5	Physical Therapy	6	13	0	5	0
0	Post Secondary Education	0	0	0	0	0
2	Program Evaluation	3	3	0	1	0
2	Recreation & Leisure	3	0	0	1	0

NUMBER OF CONTACTS	CONTENT AREAS	PERSONS IMPACTED				
		PROFESSIONALS	PARAPROFESSIONALS	FAMILY MEMBERS	CONSUMERS	PEERS
0	Self Advocacy/Determination	0	0	0	0	0
0	Sex Education	0	0	0	0	0
1	Social Skill Training	0	0	1	0	0
	Statistics/Demographics					0
31	Transition Planning/Training	84	25	9	33	1
0	Transportation	0	0	0	0	0
1	Volunteer Recruitment/Training	1	2	0	1	1
500	TOTAL	926	544	325	568	117

The rank order of the content areas are provided below. Often, aspects of vision, hearing, functional skills, and adaptations were included in the area of language and communication programming. The most requested areas of technical assistance included, in rank order:

1.	Language and communication	166
2.	Employment	67
3.	Educational programming	40
4.	Orientation & Mobility	39
5.	Assessment	36
6.	Assistive Devices	31
7.	Transition	31

Numbers of Agencies, Service Providers, and Parents Participating in Coordinated and Collaborative Activities

The numbers of agencies, service providers, and parents involved in coordinated and collaborative activities demonstrates project accomplishments in utilizing state resources more effectively. Table 6 presents the numbers of contacts on the basis of project, state, regional, and national impact.

Table 6
Coordination and Cooperation Data

	PROJECT	STATE	REGIONAL	NATIONAL
AGENCIES	746	486	166	146
SERVICE PROVIDERS	1040	971	39	14
PARENTS	628	82	8	6
TOTALS	2414	1539	213	166

Numbers of Products Developed

The project's secondary accomplishments were the development, revision, and utilization of products that were directly used for technical assistance or as part of technical assistance. The project developed three overall Newsletters that were disseminated in Mississippi (one each year). The Newsletter was an update of the registry information and the agencies who were included in major technical assistance activities.

Focus Flyers. The project developed and disseminated eight Focus Flyers. These Flyers are 4-5 page "best practices" information that are written in non-technical language. The Focus Flyers were sent to each family, all service providers, and agencies within the state. Family feedback was extremely positive. Families were made more aware of the project and project activities. They also reported that they could use much of the information contained within the Flyers. The Focus Flyers are also disseminated to each state's 307.11 coordinator. Copies of these can be found in Appendix A.

Training Modules. The following training modules were modified and used in inservice training activities:

1. Receptive and Expressive Communication Training
2. Functional, Age-Appropriate Curricula
3. Personal Future's Planning
4. Decision-Making: Imbedding Skills into Routines and Activities
5. Young Adult Transition Module (Appendix B)

These modules have also been disseminated across the United States.

Video Training Tapes. Videotapes were provided to each family who was included in direct intervention. Video resumes were also made for each young adult involved in transition services. The following videotapes were developed and used in both family and service provider inservice training activities. The project has also dubbed these tapes for many other 307.11 projects at no cost when the projects have provided a blank videotape.

1. Ten videotapes of caregiving and functional routines
2. Receptive communication forms
3. Expressive communication forms
4. Early childhood communication forms and functions
5. School-age communication forms and functions
6. Interactor competencies.

Numbers of Workshops and Products Disseminated

An additional accomplishment of the project during the three years of the project was in the area of dissemination activities. The activities are summarized below:

Product Dissemination. The numbers of brochures, Newsletters, Focus Flyers, training modules, family information manuals, and other products are listed in Table 7. The project disseminated widely both within the state and across the nation.

Table 7
Product Dissemination

PRODUCT	PROFESSIONALS	PARAPROFESSIONALS	PARENTS
Adapt-A-Strategy Booklet Series	88	2	18
Process for Decision-Making	84	4	3
Deaf-Blind Brochure	808	0	111
Communication Module	63	1	13
Future's Planning Module	22	1	3
Integrated Team Module	11	2	2
Functional Curriculum Module	29	1	0
Parent Handbook	107	1	129
Transition to Preschool	35	0	3
Transition from School to Work	4	0	1
Newsletters	594	14	292
Videotapes	13	0	2
Focus Flyers #1 - #8	2,932	8	1,236
TOTALS	4,790	34	1,812

Training Activities. Project training activities across the different states are presented in Table 8. The number of persons impacted are provided across professionals, paraprofessionals, parents, and other service providers.

Table 8
Dissemination of Products (Workshops/Conferences)

	NUMBER OF PERSONS IMPACTED			
STATE	Professionals	Paraprofessionals	Parents	Others
Arkansas (AR)	295	0	3	0
California (CA)	110	0	1	0
Delaware (DE)	259	0	19	0
District of Columbia (DC)	125	0	2	0
Florida (FL)	37	0	0	0
Georgia (GA)	44	0	0	0
Illinois (IL)	201	0	4	0
Kansas (KS)	24	0	9	0
Kentucky (KY)	130	0	30	0
Louisiana (LA)	173	0	0	0
Maryland (MD)	25	0	2	0
Minnesota (MN)	41	0	2	0
Mississippi (MS)	512	118	11	83
New Jersey (NJ)	35	0	3	0
New Mexico (NM)	14	0	3	0
New York (NY)	100	0	4	0
North Carolina (NC)	77	0	0	0
Oklahoma (OK)	113	0	12	0
Oregon (OR)	10	0	0	0
Texas (TX)	320	0	46	0
Australia	123	0	3	0
TOTALS	2,645	118	127	83

Resource Library. The project also developed and organized a resource library that was used for staff training and as a resource to families and service providers. The major requests from professionals and families were in the area of syndromes and associated outcomes. The resource library contents are provided in Table 9 across publication type and number.

Table 9
Resource Library Contents

PUBLICATION TYPE	NUMBER
Article/Report	88+
Bibliography	12+
Book/Booklets	110+
Directory/Catalogs	111+
Handouts/Flyers	37+
Manuals	59+
Newsletters	49+
Videotapes	15+
*Topical areas include: early intervention/childhood, health/medical issues, vision loss, hearing loss, deaf/blind, assessment, positioning/handling, cultural diversity, behavior management, communication, functional curriculum, inclusion/integration, orientation/mobility, technology/adapted equipment, policy/law, related services, transition, supported employment, and parent/child issues.	

VII. Problems and Solutions

The University of Southern Mississippi competed with the Mississippi State Department of Education for the 1992-1995 Services to Children with Deaf-Blindness grant. The majority of problems occurred with the change-over during the first year of the project. The problems and solutions are summarized below:

1. Child-find and registry information. Whereas the registry information was transferred to the University of Southern Mississippi, past update efforts were extremely limited. The project used various and frequent child-find activities across many agencies and organizations to locate eligible children and youth. Early infant child-find efforts were coordinated with the Part H Lead Agency.

2. Parents uninformed about the Deaf-Blind project. In 1992, very few families were aware that their child was listed on a registry and they had no knowledge of the technical assistance activities involving their child. They received no information throughout the year. Initial project efforts included the following:

- Sending the child's identification number to the family
- Sending a Parent Handbook to each new family
- Sending Focus Flyers to the family of each child/youth listed on the registry
- Inviting parents to each technical assistance activity
- Providing families with copies of each recommendation as a result of technical assistance
- Providing a toll free number for parents to request information
- Encouraging families to directly request technical assistance for their child.

3. Lack of Part H referrals for non-project services during October 1994 to September, 1995. Because the project had provided the majority of direct intervention services (if no services were available to the child and family) during the first two years of the project, Part H and other referral agencies still expected the project to provide direct services. Solutions include working directly with the family and local service coordinators to locate local service providers. The project then provided direct, homebased technical assistance to those early intervention service providers. However, in some areas of the state, there were no service providers who provided homebased services except for physical therapy. The project continued to provide family training in which a staff person worked with the family once every month or two months while continuing to assist the parent to access services. Project staff then trained the new service providers specific to vision, hearing, communication, social interaction strategies, adaptations, and daily life skills.

4. Appropriate educational programming. One of the major problems continued to be the lack of overall classroom scheduling, organization and management, and overall educational programming. This problem was partly a result of the lack of preservice training, emergency certification in special education, and staff development. Partial solutions to the problem included: (a) providing direct, on-site technical assistance, (b) developing specific TA procedures (Appendix B), requiring that specific TA requests be made with outcomes stated by the school district and/or teacher, (d) developing specific implementation outcomes, and (e) measuring outcomes on each TA visit and providing feedback to teachers, supervisors, and parents.

VIII. Findings

The project was managed by Management By Objectives and Goal Attainment Scaling. Each related activity was broken down into subactivities with initiation and completion timelines. Resources were assigned to each subactivity. Overall and specific findings as a result of the project are provided in Table 10.

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
1.1.1	*** Intensify efforts for child find, infant/toddlers in northern region of state	Project Director & Project Coordinator	Coordination/cooperation & referral data		Met 3 hospitals in Memphis; 2 meetings held with District Coordinators in North Mississippi
1.1a.1	Contact SDE staff to transfer registry	Project Director	Coordination/Cooperation Data & Old Registry	Closed Y1	
1.1a.2	Address issues of confidentiality	Project Director	Notes from meeting	Closed Y1	
1.1a.3	Secure actual registry& records	Project Director	Old D/B Registry	Closed Y1	
1.1b.1	Develop d/b registry form to reflect current identification information & service delivery systems	Project Coordinator & Systems Facilitator	New form	Closed Y1	Revised October 1994
1.1b.10	Modification of process, forms, etc	Project Coordinator & Systems Facilitator	Modified forms	Closed Y1	additions & deletions have been made to forms; revisions to TA made
1.1b.2	Revise registry form	Project Coordinator & Systems Facilitator	Revised form	Completed	revised form on file
1.1b.3	Contact by mail every program developer listed as serving a child on the registry to determine current status	Project Coordinator	Mailing list file	Completed	Y1-161 packets mailed; Y2-55 packets of registered children mailed & 106 packets non registrants mailed; Y3-177 mailed
1.1b.4	** Contact major children's hospitals in Memphis	Project Director & Project Coordinator	Coordination/cooperation data	Ongoing	4 direct contacts made & 2 presentations; Contact made with Part H Service Coordinators
1.1b.5	** Contact health district coordinators	Project Director & Project Coordinator	Coordination/cooperation data	Ongoing	Cooperation activities fully in place with coordinators
1.1b.6	** Contact Head Start Centers in Northern Region of state	Project Director & Project Coordinator	Coordination/cooperation data	Ongoing	7 contacts made
1.1b.7	** Conduct awareness sessions with LICC in Northern part of state	Project Director	Coordination/cooperation data	Ongoing	9 District Coordinators contacted
1.1b.8	** Contact parent advocacy groups in the Northern part of state	Project Director	Coordination/cooperation data	Ongoing	Contacted through ARC/Parent-Partners, Olive Branch

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
1.1c.1	Define criteria for staff deaf/blind services	Project Staff	Criteria on file	Closed Y1	Criteria printed in packets; Revised 9/94
1.1c.2	Review current records to determine range of impairment	Project Coordinator	Data file		Summarized 1995 Advisory Board Meeting
1.1c.3	Send revised forms to parents, school districts, institutions, & early childhood programs	Project Coordinator, Systems Facilitator, Grant Specialist	Correspondence file/mailing list	Completed	Y1-161 packets mailed; Y2-55 mailed to registered children & 106 mailed to nonregistrants; Y3-115 mailed to nonregistrants and 162 mailed to registrants
1.1c.4	Draft process	Project Coordinator	Copy of process & procedures	Closed Y1	Revised 1995
1.1c.5	Review returned forms to determine need for verification	Project Coordinator	D/B registry file	Ongoing	104 registrants full placement & 51 provisional placement
1.1c.6	Contact parents to set diagnostic procedures for verification	Project Coordinator	D/B Registry file	Ongoing	Revised for additional documentation
1.1c.7	Send parents and program administration assessment results	Project Coordinator	Correspondence/D/B registry file	Ongoing	Information sent
1.2.1	Address these issues at ICC meetings	Project Director	Minutes of meeting	Ongoing	Y1-5 ICC & 4 LICC meetings; Y2-ICC & 3 LICC; Y3-ICC & 3 LICC
1.2.2	Compile information identifying vision & hearing assessments: Type/Appropriateness/Location of service/Cost	Project Interventionists	Resource document	In Process	Information in resource library
1.2.3	*** Intensify child find efforts for school age children	Project Director & Project Coordinator	Coordination/cooperation data		Increased contacts, mailouts, & workshops
1.2.4	*** Focus on diagnostic assessments	Project Interventionists			
1.2a.1	Develop brochure	Project Staff	Copy of brochure	Closed Y1	360 printed
1.2a.2	Revise & print brochure	Project Director, Systems Facilitator, Grant Specialist	Printed brochure	Completed	200 printed; Y3-200 printed

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
1.2a.3	Distribute brochure & letter to hospitals, mental health, health department, home health, preschool programs & schools	Project Coordinator & Grant Specialist	Dissemination Data	Ongoing	511 mailed
1.2a.4	** Submit referrals to Infant/Toddler Program on SDH Form	Project Interventionists	Copy of SDH form	Ongoing	Year 1 - 18 submitted
1.2a.5	** Refer children not eligible for program to appropriate program	Project Interventionists	Coordination/cooperation data	Ongoing	Referrals made to MSB-Part H
1.2a.6	Make personal contacts with University Medical Center, NICUs & Keesler Air Force Base	Project Director	Coordination/Cooperation Data	Ongoing	Y1-3 presentations made & 3 contacts to Memphis; Y2-2 NICU presentations & 4 direct contacts made in Memphis, Y3-referrals from Service Coordinators
1.2a.7	Present awareness sessions at CEC, DEC, TASH, COALITION, MOSES and Head Start workshops	Project Staff	Dissemination Data	Ongoing	Y1-sessions conducted: CEC, DEC, Head Start & TASH-ARC, Y2-sessions conducted at CEC, MS-AAMR, Y3-sessions conducted at D-B conference, MMDD, AAMR
1.2b.1	Contact parents within one week after referral (via phone) & set initial home visit within 2 weeks of date & time	Project Interventionists	Referral & Coordination/Cooperation data	Ongoing	Y1-15 new referrals; Y2-12 new referrals; Y3-13 new referrals
1.2b.2	Collect parent & service providers perception of child's functional vision & hearing	Project Staff	Referral data	Ongoing	Y1 - 15 new referrals; Y2-12 new referrals; Y3-13 new referrals
1.2c.1	Obtain written consent for referral to any support service agencies	Project Interventionists	Copy of consent form	Ongoing	Y1 - 18 on file; Y2-10 new consent forms on file, Y3-13 new consent on file
1.2c.2	Follow-up on any additional referral/paperwork	Project Interventionists	Referral/Intervention checklist & child file	Ongoing	On file
1.3.1	Design intervention programs that are family centered	Project Interventionists	Child's file	Ongoing	33 children Birth to 3 served
1.3.2	Comply with all Part H guidelines for our state	Project Staff	Coordination/Cooperation data	Ongoing	Y 1 - 15 referrals submitted to SDH, Y2-Part H not implemented in state

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
1.3.3	*** Plan for "more" releasing of case management services and focus on training of newly hired personnel				Y3- Part H implemented; worked with 12 service coordinators
1.3a.1	Obtain written consent for project participation	Project Interventionists	Copy of consent forms	Ongoing	Y1 - 18 on file; Y2-10 new consent forms on file; Y3-13 new consent on file
1.3a.2	Obtain written release for all medical & demographic information	Project Interventionists	Copy of release forms	Ongoing	Y1 - 18 obtained; Y2-new 10 releases obtained; Y3-13 releases obtained
1.3a.3	Complete form for Deaf-Blind Registry & submit	Project Interventionist	Registry form	Ongoing	Y1-17 submitted; Y2-8 submitted; Y3-13 submitted
1.3a.4	Obtain written release for physical therapy	Project Interventionists	Copy of release forms	Ongoing	Releases obtained on children not seen by Home Health or Non-Project Staff
1.3b.1	Follow-up to obtain vision/hearing assessments	Project Interventionists	Coordination/cooperation & correspondence	Ongoing	Need to develop & request functional assessments
1.3b.2	Discuss outcomes of assessments with family	Project Interventionists	Child's folder	Ongoing	33 children Birth to 3 served
1.3b.3	Administer WBRS	Project Interventionists	Completed WBRS assessment	Ongoing	33 children Birth to 3 served
1.3b.4	Administer Carolina	Project Interventionists	Child's folder	Ongoing	33 children Birth to 3 served
1.3b.6	Analyze all data sources	Project Staff	Child's folder	Ongoing	Profiles completed
1.3b.7	Share assessment data with families	Project Interventionists	Copies of assessments	Ongoing	Assessment data shared with 33 families
1.3c.1	Schedule home visits convenient for the family approximately 2 times per month	Project Interventionists	Schedule of Direct Intervention	Ongoing	YR1-189 completed; YR2-124 completed; Y3-family training
1.3c.2	Allow parents to select two caregiving routines to implement	Project Interventionists	Child's folder	Ongoing	Y1-3 new routine tapes completed; Y2-7 families have routines in place Y3-7 families have routines in place
1.3c.3	Analyze data to determine skills to be targeted	Project Interventionists	Child's folder	Ongoing	More than 10 routine tapes completed
[illegible]	[illegible]	Project Interventionists	Child's folder	Ongoing	More than 10 routine tapes completed

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
1.3c.5	Incorporate skills into training	Project Interventionists	Child's folder	Ongoing	More than 10 routine tapes completed
1.3c.6	Videotape the routine with interventionist as interactor & caregiver input	Project Interventionists	Video tape on file	Ongoing	More than 10 routine tapes completed
1.3c.7	Loan any equipment or toys needed within the routine	Project Interventionists	Child's toy/equipment folder	Ongoing	Procedures in place
1.3c.8	Provide parents with a copy of routines	Project Interventionists	Copy of routines	Ongoing	Parents provided with copy of routine
1.3c.9	Provide parents with written strategies to implement	Project Interventionists	Copy of strategies in child's folder	Ongoing	Provided at each visit for each child
1.3d.1	Target skills & collect data each visit	Project Interventionists	Child's folder	Ongoing	Completed for 33 children
1.3d.2	Track progress over time	Project Interventionists	Child's folder	Ongoing	33 children received services; child progress tracked at each visit
1.3d.3	Discuss child's progress with family	Project Interventionists	Child's folder	Ongoing	Done at each visit
1.3d.4	Maintain data files	Project Interventionists	Child's folder	Ongoing	New data form developed
1.3d.5	Re-administer assessments according to timelines	Project Interventionists	Copy of assessments	Ongoing	Assessments on file
1.3d.6	Compute PCIs	Project Interventionists	Computed PCI scores	Completed	Completed 9/95
1.3d.7	Review & report data to appropriate sources	Project Coordinator	Report	Completed	Y1-data reported; Y2-data reported; Y3-data reported
1.4.2	Collect family satisfaction measures	Project Coordinator & Systems Facilitator	Satisfaction data	Completed	Completed 9/95
1.4a.1	Provide parents with copy of the Parent Handbook	Grant Specialist	Dissemination data	Ongoing	20 distributed; ceased due to lack of funds for photocopying
1.4a.2	With consent, provide parents with names & numbers of other parents	Project staff	Child's folder	Ongoing	Completed
1.4a.3	Provide families with option of Helen Keller & project newsletter	Project Coordinator & Grant Specialist	Correspondence file	Ongoing	Y1-16 submitted to Helen Keller & 124 project newsletters disseminated; Y2-3 names submitted

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
1.4a.4	** Send focus flyers to families & service providers on mailing list	Project Coordinator & Grant Specialist	Mailing list	Ongoing	Y2-2 4 Focus Flyers sent out; Y3-1003 sent
1.4b.1	Assist families to service systems: Medicaid, SSI, EPSDT	Project Interventionists	Referral & Coordination/Cooperation data	Ongoing	33 served
1.4b.2	Assist families in securing equipment	Project Interventionist	Child's folder & Coordination/Cooperation data	Ongoing	33 served
1.4c.1	Demonstrate selected routines while being videotaped	Project Interventionists	Video tape on file	Ongoing	33 served
1.4c.10	Provide direct training when competencies are met	Project Interventionists	Child's folder	Ongoing	33 served
1.4c.2	View tape with the parents pointing out specific skills	Project Interventionists	Child's folder	Ongoing	33 served
1.4c.3	Write out the routine & leave with videotape	Project Interventionists	Copy of routine & videotape	Ongoing	33 served
1.4c.4	Allow parents to select skills & competencies they wish to target	Project Interventionists	Child's folder	Ongoing	33 served
1.4c.5	Allow parents to choose when & to what degree they wish to implement the procedures; coaching/feedback is provided	Project Interventionists	Child's folder	Ongoing	33 served
1.4c.6	Parents & interventionists view video tape to provide feedback	Project Interventionists	Child's folder	Ongoing	33 served
1.4c.8	Allow parents to select second routine & then videotape	Project Interventionists	Child's folder & videotape		
1.4c.9	Give parents model demonstration tape to view for two weeks	Project Interventionists	Copy of Communication to Parents form	Ongoing	14 currently being served
1.4e.1	Contact parents of children/young adults across state to survey interest in support group	Family Facilitator	Coordination/Cooperation data	Ongoing	Year 1 - 1st meeting held 1/19/93 2 parents attended, Year 2 - contact was made to Clarksdale parents, a survey to determine interest has been mailed

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
1.4e.2	Hold parent workshops with training workshop	Project Staff	Satisfaction data & copy of workshop schedule	Ongoing	Y1-1 held 3 parents attended; Y2-6 families attended conference
1.4e.3	Cooperate with the ARC to establish a parent support group	Project Director	Copy of outcome statements	Ongoing	Parent Partner Grant established; project assisted with grant
1.4e.4	Apply to Hilton-Perkins for monies to establish support group	Project Director	Copy of proposal		On 4/17/93 Steve Perrault presented to group
1.4f.1	*** Provide direct family training to parents of infants and toddlers in the home and community	Project Interventionists	TA and dissemination data		Y2- 7 families; Y3-3+ families
1.4f.2	*** Provide awareness training concerning transition and supported employment for parents of youth 14-21 years of age	Transition Facilitator	Dissemination data		18 families participated in direct training
1.4f.3	*** Provide information to parents in each Focus Flyer	Project Interventionists	Dissemination data		4,173 Focus Flyers to families
1.4f.4	*** Respond to direct requests from parents concerning their child and available services	Project Interventionists	Coordination/cooperation data		100% of requests responded to
1.5.1	Participate in IFSP development training provided by SPH	Project Interventionists	Coordination/cooperation data		Developed IFSP videotape
1.5.2	Adapt any IFSP forms for the project	Project Coordinator	Copy of form	Closed Y1	Currently using SDH form
1.5.3	*** Increase efforts to develop IFSP and train Part H service coordinators to do so	Project Interventionists	Coordination/cooperation		Training Districts II, III, & VI
1.5.4	*** Develop transition and employment video	Transition Facilitator	Video tape		Transition module & resumes developed
1.5a.1	Obtain parents permission to contact other service providers	Project Interventionists	Copy of consent form	Ongoing	All those applicable have been completed
1.5a.2	Contact service coordinator within health district	Project Interventionists	Coordination/Cooperation data	Ongoing	Form developed w/parents permission, Y1-all were contacted by phone, mail & personally; Y2-forms submitted; Y3-3 meetings held with service coordinators

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
1.5a.3	Identify all service providers/agencies working with the child	Project Interventionists	Coordination/Cooperation data	Ongoing	All have been contacted
1.5b.1	Participate in the IFSP development meeting	Project Interventionists	Completed IFSPs	Ongoing	Year 1 - 7 developed; Year 2 - 1 developed; 14 developed
1.5b.2	Assist families to participate in the IFSP development meeting	Project Interventionists	Completed IFSP	Ongoing	14 developed
1.5b.3	Obtain copy of the written IFSP	Project Interventionists	Copy of IFSP	Ongoing	Year 1 - 7 on file; to date 8 copies on file; Y3-8
2.1.1	Identify young adults with deaf/blindness in the Jackson area	Transition Facilitator	Referral data & participant database file	Ongoing	12 identified
2.1.2	Contact local agencies & schools to coordinate support efforts	Transition Facilitator	Coordination/Cooperation data	Ongoing	7 school districts contacted
2.1a.1	Conduct ecological assessments: Job analysis, placement options, leisure & recreational settings & transportation	Transition Facilitator	Student's folder	Ongoing	6 completed
2.1b.1	Conduct vocational assessments: job skills, job preference & natural supports in work setting	Transition Facilitator	Copy of assessments	Ongoing	3 placed in community employment & 3 students in job training
2.1c.1	*** Assist in establishing a stronger statewide interagency group to address statewide transition issues	Project Director & Project Coordinator	Coordination/cooperation data		No state group materialized; project coordinators, ARC, & Vocational Rehabilitation represented on Advisory Board
2.1c.2	*** Obtain additional training from the Low Vision and Blindness Research Center at MS State University	Project Interventionists			
2.1c.3	*** Conduct statewide transition awareness presentations to school districts and parent groups	Project Interventionists	Dissemination data		9 presentations conducted
2.1c.4	*** Develop transition awareness video tapes and training guides	Project Interventionists	Video tapes & training guides		Early transition completed

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
2.2.1	Provide information to families & service providers regarding PFPs & ITPs	Transition Facilitator & Family Facilitator	TA data & product developed	Ongoing	PFP Fact sheet completed; 3 PFP & 3 Trans./Employability presentation;information on PFP sent to 8 families; 5 transition training Sum '94 & PFP 6/23/94
2.2.2	*** Develop and follow through one PFP	Transition Facilitator & Family Facilitator	Completed PFP & TA data		
2.2.3	***Provide intensive transition services to 10-12 students	Transition Facilitator	Child file		
2.2a.1	Identify participants for the PFP	Transition Facilitator	Coordination/Cooperation data	Ongoing	Y1-2 scheduled & 1 completed; Y2-3 scheduled & 1 completed; Y3-1 completed
2.2a.2	Schedule the meeting	Family Facilitator	Correspondence file	Ongoing	3 PFP completed, revised IEP to include PFP goals
2.2a.3	Facilitate the PFP process	Family Facilitator	Coordination/Cooperation data	Ongoing	Year 1 - 1 PFP completed & 1 additional family to contact in Starkville after 10/1, Y3-1 completed
2.2a.4	Identify outcomes for vocational, residential, community living & recreational plans	Family Facilitator	Child's folder	Ongoing	Currently involved in developing IEPs, assisting parens w/implementation & problems (ARC/MS, P&A, CRC, Case Management
2.2b.1	Develop linkages with all adult service providers in local area and implement	Transition Facilitator	Coordination/Cooperation data	Ongoing	Completed for Jackson, Bay St Louis, Clarksdale, Starkville, Greenville, & Meridian Richton & Byrum
2.2b.2	Formulate objectives for vocational, residential, community living and recreational plans	Transition Facilitator	Copy of objectives		3 students placed
2.2b.3	Monitor, evaluate & revise the transition plan	Transition Facilitator	Young adult's folder and revised plan	Ongoing	Y2-8 plans have been revised; 5 ITPs monitored
2.2c.1	Determine needs of service providers	Transition Facilitator	Copies of needs assessments	Ongoing	8 TA agreements set up; in process of implementing agreements
2.2c.2	Provide appropriate technical assistance	Transition Facilitator	TA agreements & TA form	Ongoing	Completed

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
2.2c.3	Develop satisfaction scale for parents & professionals to determine degree of satisfaction achieved	Transition Facilitator	Copies of satisfaction data	Completed	
2.3.1	Identify private sector organizations to target	Transition Facilitator	Coordination/Cooperation data	Ongoing	
2.3a.1	Develop awareness training regarding supported employment	Transition Facilitator	Module	Ongoing	Module completed 1/15/94, awareness sessions conducted
2.3a.2	Provide on-site job coach training	Transition Facilitator	Technical assistance data form	Ongoing	Provided for 5 students; training teacher's aide to be job coaches & 1 teacher for job developing; working w/VR to provide needed trainers
2.3a.3	Develop a process for managing job behavior	Transition Facilitator	Process for managing job behavior document		Individualized no major problems
2.3a.4	Develop a process for determining adaptations	Transition Facilitator	Adaptations process document		worked w/agencies to determine possible job site adaptations, few adaptations are being used or of easy access
2.3b.1	Compile a packet of printed information regarding ADA	Transition Facilitator	Resource packet	Completed	Resource packet on file
2.3b.2	Compile a resource of training materials, including video tapes	Transition Facilitator	List of resources	Ongoing	Videotape permissions have been signed; 2 videotape productions made
2.3b.3	Provide awareness sessions to various community groups	Transition Facilitator	Dissemination data	Ongoing	10 sessions conducted
3.1.1	Schedule periodic meetings with the SDE contact person	Project Coordinator	Coordination/Cooperation data	Ongoing	Y1-5 contacts made; Y2-3 contacts made
3.1.2	Identify contact for Super Conference	Project Coordinator & Project Director	Coordination/Cooperation data	Ongoing	Y1 & Y2-unable to participate, Y3-State Deaf/Blind Conference
3.1.3	Identify contact & follow-up for regional meetings	Project Coordinator	Coordination/Cooperation data		Part H-CSPD
3.1.4	Attend ICC meetings to identify coordination of training activities	Project Director	Coordination/Cooperation data	Ongoing	Y1-5 ICC & 4 LICC meetings attended; Y2-4 ICC & 3 LICC attended

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
3.1a.1	Develop or adapt a needs assessment instrument	Project Coordinator	Copy of needs assessment	Closed Y1	Adapted from Iowa SDE
3.1a.2	Maintain mailing list	Project Coordinator & Grant Specialist	Mailing list	Ongoing	518 on mailing list
3.1a.3	Distribute needs assessments	Project Coordinator	Coordination/Cooperation data	Ongoing	Y1-170 disseminated; Y2-156 disseminated; Y3-50 phone surveys
3.1a.4	Compile needs assessment data	Project Coordinator & Systems Facilitator	Report	Ongoing	Completed
3.1a.5	Determine priority needs for training	Project Coordinator & Project Director	Report	Ongoing	compiled for all years
3.1a.6	Contact SDE to inform them of the TA Agreements within the state	Project Director & Project Coordinator	Coordination/cooperation	Ongoing	YR2 & 3-Phone and personal contact made
3.1a.7	** Coordinate with CSPD staff for Part H, Part B & Head Start	Project Director & Project Coordinator	Coordination/cooperation data	Completed	Coordinated 5 training sessions
3.1a.8	*** Intensify efforts to coordinate CSPD activities with Part B	Project Director & Coordinator	Coordination/cooperation data		Attempted-7 contacts made; go directly to LEA's
3 1b.1	Contact SDE to find out when regional workshops are held	Project Director	Coordination/Cooperation data		7 phone contacts made no return; letter to SDE/CSPD
3.1b.2	Present awareness session of project	Project Staff	Dissemination data	Ongoing	Y1 - sessions conducted at CEC, Early Intervention Day; Y2-sessions conducted at MS-AAMR, Early Intervention Day, CEC
3.1b.3	*** Conduct inservice presentations	Project staff	Dissemination & TA data	Ongoing	Data in Table
3.1b.4	*** Conduct systematic on-site TA with technical assistance agreements developed between the project and school district	Project staff	Dissemination & TA data	Ongoing	Data in Table
3.1b.5	*** Provide video tape reviews and consultation	Project staff	Dissemination & TA data	Ongoing	Data in Table
3.1b.6	*** Provide telephone consultation	Project staff	Coordination/cooperation & TA data	Ongoing	Data in Table

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
3.1b.7	*** Disseminate resource materials	Project staff	Dissemination & TA data	Ongoing	Data in Table
3.1b.8	*** Distribute newsletter articles	Project staff	Dissemination data	Ongoing	Data in Table
3.1b.9	*** Develop and disseminate six Focus Flyers	Project staff	Dissemination & TA data	Ongoing	Data in Table
3.1c.1	Identify school districts interested in training	Project Coordinator	List of sites	Ongoing	Y1-northern site training held 2 interested 1 contract; Y2-18 sites identified
3.1c.2	Present awareness sessions	Project Coordinator	Agenda of sessions		
3.1c.3	Conduct needs assessment	Project Coordinator	Completed needs assessments	Ongoing	Y1-36 completed; Y2-requests returned
3.1c.4	Prepare technical assistance contract	Project Coordinator	Copy of TA contract	Ongoing	YR1-9 have been developed & signed; YR2-18 agreements submitted
3.1c.5	Collect baseline data	Project Coordinator	Child's folder	Ongoing	Year 1 - collected on 7 students;
3.1c.6	Plan, schedule & conduct workshop	Project Coordinator	Correspondence file	Ongoing	Northern site workshop conducted; YR2- 16 workshops conducted
3.1c.7	Provide follow-up TA posttest data	Project Coordinator	Posttest data & TA data	Ongoing	
3.1d.1	Develop TA agreements with sites	Project Director	TA Agreements on file	Ongoing	Y1-2 developed; Y2-12 developed
3.1d.2	Determine technical assistance needs through an interview	Project Coordinator	Needs assessment data	Ongoing	Developed for all students requesting Technical Assistance
3.1d.3	Record all TA contacts	Project Coordinator	TA data	Ongoing	On file
3.2.1	Make written contact with each family on Deaf/Blind Registry	Project Coordinator	Coordination/Cooperation data	Ongoing	Y1-125 parents contacted; Y2-156 contacts made; 167 contacted
3.2.2	Allow parents the opportunity to receive project newsletter & National Parent Network Newsletters	Project Staff	Coordination/Cooperation data	Ongoing	Completed
3.2a.1	Provide each family with a Parent Handbook	Project Staff	Dissemination data	Ongoing	No longer available

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
3.2a.2	Provide parents with the 1-800 number	Project Staff	Dissemination data	Ongoing	YR 1 - 154 provided with number; YR2-156 provided with number; Y3-167 provided
3.2a.3	Give parents the opportunity to network via project	Project Interventionists	Coordination/Cooperation data	Ongoing	Completed
3.2b.1	Request school/agency to contact parents when technical assistance request is made	Project Coordinator	Coordination/Cooperation data	Ongoing	Completed
3.2b.2	Contact parents directly to determine family needs	Family Facilitator	Coordination/Cooperation data	Ongoing	Completed
3.2b.3	Notify parents of parent group meetings	Family Facilitator	Coordination/Cooperation data	Ongoing	Y1-39 contacts made; Y2-survey sent with focus flyer & 6 parents responded
4.1.1	Develop chart of objectives	Project Coordinator	Completed document	Closed Y1	
4.1.2	Hold staff meetings to determine timelines	Project Director	Staff meeting agendas	Ongoing	YR 1 - 11 meetings held; YR2-14 have been held; Y3-10 held
4.1.3	Collect performance data	Project Staff	Staff files	Ongoing	Data collected bi-weekly
4.1a.1	Break down of subactivities	Project Coordinator	Completed document	Completed	Subactivities have been updated and revised
4.1a.2	Develop staff data forms	Project Director & Systems Facilitator	Forms on file	Closed Y1	Forms developed: coordination/cooperation, dissemination, TA, time across task, log of daily activities & schedule of direct intervention
4.1a.3	Develop system for gathering, storing & retrieving data	Systems Facilitator	Process manual	Ongoing	All systems are in place; in process of developing process manual
4.1a.4	Determine additional activities	Project Director & Project Coordinator	Staff summaries on file	Completed	Summary files
4.1a.5	Update current timelines	Project Director & Project Coordinator	Updated document & staff meetings minutes	Ongoing	Completed
4.1b.1	Monitor collection of data	Systems Facilitator	Files & monthly reports	Ongoing	Updates done monthly
4.1b.2	Develop tickler system	Project Coordinator	Data file & monthly report	Completed	Completed

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
4.1b.3	Input data into computer	Systems Facilitator	Computerized data files	Ongoing	Data input into computer on a bi-weekly and monthly basis
4.1b.4	Design format for analyzing data	Systems Facilitator	Data file & monthly report	Closed Y1	
4.2.1	Hold monthly staff meetings to allocate resources	Project Director	Staff meeting minutes	Ongoing	Y1 - 11 meetings held; Y2-14 have been held, bi-weekly individual staff meetings held, Y3-10 held
4.2.2	File daily logs with project coordinator	Project Staff	Completed daily logs	Ongoing	Daily logs on file
4.2a.1	List person responsible for each activity on timeline chart	Project Director & Project Coordinator	Completed document	Closed Y1	
4.2a.2	Assign regions of the state for staff members to cover as interventionists	Project Director	Staff meeting minutes	Ongoing	Revised as new infants are added
4.2b.1	Collect and summarize time across task 3 times per year	Systems Facilitator	Time across task spreadsheet	Ongoing	Y1-data summarized; Y2-data summarized; Y3-data summarized
4.2b.2	Analyze data	Systems Facilitator	Reports	Ongoing	Data are analyzed on a monthly basis
4.2c.1	Maintain expenditures	Grant Specialist	Spreadsheet	Ongoing	Summaries provided to PD monthly
4.2c.2	Analyze data using time across task	Systems Facilitator	Cost analysis report	Upcoming	Collecting time across task data quarterly to compile a cost analysis report in Y3
4.2d.1	Conduct staff needs assessments	Project Coordinator	Needs assessment		Y1 - Determined no need; Y3-technical assistance strategies
4.2d.2	Set up training sessions	Project Coordinator	Agenda		Y1 - Determined no need; Y3-TRACES training
4.2d.3	Collect satisfaction data	Project Coordinator	Report		Y1 - Determined no need for training; Y3-Technical assistance training, management & motor
4.2d.4	Analyze satisfaction data	Systems Facilitator	Report	Ongoing	Data in Table
5.1.1	Collect data using designated assessment instruments	Project Interventionists	Completed assessment instruments	Ongoing	33 served

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
5.1.2	Review IFSP every 6 months	Project Interventionists	Child's data file	Ongoing	Y1-No reviews; Y2-No reviews Part H not implemented; Y3-reviews
5.1a.1	Utilize (WBRS, Communication Placement Assessment, Carolina, Procedural Observation Sample, Eco-Map & Interactor Compete	Project Interventionists	Copy of measures in child's files	Ongoing	
5.1b.1	Collect data on the following schedule: WBRS(pre&post), Communication Placement(1x) & Carolina(3X)	Project Interventionists	Copies of instruments	Ongoing	33 served, assessments on file
5.1b.2	Collect data using Parent Competency Scale prior to training phase	Project Interventionists	Copy of Parent Competency Scale	Completed	Revised
5.2.1	Contact Helen Keller TAC for information	Project Director & Transition Facilitator	Coordination/Cooperation data	Completed	Information received, requested info for project 93-94; 94-95
5.2.2	Develop process for evaluation of transition & vocational plans	Project Director & Transition Facilitator	Process manual	Completed	Disseminated (See Appendix)
5.2a.1	Secure identified assessment measure, situational assessment consumer assessment, & job analysis screening	Transition Facilitator	Copies on file	Completed	In manual
5.2b.1	Conduct pre/post measures	Transition Facilitator	Copies of pre/post test results	Completed	Final data collected
5.2b.2	Compile data & analyze	Transition Facilitator & Systems Facilitator	Report	Ongoing	Compiling data on communication/work skills; data will be analyzed in June; pre/posttests have been collected but not compiled
5.3.1	Adapt needs assessment instruments	Project Coordinator	Needs assessment instrument	Closed Y1	Adapted from Iowa SDE
5.3.2	Collect & compile needs assessment data	Project Coordinator & Systems Facilitator	Report	Completed	Mail and phone surveys completed
5.3a.1	Collect TA satisfaction and knowledge change data	Project Coordinator	Completed/analyzed satisfaction data	Completed	

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
5.3a.2	Evaluate TA objectives	Project Coordinator		Completed	Y2-Revised TA process & developed new form; Requests & outcomes on file
5.3b.1	Design & implement TA agreements	Project Coordinator & Project Director	Copy of TA agreement on file	Completed	Yi - 2 agreements on file;
5.3b.2	Analyze pre/post measures of child & service provider measures	Systems Facilitator	Report	Completed	Data collected
5.4.1	Implement staff performance measurement system	Project Coordinator & Systems Facilitator	MBO database & monthly reports	Completed	
5.4a.1	Identify data sources	Systems Facilitator	Data collection forms & software	Closed Y1	Alpha 4 & Lotus 123 purchased and forms completed
5.4a.2	Secure appropriate software	Systems Facilitator	Licensed copies of software	Closed Y1	Alpha 4 & Lotus 123 purchased
5.4a.3	Maintain data systems	Systems Facilitator	Computer data files & reports	Ongoing	All systems are currently up-to-date
5.4b.1	Design reporting format for performance measurement system	Systems Facilitator	Updated subactivties	Closed Y1	Each staff member has been given a printout of subactivities that is to be updated prior to staff meetings
5.4b.2	Prepare all required reports	Project Coordinator & Systems Facilitator	Completed reports	Ongoing	Reports compiled for Y1, 2, &3
5.5.1	Utilize time across task data & total costs for supplies, travel & intervention to conduct cost analysis	Systems Facilitator	Report	Completed	Data collected
5.5a.1	Identify high cost objectives	Project Director	Budget and cost analysis report	Completed	Monthly monitoring
5.5a.2	Brainstorm cost effective strategies	Project Staff	Staff meeting minutes	Ongoing	Staff assigned to specific grant activities & geographical territories Y2-process for TA developed
5.5b.1	Report breakdown costs	Project Director & Grant Specialist	Report	Completed	Completed 9/95
5.5b.2	Report information on previously under-represented groups	Project Director	Report	Completed	Adult services coordination initiated

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
6.1.1	Compose an Advisory Board	Project Director & Project Coordinator	List of Advisory Board Members	Closed Y1	Y 1 - composed of 19 members; consumers added Nov 93
6.1.2	Plan & conduct two meetings per year	Project Director & Project Coordinator	Meeting agendas & minutes	Ongoing	Y1-2 meetings held; Y2-2 meeting held, Y3-2 held
6.1a.1	Contact all NICU units across the state	Project Director & Project Coordinator	Coordination/Cooperation Data	Ongoing	Completed for Y3
6.1a.2	Develop brochure	Project Director & Project Coordinator	Brochure	Closed Y1	
6.1a.3	Disseminate brochures to: Health Dept., LEA Home Health, NICUs & Parent Groups	Project Coordinator & Grant Specialist	Coordination/Cooperation & dissemination data	Ongoing	919 total have been disseminated
6.1a.4	Provide awareness sessions at state conferences: CEC, DEC, Head Start, Social Workers & Nursing	Project Director & Project Coordinator	Dissemination data	Completed	Y1 - sessions conducted at CEC, DEC & Regional Head Start Conferences; Y2 - session conducted at CEC; Y3-5 sessions conducted
6.1b.1	Develop a network of adult service agencies	Transition Facilitator	Coordination/Cooperation data	Completed	Y2-complete for 7 students, adult service providers compiled in booklet; 14 adults providers
6.1b.2	Compile a resource of service information	Transition Facilitator	Resource of services directory	Closed Y1	Directory completed; need to add additional agencies
6.1b.3	Update resource service directory	Transition Facilitator	Copy in Resource Library	Completed	Data in Table
6.1c.1	Contact SDE to coordinate with CSPD	Project Director & Project Coordinator	Coordination/cooperation data		Y1 - 6 contacts made;
6.1c.2	Provide awareness sessions at P. D. workshops	Project Director & Project Coordinator	Dissemination data		Completed for Y1, 2, &3
6.1c.3	Disseminate brochure to LEAs, Head Start Centers and residential facilities	Project Director & Project Coordinator	Coordination/Cooperation & dissemination data	Ongoing	To date 919 have been disseminated
6.2.1	Attend Project Director's Meeting	Project Director & Project Coordinator	Coordination/Cooperation & Dissemination data	Completed	Completed for Y1 & 2
6.2.2	Make contact with: TRACES, OSEP & Helen Keller TAC Project	Project Director & Project Coordinator	Coordination/Cooperation Data	Completed	TRACES TA agreement completed & Helen Keller TAC completed

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
6.2a.1	Submit needs Assessment to TRACES	Project Director & Project Coordinator	Copy of needs assessment	Completed	Agreements on file for Y1, 2, & 3
6.2a.2	Review TA agreements	Project Director & Project Coordinator	Copy of TA agreements	Completed	Agreements on file for Y1, 2, &3
6.2a.3	Access TA from Helen Keller Center	Project Director & Project Coordinator	Coordination/Cooperation data	Completed	Moved to 1994 at Helen Keller request, completed 94/95
6.2a.4	Collect Satisfaction data on TA from TRACES	Project Director & Project Coordinator	Report		
6.2b.1	Invite representatives to Advisory Board meetings: SDE, UAP, Low Vision Research Ctr, Schools for Deaf & School for B	Project Coordinator	Coordination/Cooperation data & correspondence	Completed	Y1-completed; Y2-2 meetings held, minutes on file; Y3-2 meetings held
6.2b.2	Send newsletters to agencies and parent groups	Project Coordinator & Grant Specialist	Dissemination data	Completed	Y1-Didn't send for budget reasons; Y2-397 disseminated; 9/94 2nd newsletter mailed
7.1.1	Update current mailing list	Project Coordinator & Grant Specialist	Updated mailing list	Completed	536 on mailing list
7.1.2	Request input from Advisory Board	Project Coordinator	Coordination/Cooperation data & mailing list	Ongoing	Minutes of advisory board meeting on file; requests for products made
7.1a.1	Develop brochure	Project Director & Systems Facilitator	Completed brochure	Closed Y1	
7.1a.2	Revise brochure	Project Director & Systems Facilitator		Completed	200 printed of revised brochure
7.1a.3	Print brochure	Grant Specialist	Interdepartmental Invoice	Ongoing	Y1 - 900 were printed; to date 1,100 have been printed
7.1a.4	Mail cover letter & brochure	Project Coordinator & Grant Specialist	Coordination/Cooperation & dissemination data	Completed	
7.1a.5	Present awareness sessions at conferences	Project Coordinator	Dissemination data	Completed	Y1 - Sessions conducted at CEC, DEC & Head Start Workshops
7.1a.6	Submit articles to newsletter	Project Coordinator	Copies of newsletter & articles	Completed	1st Newsletter disseminated along with 2 focus flyers; 2nd newsletter disseminated

SUBACTIVITY	DESCRIPTION	PERSON RESPONSIBLE	EVALUATION CRITERIA	STATUS	SUMMARY
7.1a.7	Submit information to Part H Central Directory	Project Coordinator	Copy of resource directory	Completed	
7.1b.1	Mail cover letter and deaf-blind form to each program developer	Project Coordinator	Coordination/Cooperation & dissemination data	Completed	Y1-161 packets mailed; Y2-75 mailed; Y3-61 mailed
7.1b.2	Follow-up with a needs assessment and cover letter	Project Coordinator	Coordination/Cooperation data	Ongoing	Y1-97 parent & 47 professional mailed; Y2-included in packets to 75, Y3-87
7.1b.3	Follow-up to families with appropriate information	Project Coordinator	Coordination/Cooperation data	Completed	
7.1c.1	Design & publish a newsletter 1 time per year	Project Director & Systems Facilitator	Copy of newsletter	Completed	Y1-printed & disseminated; Y2- vol 1 issue 2 disseminated
7.1c.2	Mail newsletters to: parents, service providers and relevant agencies	Project Coordinator & Grant Specialist	Mailing list & dissemination data	Completed	To date, 900 Newsletters have been disseminated
7.2a.1	Make national presentations: Project Directors Meeting, TASH & Hilton-Perkins Conference	Project Director	Conference agenda & presentation packets	Completed	Y1-presentations at PD meeting, D/B conference & Special Panel; Y2-Presentations at PD meeting, 2 field reviews & Hilton Perkins; Y3-TASH & Project Director's Meeting
7.2a.2	Make state presentations at: MS-CEC, MOSES, MS Super Conference & Hospital Social Workers Conference	Project Director & Project Coordinator	Dissemination data & presentation packets	Ongoing	Y1-Presentations at MS-CEC, TASH-Arc, Early Childhood, Head Start, AAMR; Y2-MS-CEC, D/B workshop, MIDD & AAMR
7.2b.1	Develop products based on needs assessment	Project Staff	Completed product	Completed	7 Focus Flyers disseminated
7.2b.2	Fill all request for products/information	Grant Specialist & Systems Facilitator	Dissemination	Completed	Data in Table
7.2c.1	Develop a product satisfaction measure	Project Staff	Copy of satisfaction measure	Closed Y1.	Utilizing MCCallon
7.2c.2	Collect satisfaction data on all National training activities & products	Project Director & Project Coordinator	Satisfaction data	Completed	Data in Table

IX. Project Impact

Outcome-based impact data were used to evaluate all the project objectives. The data sources are provided in Table 11 in which data were collected across:

1. Documentation of degree/time,
2. Satisfaction,
3. Change in skill and knowledge,
4. Implementation, and
5. Learner change.

The results of these data are summarized in Table 12 in the goal attainment scaling strategy. A score of -0- indicates that the objective was met to the degree anticipated. A score of more than -0- indicates a greater than expected outcome, and a score of less than -0- indicates less of an impact. The data provided in Table 12 show that the greatest impacts were in family involvement and agency cooperation and collaboration. The major project impacts are summarized below.

<u>Overall Impact</u>

1. Parents of infants demonstrated the competencies to embed multiple skills into routines and activities. Family awareness of the project activities increased over 90%.

2. All children/youth were able to demonstrate progress if recommendations were implemented.

3. Over 65 children/youth had a receptive and expressive communication systems that were planned across current forms/functions of communication, yearly objectives, and potential future skills.

4. If school personnel had not implemented 50% of the recommended outcomes by the second TA visit, 95% would not implement them by the 3rd, 4th, or 5th visit.

5. Community employers are willing to assist in job training activities and even hire young adults with deaf-blindness upon graduation. Vocational rehabilitation activities assisted in job training while the young adult was in an educational program; however, project staff had to provide follow-along after graduation.

6. Families and service providers were extremely satisfied with technical assistance activities (Over a 6.0 rating using the 7.0 McCallon scale). However, there was no relationship between satisfaction and implementation.

Table 11

Levels of Formative and Summative Evaluation Across Tasks

Type	Documentation of Degree/Time	Satisfaction	Change in Skills/Knowledge	Implementation	Learner Change
TASK 1 - DIRECT SERVICES FOR INFANTS AND TODDLERS					
1.1 - Identification, referral, registry	•Number of contacts •Number of referral across different agencies •Number of sites				
1.2 - Public awareness	Number of sites	Parent/service provider satisfaction			
1.3 - Needs assessment	Number completed/results	Parent/service provider agreement			•WBRS •IFSP •Carolina assessment •# of IFSP objectives completed
1.4 - Family training •Technical assistance	•Number of families trained •# completed on time/recommendation	•Parent feedback and satisfaction •Participant feedback	•Competency scores •Pre-Post test	•Generalization scores •Videotapes	•PCI scores •IFSP •Target checklist from video
1.5 - Implementation of IFSP	Number of children served with IFSP	Parent feedback and satisfaction	6-month review (objective implemented)		•Objective met •PCI scores •IFSP
TASK 2 - DIRECT SERVICES FOR YOUNG ADULTS					
2.1 - Vocational training	Number completed	•Parent ratings •Employer satisfaction	Competency scores across critical factors	Generalization	•Data across objective, •Job ratings
2.2 - Transition Plan	•Number of programs contacted •ITP's for young adults	Intervention satisfaction	Competency scores	Parent use data (non-project participants)	# of environments across domains accessed
TASK 3 - TECHNICAL ASSISTANCE TO SCHOOL-AGE					
3.1 - Technical assistance with PART H & B •Inservice training	•Number completed on time/recommendation •Number completed on time	•Participant feedback •Participant feedback - McCallon	•Pre-post test •Percent of activities at criterion	•Video tapes •Number/level of practices implemented	•Target checklist from videos •Number of systems in place •Child change
3.2 - Family involvement and support	•Number of parents involved •Number of newsletters sent out	Parent satisfaction and feedback		•Hilton-Perkins Family Organization grant	
TASK 4 - MANAGEMENT PLAN					
4.1 - Performance measurement system	Number of timelines met/time-activity	Staff review		•Time implemented/time and level of completion •Product completion	
4.2 - Utilize resources	Number of programs contacted	Intervention satisfaction	Staff training Pre-posttests	•Parent use data •Product completion	

TASK 5 - EVALUATION					
5.1 - Evaluations on direct intervention	•Number of contacts per child •TA •Inservice training	Parent ratings/effectiveness	Family resources obtained	•All records obtained •Parent information •Generalization	
5.2 - Evaluations on transition Plans and vocational training	Number of placements		Competency scores		•Consumer assessment •Situational assessment •Job analysis instrument
5.3 - Evaluations on technical assistance	•Number of parents •Number of service providers •Number of children receiving services	Participant satisfaction	•Pre-post test •Number of modifications		
5.4 - Evaluation of project effectiveness and objective achievement	Computerized weekly updates				Levels of achievement (Table 9)
5.5 - Cost analysis	•Time across activity •30 minute time/task •Cost per category			Cost per objective	Cost per child
TASK 6 - COORDINATION					
6.1 - Coordinate identification and referral	•Number of contacts •Type of contact with LEAs	•Number and type of feedback •Parent ratings		Number of implementing integrated teams	
6.2 - Coordinate activities with federally funded programs	Number of contacts	Satisfaction measures			
TASK 7 - DISSEMINATION					
7.1 - Utilization of programs	Number contacted	Number of requests			
7.2 - Dissemination	Number requesting information	•Field-test •Satisfaction •Use consumer friendly		Number and type of dissemination	

e 12

uation By Objective

Objective	Person Responsible	Date Initiated-Completed	Anticipated Outcome	Degree of Actual Outcome -2	-1	0	+1	+2
TASK 1 - DIRECT SERVICES FOR INFANTS AND TODDLERS								
1.1 Comprehensive Identification	Coordinator	October 1992	50-60 new referrals	35	40	50	60	65
1.2 Public Awareness/Referral	Director and Coordinator	December 1992	30-40 infants referred	15	20	30	40	45
1.3 Provide Early Intervention	Intervention Team	October 1992 & September 1995	30-40 infants served	15	20	30	40	45
1.4 Provide family services	Intervention Team	October 1992 & September 1995	30-40 families served	15	20	30	40	45
1.5 Develop/Implement IFSP	Intervention Team	November 1992 & September 1995	20-30 IFSPs completed	10	15	20	25	30
TASK 2 - DIRECT SERVICES FOR YOUNG ADULTS IN TRANSITION PLANNING AND VOCATIONAL TRAINING								
2.1 Provide vocational training	Vocational Facilitator	January 1993 & September 1995	10-15 young adults trained	5	8	10	12	15
2.2 Develop/Implement ITP/PFP	Vocational Facilitator	December 1992 & September 1995	10-15 youth and families	5	8	10	12	15
TASK 3 - TECHNICAL ASSISTANCE								
3.1 Coordinate Technical Assistance with CSPD staff	Staff	January 1993 & August 1995	6-9 model sites developed	0	3	6	9	12
			> 20 on-site TA	10	15	20	25	30
			> 200 forms of TA	50	100	200	300	350
3.2 Increase family involvement	Staff	March 1993 & April 1995	6-9 families participated	0	3	6	9	12
			> 50 families implemented	30	40	50	60	70
TASK 4 - MANAGEMENT PLAN								
4.1 Implement Performance System	Director and Coordinator	October 1992 & September 1995	Management by Objectives and Activities	80%	85%	90%	95%	100%
4.2 Utilize resources	Director	November 1992 & September 1995	Staff-Time data Activities completed	80%	85%	90%	95%	100%
				Monthly Monitoring				
TASK 5 - EVALUATION								
5.1 Conduct evaluations on direct intervention	Intervention Team	October 1992 & September 1995	a) overall intervention ratings	75%	80%	85%	90%	100%
			b) PCI of learner change	.50	.75	1.0	2.0	3.0+
5.2 Conduct evaluations on vocational training	Vocational Facilitator	February 1993 & September 1995	a) 90% of adults have ITPs/PFP	80%	85%	90%	95%	100%
			b) 85% of adults have job training	75%	80%	85%	90%	95%

5.3 Conduct evaluations on technical assistance	Coordinator	January 1993 & September 1995	a) Satisfaction 6.5 average on 7 point scale	6.1	6.3	6.5	6.7	6.9
			b) Pre-post 85% or 40% gain	<70%	80%	85%	90%	100%
			c) Skill demonstration at 85%	<70%	80%	85%	90%	100%
			d) Components implemented at 80%	70%	75%	80%	85%	90%
			e) Child change Proportional change	0	.5	1.0	1.5	2.0
5.4 Conduct evaluation of project effectiveness	Director	November 1992 & September 1995	90% of each level of formative/summative evaluation completed	80%	85%	90%	95%	100%
TASK 6 - COORDINATION								
6.1 Coordinate with agencies	Director and Coordinator	October 1992 & September 1995	>1000 contacts with ten agencies or organizations Daily Documentation (average project - 20 week)	80%	85%	90%	95%	100% of anticipated contacts
6.2 Coordinate with Federal projects	Director and Coordinator	February 1993 & September 1995	20 per year	0	10	20	30	40
TASK 7 - DISSEMINATION	(See Dissemination Plan - Table 13)			80%	85%	90%	95%	100% of projected outcomes met

Cost and Personnel Effort Across Major Tasks

Table 13 outlines the monthly average of personnel time in hours across major tasks and objectives. A specific cost analysis is available throughout the University. The results in Table 13 do show the tremendous amount of travel time that is necessary to provide direct family intervention and on-site technical assistance across the state. These data also demonstrate the time necessary for cooperation and collaboration activities. Direct intervention activities during the first two years of the project and direct family training (33 infants and toddlers) required more time and effort than the technical assistance activities.

The travel costs for intervention and technical assistance activities, conferences, and project directors' meetings are outlined in Table 14. Intervention supply costs for low technology devices and intervention materials are provided in Table 15.

Table 13
Time Across Tasks

Staff	Management	Agency Coordination	Staff Coordination	Direct Assessment and Intervention	Technical Assistance	Dissemination	Data Input/ Analysis	Travel	Product Development	Other
Kat	10	13	11	10	17	6	4	31	19	11
Becky	3	17	9	18	4	2	11	19	4	7
Theresa	.5	35	12	7	11	0	5	28	31	32
Betty	.5	17	.5	2	0	1	0	15	1	5
Eileen	0	30	6	4	8	1	5	17	27	7
Vanessa	12	2	7	0	0	0	63	0	12	26
Jan	23	22	16	0	0	13	0	0	7	15
Totals	49	136	61.5	41	39.5	23	88	110	101	103

Table 14
Travel Costs Across Project Years

TRAVEL COSTS ACROSS PROJECT YEARS			
PROJECT YEAR	INTERVENTION	OUT-OF-STATE CONFERENCES	PROJECT DIRECTOR'S MEETING
YEAR I	8,786.40	617.67	1,441.38
YEAR II	12,659.00	282.80	1,589.06
YEAR III	8,914.73	1,344.17	764.74
TOTALS	30,360.13	2,244.64	3,795.18

Table 15
Intervention Supply Costs Across Project Years

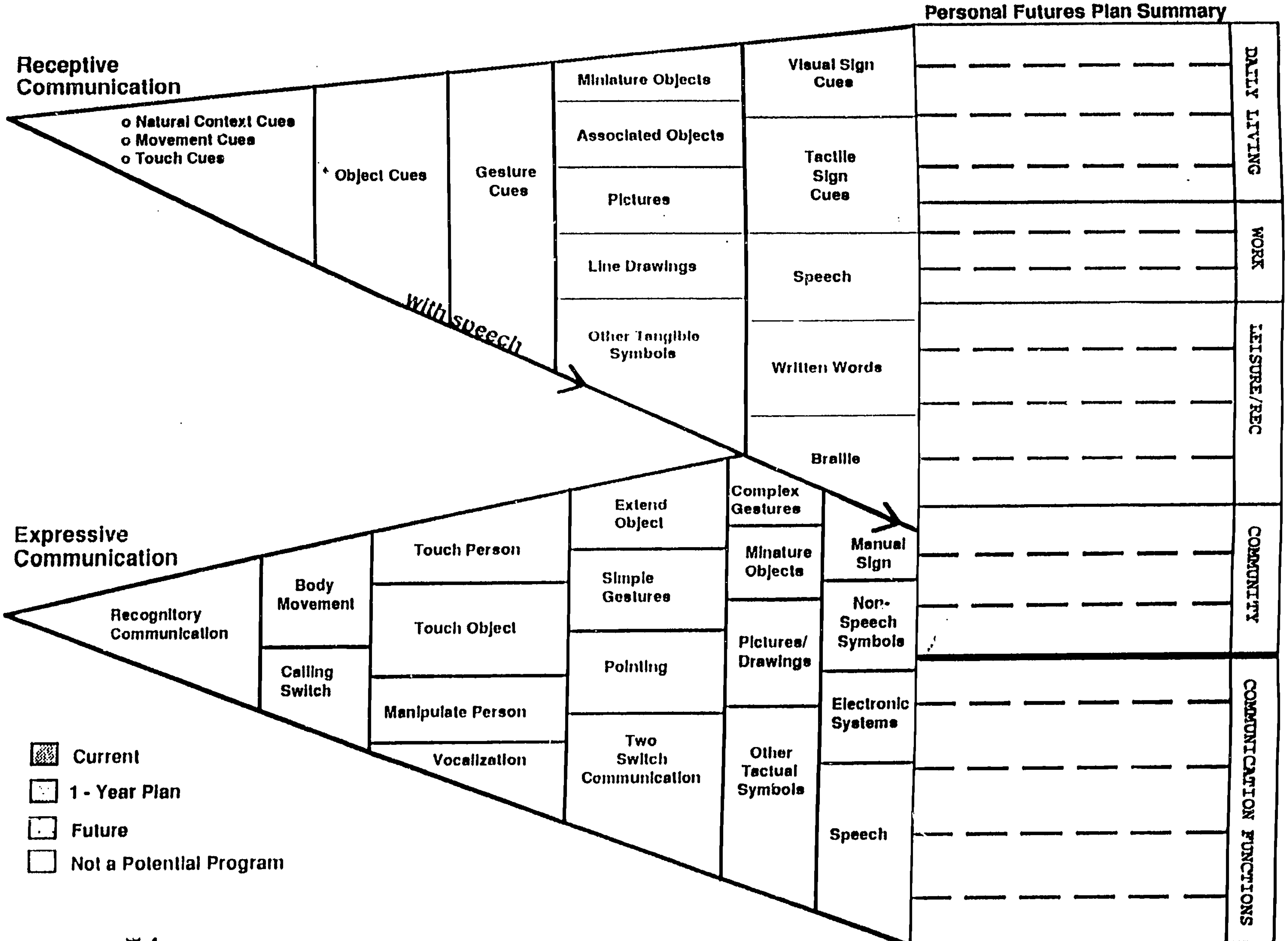
INTERVENTION SUPPLY COSTS ACROSS PROJECT YEARS	
YEAR	COSTS
YEAR I	1,744.89
YEAR II	1,502.02
YEAR III	1,442.07
TOTAL FOR ALL PROJECT YEARS	4,688.98

X. Statement Where Additional Information Can Be Found

Copies of the current project report can be found in ERIC. Copies of all dissemination projects may be requested from the Department of Special Education. All data source information is also available upon request to the Department of Education, University of Southern Mississippi, Box 5115, Hattiesburg, MS 39406.

XI. Assurance Statement

An assurance is made that a copy of this report has been sent to ERIC prior to January 1, 1996.



Personal Futures Plan Summary
Receptive Communication
o Natural Context Cues
o Movement Cues
o Touch Cues
Object Cues
Gesture Cues
with speech
Miniature Objects
Associated Objects
Pictures
Line Drawings
Other Tangible Symbols
Visual Sign Cues
Tactile Sign Cues
Speech
Written Words
Braille
Expressive Communication
Recognitory Communication
Body Movement
Calling Switch
Touch Person
Touch Object
Manipulate Person
Vocalization
Extend Object
Simple Gestures
Pointing
Two Switch Communication
Complex Gestures
Miniature Objects
Pictures/ Drawings
Other Tactual Symbols
Manual Sign
Non-Speech Symbols
Electronic Systems
Speech
DAILY LIVING
WORK
LEISURE/REC
COMMUNITY
COMMUNICATION FUNCTIONS
Current
1 - Year Plan
Future
Not a Potential Program

APPENDIX A
FOCUS FLYERS

Number 1 October 1993

((((((((((FOCUS FLYER))))))))))

"Focusing on Quality Services to Infants, Children, and Young Adults with Deaf-Blindness"

TOPIC: Functional Activities and Partial Participation

What are functional activities? Activities that we normally do that lead to meaningful results such as going places, working, and participating in recreational/leisure activities. Some examples are Bowling- to particpate in recreation, Washing clothes - to take care of ones own needs.

What is partial participation? Allowing someone to do part of an activity. For example: dropping clothes into the washer as someone else turns the dial or using a ramp that helps the ball roll.

What can we do?

Too often, service providers and families hurry through functional routines and activities in order to have time to "work" with the child or student with disabilities. We often hear..."We can only take 10 minutes for a snack or 15 minutes for lunch; so that, we can 'work'." Let us look at what happens when we rush through functional activities or routines:

- △ First, we may miss many opportunities for teaching communication, mobility, orientation, and daily life skills.
- △ Second, the students often recognize when an activity is non-functional and may become bored and begin to "misbehave"...They may have figured out that the activity is leading no where.
- △ Third, we will have problems with the student using the skill across other activities and situations. Remember, it is unlikely that a student with severe disablilities will use the skill unless it is taught within a functional activity.

We need to focus on more functional activities and interactions that go on in each of our daily lives. As parents, brothers, and sisters you can do this, and insist that your child's teacher does this. As service providers, we need to "team up" with parents to determine what activities and routines are most important to the family.

How can we do this?

1 Determine one or two activities that are carried out each day. Think! If my child or my student does not learn this, will someone have to do it for him or her later in life. If the answer is yes, then it is probably functional. Now here are some examples.

	YES	NO
... putting balls into a cool whip container	☐	☒
... putting trash in the waste basket	☒	☐
... tying a shoe on top of a desk	☐	☒
... tying a shoe on your foot	☒	☐
... putting dishes in a sink	☒	☐

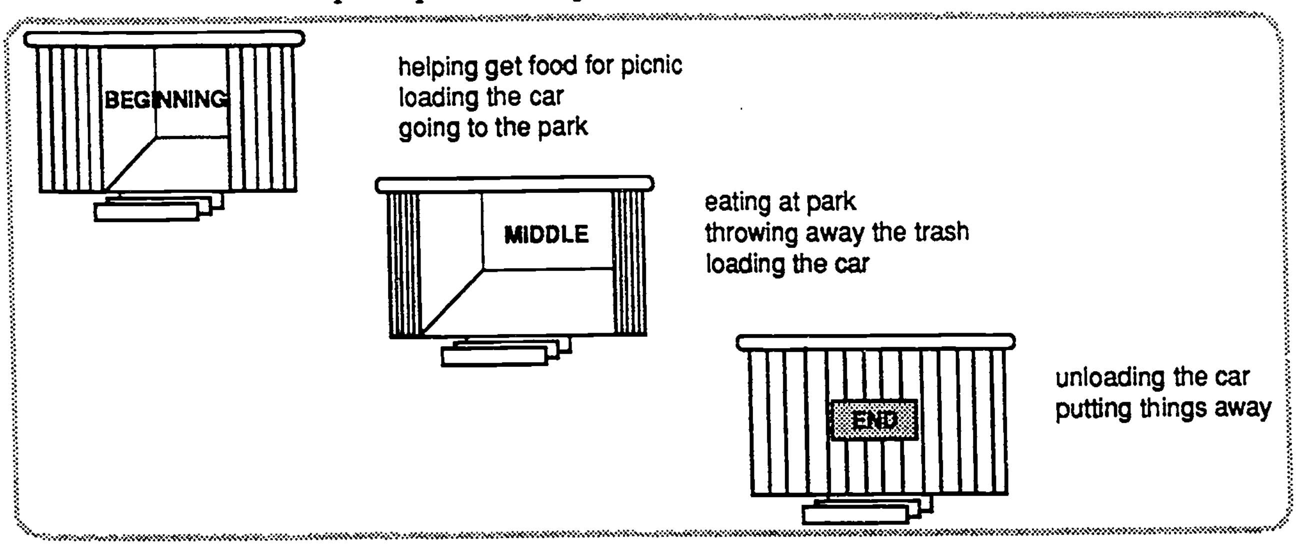
Continued from page 1

How can we do this?

Think about activities across work (even young children can have some responsibilities around the house), leisure/play, daily life, and community outings. Some ideas for parents this summer may include:

- ✔ helping mow the yard or water the flowers/plants
- ✔ helping take the trash out
- ✔ putting the dirty dishes in the sink or unloading the dishwasher or dryer
- ✔ helping wash the car
- ✔ volunteering at the YMCA/church (older children)

2 Remember, every activity or interaction can be divided into three parts: beginning, middle and end. For example: a picnic in the park



3 Each child or student has a number of desired outcomes that the family and the professionals wish for them to accomplish. These can be included in the beginning, middle, or the end of the activity. Sometimes, many skills can be included in all three parts.

4 One of the most important tips for parents, brothers, sisters, and teachers is PARTIAL PARTICIPATION. Now what is partial participation? It is allowing the child or student to participate in some way in every activity regardless of his/her disabilities. Here is how you can do it.

- ✔ Allowing them to do some parts themselves - Packing silverware for the picnic
- ✔ Providing them with some type of adaptation to perform the task - Using a foot or hand pedal to open the garbage can
- ✔ Giving guidance and support instead of performing the task for them

Remember! The student needs to feel successful too.

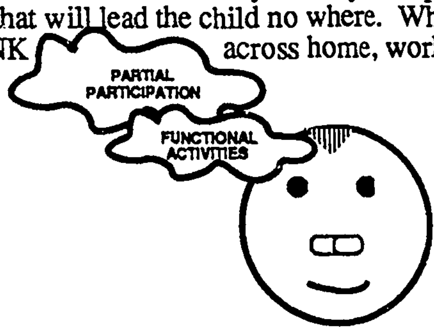
Continued from page 2

How can we do this?

5 Think which of the following activities you do for your child or student!

- I wipe his nose without having him help.
- I make his bed without having him at least put the pillow on the bed or pull the sheet up.
- I open things for him.
- I put things away for her.
- I get things for her.
- I feed her without having her help.

6 Opportunities to participate in household and paid work, to purchase things, to play/recreate, to see to our own needs are critical. Remember: the child or student may not be completely independent, but he/she can **PARTICIPATE**. How many of us are able to completely service our cars? Some of you may pump your own gas, some may change the oil, and some may change the tires. There are levels of what we do in any activity. As parents and professionals, we cannot waste time teaching things that will lead the child no where. When you are thinking about developing or updating IEPs - THINK across home, work, play, community, and daily life.



NEW PROJECT ACTIVITIES

We will be contacting the schools who returned their Needs Assessments to see if our project can help them improve the quality of services to students with deaf-blindness. We welcome and encourage every parent to be involved in our activities.

CONFERENCES UPDATE

Many of you missed the Association for the Rights of Citizens (Arc)/The Association for Persons with Severe Handicaps (TASH) conference held in Greenville. A parent of a young man with severe disabilities discussed some unique ways in which they accessed monies from agencies in which their child was on a waiting list. These monies were used to hire a personal attendant to manage transportation to work, recreation, and buddy time. We will try to keep you informed about conferences or provide a brief summary.

SPECIAL THANKS

We would like to thank Jackson Public Schools for working with our project and teaching us more about:

- Work opportunities in the school (One student is loading the staff drink machine),
- Peer buddies helping the student (a peer buddy helps the student unlock his locker),
- Looking into the community to see what jobs may be there for students with deaf-blindness.

PROJECT STAFF

Kathleen Stremel **Rebecca Wilson** **Eileen Milner** **Betty Busbea**

Theresa Bennett **Vanessa Molden** **Jan Holston**

1 - 800 - 264 - 5135

Number 2 December 1993

FOCUS FLYER

"Focusing on Quality Services to Infants, Children, and Young Adults who are Deaf-Blind"

TOPIC: Communication Interactions

This informational flyer and the next two flyers will provide information about communication. The series will include:

1. Communication Interactions (It takes you and your child)
2. Receptive Communication (How children understand your messages to them)
3. Expressive Communication (How children get their messages across to you)

What is Communication? Communication is the exchange of a message between two or more people. Everyone communicates in many different ways and for many different reasons. Children who are deaf-blind may never learn to talk. This does not mean they cannot communicate with you. This does not mean that they cannot understand what you are trying to communicate to them.

AND

Why is communication important? You teach children: to play, to learn about their world, to interact with you, to do daily tasks and to work.

You do this by communicating with them. Children learn that they can make changes in their world by communicating their wants and needs to you. Children must have a way to make choices in their lives.

WHAT YOU CAN DO

FIRST, you must give the child a reason to communicate. Children need to be involved in functional activities both at home and school. For younger children, activities may be eating, bathing, changing clothes and playing with sister. For older children, activities may be swimming, cooking and working. How many activities is your child or your student involved in?

???Questions for Parents and Teachers? ? ?

1. How many different people interact with your child/your student in a day? _____
2. How many interactions occur in teaching an activity? _____
3. List the daily activities in which you inteact with your child or your student.

HOME	SCHOOL
______	______
______	______
______	______

4. How many opportunities to communicate with you does the child have in different activities?

☐ Rare/None ☐ One-Two ☐ Two-Five

☐ Five-Ten ☐ Ten or more

FOCUS FLYER

SECOND, look at your child or student during functional activities. How is he/she communicating with you? For Example:

Functional activity		Ways child may communicate to you
Eating	→	Child opens mouth for "more."
Bathing	→	Child raises hand for "out."
Dressing	→	Child touches yellow shirt.

THIRD, you must make sure that every child has both receptive and expressive communication objectives included in his/her Individual Education Plan (IEP). Parents and teachers should check on this.

FOURTH, make sure that every person who interacts with the child knows how he/she understands messages. Every person should also be aware of how the child communicates. ***STOP, WATCH THE CHILD AND READ THE MESSAGE/"SIGNAL"***. Parents and teachers need to work together to:

- increase the opportunities the child has to communicate
- increase the different ways in which the child communicates
- increase the different reasons a child has to communicate
- increase the people, the things and activities that the child communicates about.

HOW YOU CAN DO THIS

1. Interact often with your child or your student. Give him/her a chance to understand what you are going to do before you do it. Give your child or your student a chance to make a choice, or to request "more."

2. Allow your child or your student to participate in activities as much as possible.

3. Make sure your child has a Name Sign. This may be the first initial of his/her name on his/her chest.

4. Make sure that you have a way to identify yourself to your child or your student, for example:

   o for sister, her long braids
   o for dad, his beard
   o for mom, her rings
   o for teacher, her short hair.

5. Give the child an opportunity to communicate with you.

6. DO NOT act on the child without letting him/her know what will happen or where he/she is being taken.

AN EXAMPLE OF A COMMUNICATION INTERACTION:

- **Approach the child slowly, let him/her smell or sense your presence.**
- **Use the child's name sign, a "J" on the chest for Jason.**
- **Let him/her feel your identification cue, as in mom's ring.**
- **Let the child know you are going to the car by letting them take or feel a set of keys.**
- **Have the child open or close the car door.**
- **Let him/her buy something at the store.**
- **Help the child hand the money to the clerk if they can't do this by themselves.**
- **Let him/her know that the activity is finished, by putting the keys in a box or on a hook.**

7 Post an example of an interaction for your student in your classroom; so that, everyone (peer buddies and all service providers) follow this.

REMEMBER! TEACHING IS AN ACTIVE PROCESS, NOT A PASSIVE CONDITION. EVERYONE WHO COMMUNICATES WITH YOUR CHILD IS TEACHING SO, TEACH YOUR CHILD/STUDENT TO COMMUNICATE HELP YOUR CHILD/STUDENT WANT TO COMMUNICATE GIVE YOUR CHILD/STUDENT A REASON TO COMMUNICATE.

PROJECT ACTIVITIES

The Mississippi Statewide Project for Individuals who are Deaf and Blind feels strongly that every child can learn different ways to express their messages. Every child can learn to understand the ways we communicate to them. Our project can assist parents and teachers who have children/students on the Deaf/Blind Registry. We can:

- ✓ Send you written information
- ✓ Loan you videotapes
- ✓ Provide inservice training
- ✓ Provide follow-along technical assistance for those districts committed to making a change. We feel that it is critical that parents be involved.

If your district is interested in learning more about developing a communication system for an individual student or students with deaf/blindness, please contact us at 1-800-264-5135.

SPECIAL THANKS

The project is working with a number of school districts to host one or more inservice training sessions. These sessions will address the needs that were developed by the school district based on the Needs Assessment Surveys, which were returned to the project. We would like to thank the following schools for working with us to arrange specific inservice training activities:

- Copiah County Schools
- Mississippi School for the Blind
- Indianola Public Schools
- North Pike Separate Schools
- Lauderdale Public Schools
- Yazoo City Schools and Head Start

The project is continuing work with the Jackson Public School to develop videotapes and materials that show examples of:

- o Model classrooms
- o Transition
- o Functional skills curriculum
- o Job training

We wish to thank the following persons for working with us [illegible]ese efforts:

- Nancy Batson, Program Developer
- Jeanette McGee, Program Coordinator Middle School
- Diane Brady, Program Coordinator Secondary School
- Kim Sweatt, Technical Assistance Consultant in Functional Skills - Total Task

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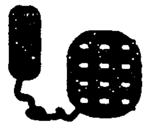


1 - 800 - 264 - 5135

If you would like to have a topic or area discussed in our focus flyer or if you would like to be placed on our mailing list or know of someone who might benefit from our flyers, please fill out and return the form below.

Name: ____________________ School District/Agency: ____________________
Address: ____________________
City: ____________ County: ____________

TOPIC/AREA: ____________________

Please place the following persons on your mailing list.

Name: ____________________ School District/Agency: ____________________
Address: ____________________
City: ____________ County: ____________

Name: ____________________ School District/Agency: ____________________
Address: ____________________
City: ____________ County: ____________

MAIL TO:

Mississippi Services for Individuals who are Deaf-Blind
University of Southern Mississippi
Department of Special Education
Box 5115
Hattiesburg, MS 39406-5115

Number 3 February 1994

Mississippi Services for Individuals Who Are Deaf-Blind

FOCUS FLYER

"Focusing on Quality Services to Infants, Children, and Young Adults Who Are Deaf-Blind"

TOPIC: Receptive Communication

-Rebecca M. Wilson-

WHAT IS RECEPTIVE COMMUNICATION? Communication requires a person to send a message and another person to receive or understand the message. Receptive communication is the process of receiving and understanding a message. It is often difficult to determine how a child who is deaf-blind receives communication. We must pay close attention to the way we send our message to a child and/or student who is deaf-blind or multidisabled.

The purpose of this flyer is to:

- o Describe the reasons for communicating with a child/student who is deaf-blind.
- o Provide suggestions about alternative ways for the student who is deaf-blind to receive information.
- o Encourage parents, teachers, speech pathologists and other support personnel to ask questions to determine the child's/student's unique receptive communication needs.

WHAT ARE THE CRITICAL REASONS TO SEND MESSAGES TO INDIVIDUALS WHO ARE DEAF-BLIND?

Think about living in a world where you cannot see or hear what is going on around you. Listed below are rules to remember when interacting with an individual who is deaf-blind.

RULES TO REMEMBER

- o Let the child know that you are present - You might touch his hand or shoulder.
- o Identify yourself - perhaps using your ring, watch, perfume, or hair.
- o Always let the child know what is about to happen. NEVER act on the child - For example touch his lip before giving a bite of food.
- o Let the child know where he is going - For instance, give him a set of keys to indicate "going for a ride".
- o Let the child know when an activity is finished - Use a gesture/sign for "all gone" or "finished" or let him help put the objects away.

"Always use speech."

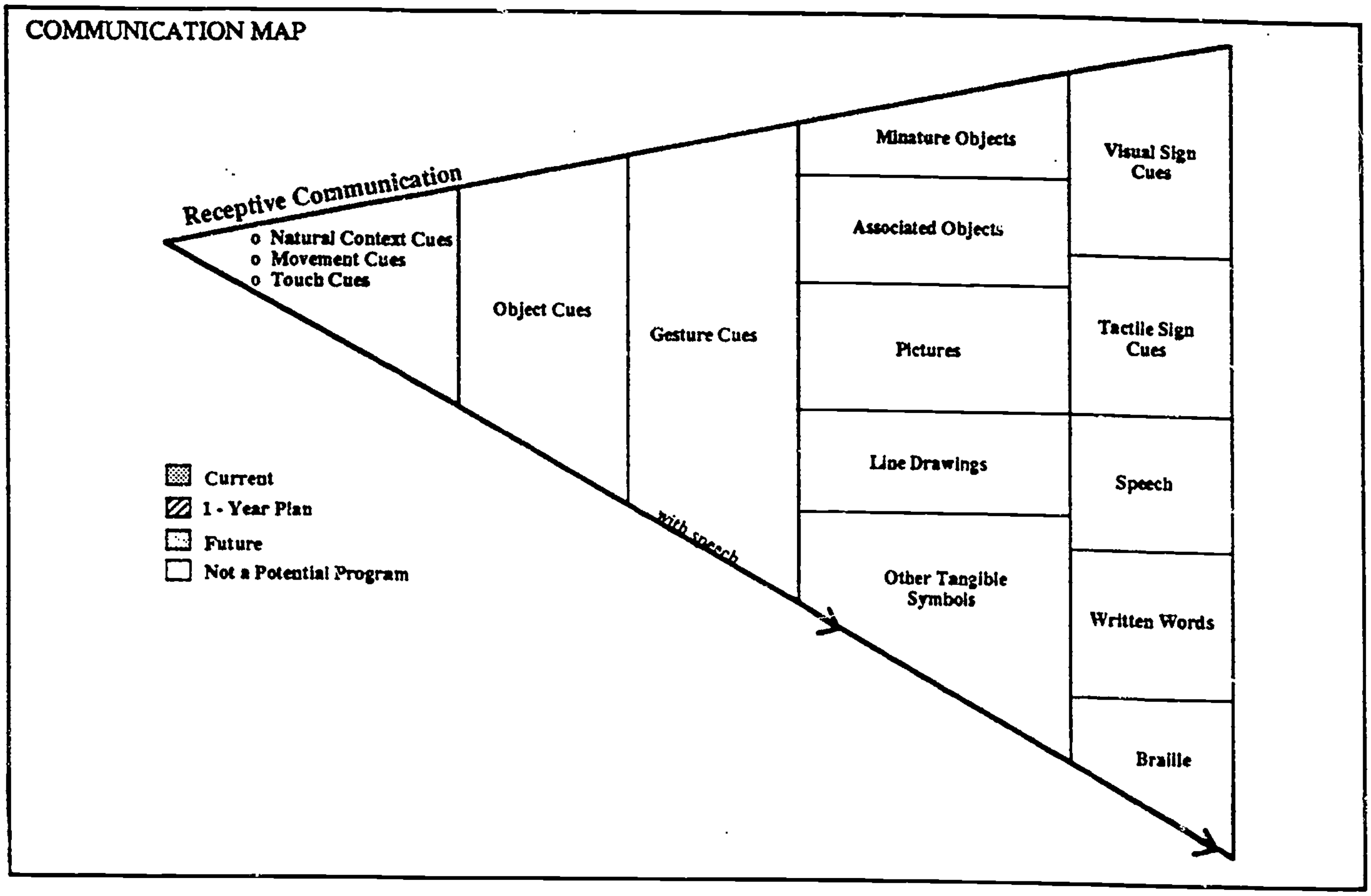
It is very difficult for an individual who is deaf-blind to understand how he should respond to a person's communication. This is especially true when the child/student has a limited understanding of speech cues. For example when a child is given a gesture or sign "eat", is it a command or is it a question? Maybe the teacher is teaching the child a new vocabulary word and wants the child to imitate the sign. The following suggestions may help the child/student understand what you want his response to be.

- If you would like for the child to answer - keep your hands in contact with the child and wait.
- If you are giving the child a command - tap twice on the child's shoulder.
- If you are giving the child a comment or reinforcer - rub the child's shoulder.
- If you would like for the child to imitate you - tap twice on the child's hand.

Remember you may be sending a message that is not received. It is up to you to find a way for the child to receive your message, then you must expand the child's understanding to higher forms.

HOW CAN WE GET CHILDREN WHO ARE DEAF-BLIND TO UNDERSTAND OUR MESSAGE(S)?

The communication map below may assist you in determining the current ways that your child/student receives messages sent to him. The map will also guide you as you focus on future ways to send your messages to the child/student. Cues in the first segment are simplistic in their form. They are usually concrete and given to the child through touch or in close proximity to the child's body. As you move across the map, the cues become more abstract. As noted by the arrows, all cues are given with speech. This enhances the possibilities of the child to receive additional information through sound and other expressions. Brief explanations with examples of each type of cue follow the map.



RECEPTIVE COMMUNICATION CUES

EXPLANATION	EXAMPLES
Natural Context Cues - are occurances that happen frequently during an activity or routine that send a message to the child.	An alarm clock ringing Running water in a tub Putting a bib on a the child Undoing a strap on a wheelchair

Think about routines that you do everyday with the child. Look closely to see if he is showing signs of anticipation of the natural context cues that are occuring. For example: opening his mouth when seeing the bottle or wiggling when the water is running.

EXPLANATION	EXAMPLES
Movement Cues or Tactile Gestures - are motions given that actually move the child through a pattern that is related to an activity.	Moving the child's hand to mouth to eat Moving the child's arm up and down to play the drum Swinging the child's leg to kick the ball

<u>Touch Cues</u> - are signals used to get a simple message across to a child with little vision or hearing. The cue is given by touching the child's body in the area that is related to the message. .... Touching the child's lip to indicate open your mouth for food/drink
Touching the child's shoulder to let them know someone is there
Pulling on the child's waistband to indicate time to change diaper

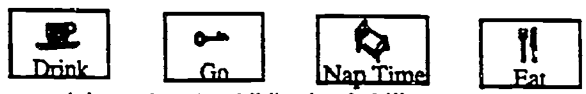
<u>Object Cues</u> - are real objects, minature objects or associated objects that allow the child who has difficulity understanding speech to gain more information. .... Spoon - time to eat
Floaties - time to swim
Keys - time to go

Real objects are easier to recognize because they are actually used in an activity (diaper, coke can, keys etc.). Miniature objects can be doll size representations of a real object. However, vision abilities must be taken into account. The most difficult to understand may be the associated objects or part-whole objects that stand for something (clock-for time, wheel-for play truck, etc).

Start by using just a few object cues that will represent activities that occur very frequently or that the child really enjoys. Before the activity occurs give the child the object cue. Be Consistent!! After many times see if the child is anticipating the activity by getting excited, smiling, or smacking his lips indicating an understanding of the activity. Then you may begin to add more cues. Be sure that the school and home are using the same cues and that everyone is presenting them in the same way. Always consider the child's vision when deciding what object cues to use. The size, texture and color may make a difference.

<u>Gesture Cues</u> - are body expressions that people use everyday to communicate. A child must have some vision to see the gesture. .... Waving good-bye
Holding out a cup for more drink
Shaking his head for yes/no

<u>Pictures Cues/Line Drawings/Other Tangible Symbols</u> - may be used to receive messages if the child has adequate vision to discriminate pictures or simple line drawings. ....



The child must understand that a picture stands for an object, person or activity. Also, the child's visual skills must be considered when determining the size of a picture or the need to use line drawings. There are many other tangible symbol systems that can be utilized (Picsyms, Blisssymbols, textured symbols, raised thermofax, etc.).

<u>Visual and Tactile Signs</u> - are symbols expressed through manual signs that are based upon movement, placement, configuration and directionality.

Due to the type and extent of the vision impairment, signing may need to be within close range of the child's face or directly in the center of their visual field or to one side. For a child who has limited or no vision, gestures and signs must be in contact with their bodies. For a child, who is totally blind, but cognitively able to understand the symbolic nature of sign language and/or finger spelling, the tactile modality may be used. Signing and/or finger spelling is received by having the receiver place his hands over the hands of the person sending the message in order to feel the sign.

<u>Speech</u> - is always used when communicating to the child. Even if a child does not hear the spoken word, he may receive information from your facial gestures and expressions when you are speaking. Consult with a speech pathologist when developing a speech/language/ communication program.

<u>Written Words/Braille</u> - are used by individuals who have the skills to understand symbolic written/brailled language. There are many types of electronic equipment that provide braille output. Consult with the vision specialists or other resources used by individuals who are blind.

HOW CAN WE DO THIS?

Consider the hearing and vision abilities and disabilities of the child.

A communication system will not be effective if it is developed without the child's use of prescribed adaptations. If the child can benefit from glasses, hearing aids, or other adaptive equipment, they should be used at all times.

Q Is the child totally deaf?
Does the child have some usable hearing?

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CONSIDER

If the child has an impairment, alternative forms of receptive communication may include: touch, object, sign or other cues. These alternate forms also depend on the child's vision, motor and cognitive abilities.

Q Is the child totally blind?
Does the child have some usable vision?

Vision is the major source of information to any individual. Look for alternative ways to provide information, such as touch and object cues, large print/pictures/line drawings, braille and speech. Perhaps the pictures need to be black and white line drawings (without color or background) and/or held closer to the eyes than usual.

MOTOR

Consider the motor abilities and disabilities of the child.

Q What is the best position for the child to use his vision, hearing and/or touch efficiently?

The answers to such questions require the input of more than one person. Parents and various professionals must work together for the child to function efficiently. It is important for the child with motor disabilities to be able to receive information; therefore, parents and professionals should think of the best way to provide this information. If touch cues are used, remember to find the parts of the body that will receive the messages most effectively (touching the child's back may set off a reflex. Try touching his shoulder). Let us suppose a child is blind in his right eye, and the physical therapist is working on grasping with the right hand. The speech pathologist has also recommended the use of object cues for receptive communication, and the mom would like a way to let the child know he is going for a ride in the car.

PROBLEM: Since the vision is reduced on the right side, the child may lose information when he grasps the keys with his right hand.

SOLUTION: The physical therapist recommends the child be in a good seating position (with appropriate support) and train the child to turn his head to the right to increase his vision capacity by using his left eye.

COGNITIVE

Consider the cognitive abilities and disabilities of the child.

Q Does the child show interest in and recognize people, objects or activities?

Look for an indication the child is paying attention to what is going on around him. For example, the child may be looking or reaching for toys, smiling at people and/or fussing when hungry. Also look how the child reacts to certain people, objects and activities. For example, he smiles when dad comes home from work, gets excited when it is time to eat and/or cries when taken into the bathroom for bathtime. This information will be helpful in planning routines to increase the child's communication.

Q Does the child understand that a picture, line drawing, word, or sign represents a person, object or activity?

To use cues that are "symbolic" such as pictures, line drawings, word, and/or signs, the child must be able to associate a meaning to the symbol. Remember, symbolic cues (picture of a tub etc.) are much more difficult than environmental cues such as running water in tub to indicate bathtime.

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April 1994

Mississippi Services for Individuals Who Are Deaf-Blind

(((((((((((((((FOCUS FLYER)))))))))))))))

"Focusing on Quality Services to Infants, Children, and Young Adults Who Are Deaf-Blind"

TOPIC: Expressive Communication

-Kathleen Stremel-

WHAT IS EXPRESSIVE COMMUNICATION? Expressive Communication involves sending a message to another person(s) for the purpose of: (a) making something happen, or (b) stopping something that is happening. Children and youth who are deaf-blind may communicate with others in many different ways. It is important that parents, siblings, and service providers be responsive to the communication expressed by the child/student who is deaf-blind, and that they provide opportunities for expressive communication to occur.

The purpose of this flyer is to:

- Discuss the reasons or uses of expressive communication.
- Discuss the many forms that may be used for expressive communication.
- Discuss the progressive nature of communication development.
- Encourage parents and service providers to be more responsive to their child's current forms of communication.
- Encourage parents and service providers to develop a "Map" of their child's current and future expressive communication needs.

Throughout this flyer, the name Lee will be used as an example to represent any infant, child, or young adult who is deaf-blind. Think of Lee as your child or the student in your classroom.

WHY DO CHILDREN/STUDENTS COMMUNICATE? (REASONS TO COMMUNICATE)

The primary reason that everyone communicates is to get an outcome. What will happen if parents and service providers do not expect Lee to communicate, and they do everything for him? Lee may learn that: (a) "I don't need to do a thing and I get fed, dressed, and rocked, and/or (b) "Nothing I do gets me anything or anywhere...so..I'll just stop trying to communicate." What are the early reasons for Lee to communicate?

First, **Protest or Rejection** is used to get another person to stop! Even if Lee doesn't talk, his message may mean:

- "Don't touch me!"
- "I don't like that!"
- "I don't want another bite!"
- "Stop doing that!"

Second, **Attention** is used to get people to attend. Lee's message may mean:

- "Mama."
- "Hey, here I am...look at me!"
- "Come over here!"

Third, **Requesting Continuation** is used to get more of an activity or get more of an object. Lee's message may mean:

- "I want another bite."
- "More bouncing, please."
- "I need more work."
- "I want to play ball some more."

Fourth, **Requesting or Making a Choice** is used to express wants, needs, and preferences. Lee's message may mean:

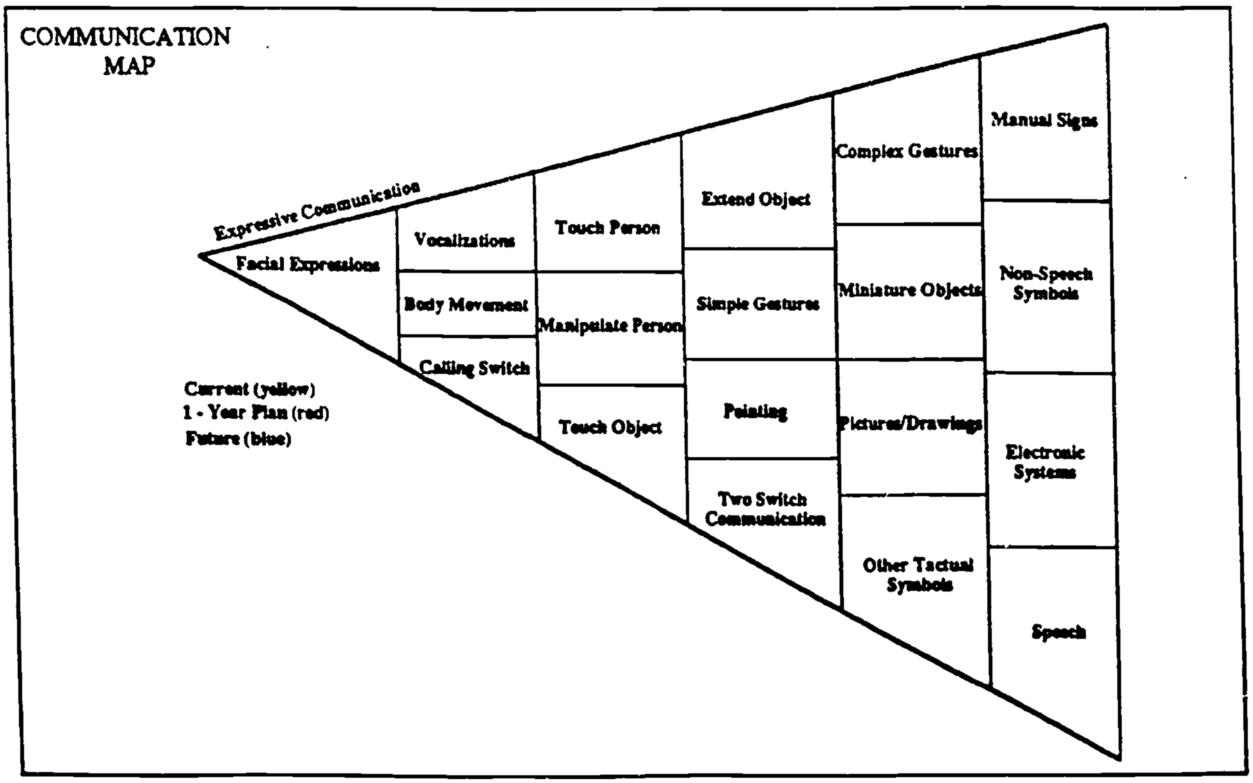
- "I want chocolate milk." (not more food)
- "I'd like a hamburger." (not a drink)
- "I need a break from my work."

Later, other reasons to communicate may be needed. These reasons may include:
Greetings and Social Comments, such as "Hi," "Bye" and "Thank you."
Offering, such as "Would you like some?" or "Here, have some of mine."
Comments, such as "Mine," "This is good," or "The table is dirty."
Reply, such as "Okay" or "Later."
Remember: The messages, provided as examples above, may be expressed in many different ways other than speech or signs.

HOW DO CHILDREN/STUDENTS COMMUNICATE? (WAYS TO COMMUNICATE)

Initially, Lee's mom and dad "read" his cries and movements as having meaning even though Lee did not purposefully communicate his needs to anyone. People began to respond to Lee's movements and facial gestures as communication. Then, Lee began to understand that his movements made certain things happen...he was beginning to have some control over his world. Later, Lee's mom, dad and teacher got together to figure out how Lee could communicate with more people and in new ways. The Expressive Communication Map presented below can be used as a guide for three purposes:

1. To determine the ways in which your child is able to communicate with you right now (Current),
2. To determine the way or ways in which your child can be taught to communicate during the next year (IEP Objectives), and
3. To determine the ways that your child might be able to communicate in the future (Visionary Planning).



As you look at the map you will notice that, initially, the "ways" to communicate are simple and concrete. As you move across the map you will see that the ways to communicate become more difficult. Lee is able to use a number of different ways to communicate the same message. When Lee does this, he is showing more "purposeful" communication behavior.

Service providers and parents should discuss:

- o How many different ways the student is communicating currently,
- o The new ways that could be taught during the year, and
- o Possible ways that may be taught in the next five years.

You may use the color-coding that is shown, or you may make up your own. Parents should be given a copy and a copy should be placed with the child's records. Too often, the child's communication system is not planned or maintained during periods of transition. When that occurs, valuable time may be wasted by: (a) changing the child's program when the current one is working, (b) trying things that didn't work in the past, or (c) teaching something that the child already knows. The explanations and examples of the different forms or ways in which your child may communicate are listed below.

EXPRESSIVE COMMUNICATION FORMS (WAYS TO COMMUNICATE)

EXPLANATION	EXAMPLES
Facial Expressions - These early forms may not be purposeful communication, but simply reactions. Lee's reactions may indicate pleasure or displeasure.	Opens mouth for more. Turns head away. Smiles or grimaces.
Vocalizations - Early vocalizations may indicate pleasure or discomfort/ distress. Parents may notice that when Lee is uncomfortable or not pleased, his vocalizations are louder, longer, and have different inflections than when he is happy.	Cries to indicate discomfort. Makes soft "u" sound when rocked. Makes loud "a" sound when music goes off. Makes gentle "wee" sound when swinging.
Body Movement - Lee may use large body movements or more specific body movements to express his wants. Initially this may be used as a protest or to request more. At this point, Lee is demonstrating that he anticipates that an activity will continue. Purposeful communication will occur only if other people are responsive to Lee's specific movements.	Moves body when person starts rocking him and stops. Moves body back when person starts giving a back rub and stops. Turns head away from disliked food.
Switch Activation (physical control) - Early assistive technology may include a switch that is connected to a tape recorder (for music), a fan, a vibration pillow, or lights. This is not a communication response, but this may be teaching Lee cause-and-effect. Hopefully, he will learn that if he makes a certain movement, he can have some control over his physical environment.	Touches Big Yellow plate switch (AbleNet) to turn on fan. Touches vibration pillow (Toys for Special Children). Pulls strings on Pull Switch (AbleNet) to turn on bright lights.
Switch Activation (social control) - If Lee is not able to get other people's attention by vocalizations, by physical touch, or going to them, he should be taught other ways of calling or getting people's attention. A switch may be hooked up to a tape recorder that has a loop tape with a recorded message, "Come here, please." A simple buzzer may also serve as a calling device to get people's attention.	Activates a buzzing device in a job placement to indicate, "Need help" or "Need more work." Presses a switch with a red satin heart that is connected to a tape recorder that says, "Give me a hug."
Touch Person - Lee will need to learn that things in his environment don't just happen. Other people can control outcomes if he communicates to them. If Lee has the motor ability to touch another person to communicate, this is important to teach. In order to show that Lee has purposeful communication, he must look, turn to, or touch another person to purposefully communicate to that person. This can be done by eye gaze (if Lee has enough vision to do this). It can be done by moving one's body toward the other person or it can be done by touching the other person. Initially, Lee may only touch you if you place your hand 1/2 to 1 inch from his hand. Then, you can begin to move your hand away so that he has to extend his hand farther to touch you.	Touches Mom's hand to get another bite. Touches Dad's arm to get more tickling. Pushes brother's face away to indicate, "Leave me alone."

Manipulate Person - Once Lee can touch a person, he may begin to take the person's hand and move it toward him or toward an object that he wants. We can help make this happen if we don't move our hands immediately when he touches us. In this way, Lee will have to work a little bit harder to make something happen (outcome). .... Pulls Mom's hand (with the spoon) to his mouth.
Pulls Dad's arm to his tummy for more tickling.
Pushes peer's hand to open locker in the high school.

Touch Object - We also want Lee to touch one (out of two or more) objects to request a choice. At first, do not provide him with two "good" choices. Use an object he dislikes (a cool washcloth) and one he likes (oatmeal with cinnamon). This gives Lee a reason to touch one object and not the other. Later, you can use two items, which he likes, to allow him to make choices. Lee may turn his cheek to touch the object if he does not have use of his arms or hands. He may move his hand only an inch to touch the chosen object. A physical or occupational therapist may help determine the best motor movement. .... Touches warm applesauce.
Touches keys (to go riding) versus paper towel.
Touches waistband to indicate, "Go to bathroom."

Extend Objects - Lee will be able to extend objects only if he has the motor ability. All children will not have this ability, and all objects can not be extended. At first, Lee may extend the object only a short distance. Gradually, he will learn to extend the object farther. At first, Lee may extend objects to you to get something in return (Remember...outcomes). .... Extends cup to get more milk.
Extends money holder for you to put in his "wages."
Extends bowl for more popcorn.
Extends lunch ticket to manager in cafeteria.

Simple Gestures - Simple gestures should be taught before manual signs (if Lee has the motor ability). You and I use gestures to communicate every day. Lee will still use simple gestures even though he may learn other complex ways to communicate. .... Waves "Hi"/"Bye."
Gestures "Mine."
Gestures "Eat."
Gestures "Finished."

Pointing - Children without disabilities begin to point to people and objects before they learn to say their first words. Often, their first words may be paired with pointing. We all point on occasion to communicate something to somebody (especially in quiet places, like church). Of course, Lee's ability to point will depend on how well he is able to see and how well he can use his fine motor skills. Many children who are deaf-blind will not be able to use pointing as a way to communicate. This form will have to be omitted. However, if Lee has enough vision to see large objects or large pictures and has good motor skills, we want to teach him to point as a way to communicate. .... Points to a light to get person to look.
Points to Daddy when he gets home from work.
Points to door to go outside.
Points to clock/watch with large numbers to indicate, "Time to go to work."

Two/Three Choice Communication Systems - Once Lee is able to make a choice from two objects, we want to increase the number of choices. He may do this by pushing a switch on a Three-Choice-Light/Buzzer device (Toys for Special Children) to express his choice of the three items or he may push one of several switches that activate different messages on a tape recorder. If Lee is not able to make simple choices with objects, a more expensive communication system will probably not work either. Remember, no system is magic. .... Uses eye gaze to look at one of four objects velcroed to a plexiglass form.
Touches one of three switches to get desired item at lunch.
Activates one of two switches to communicate where he wants to go (miniature objects may be velcroed to the switch; once Lee learns that these may represent real objects or activities).

Complex Gestures - Once Lee is able to use a few simple gestures, then more gestures may be taught. Think of gestures that we may use instead of talking.
Gestures "Want."
Gestures "Put in here."
Shrugs shoulders to indicate, "I don't know."
Gestures "Come."
Shakes head "No" and "Yes."

Miniature Objects - Lee has learned to associate object cues with people and activities in his receptive communication program (see Focus Flyer #3). He is now able to use small objects that are associated with an activity as a way to express his wants and needs. Now he can communicate about more things in his environment.

.... Hands handle bar grip to P. E. teacher to request exercise bike. Presses button on a Touch Talker (Prentke Romich) that has small objects glued to each of the buttons. Extends one of five small objects (velcroed on a wheelchair tray) to the teacher to indicate where he wants to go.

Pictures and Line Drawings - Lee may have enough vision (when he wears his glasses) to see picture symbols (black drawings/Mayer-Johnson) even though he can't identify photographs. Line drawings are less expensive than miniature objects and take less time to find. If Lee can see and understand these, we can use these as we increase his vocabulary. Lee's vocabulary can be gradually increased.

.... Selects picture of swing to indicate, "I want to swing." Presses a 3-Choice Switch with a picture of a bucket indicating, "Need bucket to clean table in cafeteria." Points to a line drawing of a red square to indicate, "Put me on the red mat."

Symbolic Communication - Manual signs, written words, systems with braille, and speech words are true symbols. They are abstract systems. Lee must understand that there is a 1 to 1 relationship between the symbol and the object/person/activity. The symbol being used "stands for" or "refers to" the real thing. This is a very difficult task for some children. If Lee has the cognitive abilities, he may be able to use an electronic system with speech output. His symbol system may be large keyboard letters or a brailled keyboard, depending on his vision, motor and cognitive skills.

HOW DO WE DETERMINE THE MOST EFFECTIVE & EFFICIENT EXPRESSIVE COMMUNICATION SYSTEM? (MAKING DECISIONS AS A TEAM)

Parents and service providers need to consider the child's/student's vision, hearing, motor, and cognitive skills. They must also consider his age and with whom he will be communicating. It is important to remember that communication development is progressive... (a) from easy to hard, (b) from limited ways to many ways, (c) from few wants and needs to many, (d) from a few reasons to many reasons, and (e) with few people to many people.

CONSIDER

HEARING & VISION

Consider the hearing and vision abilities and disabilities of the child.

Determine your child's strongest sensory mode when making decisions about possible systems.

Q

When was the onset of the vision or hearing loss?
Does your child have the ability to hear (with hearing aids) and imitate some sounds?
Can your child see shadows or color?
Does your child see objects well enough to reach out for them?

MOTOR

Consider the motor abilities and disabilities of the child.

Q

Is your child ambulatory?
Does he have full range of motion of his arms and hands or is movement limited?
If he can't move his arms and legs, can he move his face from side to side?
Can he grasp objects?

Continued from page 5

CONSIDER

COGNITIVE

Q Does he have the motor ability to extend his arm or point?
Does he have a tray on his wheelchair to attach objects, switchs, or electronic devices?

Consider the cognitive abilities and disabilities of the child.

Q Does your child seem to learn things quickly?
Does he indicate that he knows where he is going and what is about to happen?
Is he motivated to do things?
Does your child try things again and again when he is learning new things?
Does he smile when he has accomplished a task?

Your child will not have to learn each form or way that was presented above. You will need to consider his vision, hearing, motor, and cognitive abilities and disabilities in order to: (a) strengthen current communication, (b) develop new ways to communicate, and (c) plan for more efficient ways for your child to communicate in the future.

Remember...*Very few children and students who are deaf-blind will learn to communicate from their environment without ACTIVE TEACHING. Everyone must be responsive, consistent, and provide many different opportunities for the child to communicate.* The next flyer will discuss how we can use caregiving routines and functional activities to increase both receptive and expressive communication. Strategies for teaching communication will also be discussed.

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Resources:

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Mayer-Johnson Company Non-Speech Communication Products (1993). P. O. Box 1579, Solana Beach, CA 92075; 619-481-2489.

Prentke Romich, 1022 Heyl Road, Wooster Heights, OH 44691.

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Number 5

June 1994

Mississippi Services for Individuals Who Are Deaf-Blind

FOCUS FLYER

"Focusing on Quality Services to Infants, Children, and Young Adults Who Are Deaf-Blind"

TOPIC: COMMUNICATION INTERVENTION

-Kathleen Stremel-

Previous Focus Flyers 3 & 4 discussed the receptive and expressive communication skills that can be taught to children and students. This focus flyer will discuss strategies to teach communication skills.

NOTE: *The primary audience for this flyer is teachers and speech/language pathologists. Parents and teachers should be working on the same communication skills in the home, school and community.*

WHAT IS COMMUNICATION INTERVENTION? Communication Intervention is the process of actively teaching the student to use his communication (a) more frequently, (b) more effectively and (c) to expand his communication skills across time. Students who are deaf-blind will need even more intense communication intervention than other students with disabilities. Remember, if a student is not frequently using his current communication skills and is not learning new communication skills, we are not actively teaching. In our opinion, each student who is deaf-blind should have at least 1-3 receptive and expressive objectives on his IEP.

The purpose of this flyer is to:

- Discuss how to select appropriate, individualized communication skills to target.
- Discuss how to use active teaching strategies.
- Discuss the importance of interaction during activities.
- Discuss ways in which student outcomes can continuously be assessed.

HOW TO DETERMINE WHAT TO SELECT FOR INTERVENTION

There are different types of assessments (Halle, 1993) that can be used to determine: (1) the specific forms and functions that the student understands and uses expressively and (2) the specific forms, functions and content that can be taught during the school year. Direct observation assessments should be utilized in the school and community. An important part of the assessment should include specific questions to parents.

The following are examples of some questions that you and parents can answer by observing the student across different activities. The answers to these questions will determine appropriate receptive and expressive objectives for an individual student. Examples will be used with the name "Lee" as the student.

Questions to help determine Receptive Communication Objectives:

EXAMPLES

? Does Lee understand that a person is there to interact with him?

- If not, (a) touch him or use a name cue, (b) increase the interactions that he has with you and others and (c) consistently provide his name cue. Make sure that he enjoys the interaction.

Lee gives "Hi fives," greets others, plays ball in the gym with others and interacts with peers.

EXAMPLES

? Does Lee know who is communicating with him?

- If not, make sure that everyone has a "name cue or sign" that they use when they approach him.

Teacher lets Lee feel her big watch.

? Does Lee understand the way (form) you are communicating to him (speech, manual signs, pictures, objects, gestures, touch cues etc.) or does he require physical prompting to complete a simple action (stand up, sit down, give, and/or take)?

- If not, begin with natural cues that are part of activities that occur frequently; then use touch and object cues with these so that they begin to become meaningful.

Up - touch hands or arm, Lunch - a spoon or meal ticket and Gym - a whistle or ball.

? Does Lee have many concepts/words (signs, gestures and pictures) that he understands?

- If not, increase the words to be understood before teaching different forms. If Lee knows the gestures for up, finished, and bye, teach him more gestures before using signs.

Gestures: give me, search, put down, come, eat and want.

? Should Lee be learning new forms of receptive communication?

- Once Lee understands at least 5-10 words in one form, begin to pair a higher form with those words.

Tactile signs may be paired with the objects for a student with no vision; manual signs or line drawings may be used for students with some vision.

? Does Lee know the purpose or function of your communication?

- If not, use different tactile cues.

Are you giving him directions, asking questions, making comments and/or using models for him to imitate?

Leave your hand extended for a question and rub Lee's arm for a comment.

? What new vocabulary or concepts (words, signs, pictures and/or gestures) need to be taught for Lee to more fully participate in a routine or functional activity that is on his IEP?

- Add new vocabulary that is part of an activity that you are teaching.

Brushing teeth - toothpaste, toothbrush, water, cup, and wipe your mouth.

Questions to help determine **Expressive Communication Objectives:**

EXAMPLES

? Does Lee use his current forms of communication frequently or infrequently? How often does he make choices or let you know what he wants?

- If infrequently, you need to provide many more opportunities for him to communicate.

Allow Lee to choose leisure activities, what he wants to eat, if he wants another bite and if he wants you to move his wheelchair.

? Are frequent opportunities to communicate provided in the environment?

- If not, analyze functional activities to determine how more opportunities could be added.

During mealtime have Lee request what he wants in the lunch line. If he cannot get it himself, have him request a napkin, indicate that he wants more milk, request to throw paper in trash and put away his milk tray.

➜ NOTE: If teachers have difficulty using natural situations for teaching communication, direct instruction should be used so that many opportunities can be available for the student to learn the new skill.

? Does Lee initiate communication in any form?

- If rarely, use motivating routines or activities that occur frequently and begin to fade your prompts so that Lee begins to anticipate what will happen next. Think what you are doing for Lee.

> Begin to feed Lee or move his wheelchair and WAIT. If Lee does not respond in any way, then provide a cue for him to communicate. WAITING for a response is a strategy for encouraging initiations.

? Does Lee communicate to a number of persons (parents, siblings, teachers, service providers and peers)?

- If not, teach peers how to communicate with him. Make sure that all persons who interact with him provide opportunities for him to communicate.

> Ask Mom and/or a sibling to go with you on a community trip; demonstrate how Lee can make choices, pay for his purcase and show them what he bought.

? Should Lee's form of communication be expanded to include a new form?

- If Lee is frequently using his current form of communication to communicate about many different things, a new (more difficult) form should be taught.

> If Lee is currently using 20 actual objects to communicate, try using smaller objects and object associations; possibly later, line drawings can be used, or if Lee has fine motor skills, manual signs may be paired with the objects.

? Can Lee use at least four different communication functions (protest, request more, get attention and make choices)?

- If not, teach early functions using communication forms that he is already using.
- If Lee can, teach him new functions such as offering and commenting.

> If Lee touches you to get attention, have him touch an object for choice.

? Can Lee use the same concepts or words across different activities?

- If not, make sure that many of his concepts are used in different activities.
- If he can, teach new concepts such as make, get and put away.

> If Lee touches you for more food; begin another activity and WAIT for him to touch you for more play, more swing, or more music.

? Can Lee communicate about something in each of the activities included on his IEP?

- If not, first teach concepts/words that provide him a choice.
- If he can, include new words that may be used as comments, such as good, clean and dirty.

> Lee is going to participate in a daily exercise program in gym; have him select his peer buddy. Make sure that the peers give him a choice of the exercycle or dumbells; have him indicate "finished" when the bell rings.

➜ REMEMBER - *even though there are no prerequisite skills, begin the student's intervention at his current level of communication and begin the communication process from there, always moving ahead and asking questions. Assessment is an ongoing process of asking questions and getting information to make decisions. Set the student up to succeed, not fail.*

HOW TO DETERMINE WHAT TEACHING STRATEGIES TO USE

You have to determine what strategies might be the most powerful to increase the communication objectives that have been agreed upon by the parents, teacher and service providers. In general, communication is based on Joint Activity and Joint Attention. This means that the student will be more likely to communicate if he is engaged in an activity with someone, or if he and you are attending to the same person, object or event. There are many strategies that can be used to teach communication. The following are some examples.

1. If the student does not receive at least 50-100 opportunities in a day to communicate across the different activities, use direct instruction to teach. Use the following sequence to develop the intervention.

   ◆ Divide the student's response into small, sequential steps. For example, if the target response is to touch a person to request "more," the following steps may be used:

   ✓ Use a receptive touch cue to ask, "Want more?"
   ✓ Touch your hand to the student's hand; after repeated times of touching your hand to the student's hand, leave your hand 1/2 - 1 inch from his.
   ✓ Gradually move your hand farther away.

   ◆ Make sure that the objects/activities are motivating and reinforcing.

   ◆ Make sure that the reinforcer is directly related to the communicative response.

2. Provide a specific prompt (1 time) and WAIT approximately 5 seconds for a response. For students who have motor impairments, the "wait time" may have to be longer with the prompt being repeated. Use the least intrusive prompt to get the student to respond. For example, if a slight touch will prompt the student to respond, do not use a complete physical assist. The following sequence represents levels of prompts from least intrusive to most intrusive.

	EXAMPLES
◆ Student initiates the targeted response when the object/ activity is not present.	**Student signs "Eat" without being in the lunch room.**
◆ Student initiates the targeted response when the object/ activity is present.	**Student signs "Eat" only when in the lunch room and smelling food.**
◆ Student responds when an indirect prompt is given.	**Teacher takes a bite of food and waits; student signs "Eat."**
◆ Student responds to a direct prompt; this may be a question presented verbally, by manual or tactile sign, by gesture, or by touch.	**Teacher signs "Want more?" or "What?"**
◆ Student responds to a gesture prompt or touch prompt.	**Teacher holds out the juice carton for student to extend his cup or sign "More."**
◆ Student will imitate or will repeat a model that is provided.	**Teacher signs "More" visually or tactually.**
◆ Student responds only if the activity occurs frequently and has begun.	**Once the student is eating, teacher waits and provides a touch cue (with smell and taste), the student will reach out and quide the spoon to his mouth).**
◆ Student needs partial physical assistance to respond, or the teacher needs to move his/her hand or the object to the student's hand/face.	
◆ Student needs full physical assistance to respond.	

◆ NOTE: *If the student needs full physical assistance too often, the communication response may be too difficult for him at this time...remember... go from easy to hard.*

Determine the level of prompt (what you must do to get the student to respond). Once the student is responding consistently at that level, then use the prompt at the next higher level. If the student does not respond within 5 seconds, then use the prompt that controls his response. In this way you are giving him a chance to respond at a higher level, but if he needs more help to make the response, you can provide the level of assistance that is necessary so that he is successful.

3. Determine what you do for the student that is "free." Do you move his wheelchair without him requesting? Do you help him in any way? Do you get objects and put them away? The student should either (a) be doing these things for himself through partial participation or (b) communicating a request for you to do them or help him. Make sure that you give the student a reason to communicate.

4. Use another peer in the intervention or you participate in the activity with the student so that there will be (a) turn taking, (b) more to communicate about and (c) different reasons to communicate. Teach a peer buddy how to give the student choices or how to have the student request "more."

5. Use routine activities that are age-appropriate and functional. These activities contain a number of steps that become familiar to the student. At some point, stop the sequence and wait so that the student has another reason to communicate.

6. Expand the student's communication If he has sufficient vision and is extending objects to communicate, you might sign the name of the object or show him a picture/line drawing. In this way you are showing him that a concept can be expressed in different ways, and you are also giving him a model.

HOW TO USE FUNCTIONAL ACTIVITIES TO INCREASE COMMUNICATION?

If the student is not receiving frequent opportunities (at least 50-100) to communicate during a school day, he probably will not learn a new communication skill and he may decrease his communication with others. Even if you are using direct instruction to teach new forms, functions or content, the student must learn to communicate to many different persons, at many different times and in many different places. Therefore, it is also important that you include the target communication skills in as many functional activities as possible. The following example shows how to use communication in many different ways in an activity (going to a community store). Remember, the forms of communication provided below are only examples, not the rule.

- Teacher and student prepare to go to the store by reviewing the shopping list.
- Student requests help if needed to get to the bus.
- Student requests help to get on the bus or makes comment that the bus has arrived.
- Student comments that he has his money.
- Teacher points out objects of interest along the way.
- Student comments that you have arrived at the store.
- Student indicates that he needs a basket or cart.
- Student indicates the parts of the store where the items are located.
- Student makes choices of items to get.
- Student pays the cashier.
- Student receives the change.

- Student indicates "thank you" and "goodbye."
- You comment on the student's purchase.
- Student indicates where the bus is parked.
- Student indicates objects of interest on return.
- Student shows a peer what he bought.
- Student indicates what he will do with the objects.
- Student indicates the next activity.

There are many opportunities to communicate with the student across all activities. However, as teachers, we often use only one or two of these opportunities. Remember, stretch activities and make them rich with opportunities to communicate. Also, teach peer buddies how to communicate to the student and how to provide frequent opportunities for communication. Often, the students are more motivated to interact with a typical peer, but the peers do not know how to communicate to the student or how to provide opportunities for communication. It is the responsibility of the teacher, speech/language pathologist or teaching assistant to teach the peers.

HOW TO ASSESS IF THE STUDENT IS PROGRESSING

The receptive and expressive communication samples (Exhibits A and B) are attached. These are 10 minute oberservational assessments that the teacher or speech/language pathologist can use for a number of different purposes.

- ❑ Use the observational samples initially as part of the assessment to assist in determining appropriate IEP objectives. For example, if the student currently uses objects to communicate, but does so very infrequently, you would first want to increase the frequency of his current form of communication. If another student communicates frequently, but only to protest (only one function), you would want to teach him to get your attention and to request (new functions using forms he already uses if possible). If you observe a student for 10 minutes and there is no communication, that tells you about people in the environment. They are not teaching nor are they expecting the student to communicate.
- ❑ Use the samples to determine if the student is using the targeted communication skill and if he is ready to move on to learn (a) a new form, (b) a new function, (c) to communicate about more things or (d) to communicate to peers.
- ❑ Use a number of observational samples across time (one-two times a month) to show parents that the student is meeting his IEP objectives and is making progress in the area of communication.

DIRECTIONS

Observe the student when someone else is interacting with him. If the student makes a communication response, indicate with a (/) the form (extending object) and the function (requesting more). Indicate if the behavior was a response, an initiation or if it was modelled. Write down under <u>content</u> the word; such as, drink or cracker. If the student uses two forms concurrently such as, gesturing and vocalizing, mark both on the same line. The more familiar you are with the student and his forms of communication, the easier it will be to use the sample. Teachers may request that the speech/language pathologist take several samples each month.

Reference

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Receptive Communication Sample (10 Minute)

Name______________ Observer______________ Ratio-Adults/Students________ NOTES______________

Date______________ Domain______________ Setting and Activity______________ ______________

Content	Form										Function								Response				Interactor					
	No Cue	Environmental	Touch	Object	Gesture	Picture	Miniature Object/ Association	Visual sign	Tactile sign	Speech	Attention	Inhibit	Model	Command	Request for Communication	Information	Comment	Social	No Response	Facial/Body Movement	Act on Object	Direct Response	Teacher	Assistant	SLP	OT/PT	Peer with Disabilities	Typical Peer

Expressive Communication Sample (10 Minute)

Name________________ Observer________________ Ratio-Adults/Students________ NOTES________________

Date________________ Domain________________ Setting and Activity________ ________________

Level II & III				Level IV				Level V		Level VI	Level VII	Level VIII	Type of Support					Function									Int	Meaning
Body Movement/ Facial Gestures	Touch/Reach	Vocalize/Eye Gaze	Manipulate Person	Extend Object	Point	Gesture	Yes/No	Object Representation	Pictures	One Word (object present)	One Word (object not present)	2 + Utterances	Physical Assist	Imitate	Gesture/Sign	Response	Initiate	Request More	Protest	Request object/action	Repeat	Request Attention	Greeting	Offer/Transfer	Label/Comment	Other		

Int = Interacter
PD = Peer with Disability
TP = Typical Peer

Number 6

January 1995

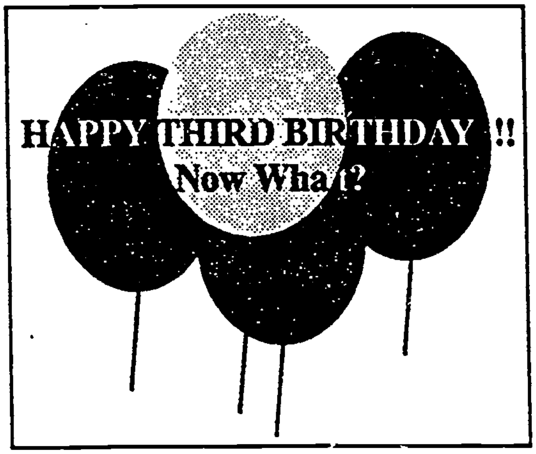
Mississippi Services for Individuals Who Are Deaf-Blind

FOCUS FLYER

"Focusing on Quality Services to Infants, Children, and Young Adults Who Are Deaf-Blind"

TOPIC: TRANSITION FROM EARLY INTERVENTION INTO A PRESCHOOL PROGRAM

- Theresa Bennett -



Transition, changing from one program to the next, occurs as children grow older. All children face transition when they reach school age, but for a child with disabilities transition to a center-based preschool program may occur as the child turns three years of age. Parents of children with special needs will be faced with decisions concerning the education and care of their child. Before their child actually attends a new program, parents must learn about the school system's referral, assessment, IEP, related services, and placement process, as well as become familiar with their legal rights and responsibilities (Hanline & Knowlton, 1988). The transition from home-based to a preschool program can have a positive impact on the families if parents are active participants in coordinating with the agencies involved in the transition process.

This flyer will provide information on:

A. The laws that affect a child with disabilities when they turn three years of age.
B. The transition process from early intervention to a preschool program.
C. Preparations for agencies and families to assist in building a collaborative transition program.

This is the first of many transitions for a child and his/her family. As the child gets older, the transition will include:

Preschool > Kindergarten > Elementary > Junior High > High School > Adult Life/Work

A well planned transition will have a meaningful impact on the child's potential for learning and successful participation in the classroom setting. The teacher's lack of accommodation can create undesirable stress for the child, teacher, and family (Hains, Fowler, & Chandler, 1988). Communication and coordination are critical components to designing and implementing a collaborative and successful transition.

WHAT DO THE LAWS SAY?

What are the preschool laws according to the Individuals with Disabilities Act? The law amended in 1986 to improve services for infants, toddlers, and preschoolers with disabilities is P.L. 99-457, Part H of IDEA (P.L. 99-142). Children and young adults with disabilities, age six to twenty-two years of age have been assured a free and appropriate public education for nearly twenty years. The amendment addresses the services and service coordination for infants and toddlers. One component of P.L. 99-457 marks transition from early intervention services into a preschool program as a viable component to address.

Transition requirements included in this law are:

- Written steps are to be outlined in the Individualized Family Service Plan (IFSP).
- Written documentation for a plan is to begin when the child turns two and a half years old.
- A meeting, with the approval of the family, is to be held 90 days prior to the child's third birthday. This meeting to plan the transition should include:

  (1) the family
  (2) the early intervention service coordinator
  (3) related service providers
  (4) the receiving preschool program
  (5) the local education agency

- Written transition goals and objectives must be included on the Individualized Education Plan.

Part B of IDEA mandates the local school district with the responsibility for the provision of special education and related services to children three to twenty-one years of age.

Other laws, which address the transition of infants and toddlers, include the Head Start legislation. Head Start reserves 10% of their enrollment for children three-to-five years who have a disability.

Transition requirements for Head Start include:

- transition planning from the infant and toddler program,
- transition planning from Head Start into a Kindergarten placement,
- transition must be addressed through interagency agreements with the local school district, and
- a transition statement should be included on the Individualized Education Plan (IEP).

WHY IS TRANSITION PLANNING IMPORTANT?

Changes For The Family

Placement into a preschool/school program is an experience for all families as their children get older. The family's life may possibly be affected by schedule changes, getting up earlier, change in nap schedules, transportation, to staying home when the child is sick. Every child has to make changes when he/she enters a preschool. Planning and preparing for the transition can make changes for the family less stressful.

Changes For The Child

A child with disabilities, who has received services in their own home, will encounter new experiences entering a preschool program. These may include: new faces, different rules, schedule changes, physical environment changes and learning experiences through teacher directed activities as well as peer interaction and communication. The new experiences of preschool can have a significant impact on the child. Therefore, it is important for all persons involved to be aware of these changes. The efficacy of early childhood special education programs depends on this next step (Hains, Fowler, & Chandler, 1988). If transition planning is coordinated, the child will have a better chance of receiving appropriate services.

Changes For Some Programs

The outcome of the transition allows the early intervention program (or sending program) and preschool (receiving program) to make any adaptations or adjustments before the child begins preschool. Through communication with the family and the sending program, the receiving program may recognize particular needs for the child. There may be a need to: (a) order adaptive equipment, (b) physically rearrange the classroom to accommodate a wheelchair, or (c) possibly revise the transportation route.

The sending program may need to assess their (a) level of participation, (b) roles and responsibilities, and (c) efforts in collaboration and communication with the receiving program to insure that a collaborative model is being developed.

STEPS FOR A SMOOTH TRANSITION

A. Identifying Options Available

B. Selecting A Program

C. Sharing Information

A. Identifying Options Available

Different programs will be available depending upon where a child lives. Each program has their own regulations regarding who can attend the program.

It is important to begin identifying options for preschool placement six months before the child's third birthday. The service coordinator or early interventionist should help the family locate preschool placement options in the family's area. Many districts are coordinating services with other preschool providers in their community. Options may include:

1. Day Care Centers (church, public, or private). Cost may be fixed or income dependent
2. Head Start Programs (income dependent)
3. Non-Profit Organizations (ARC, United Cerebral Palsy, or United Way Programs)
4. Other local governmental agencies (local Mental Health or Health and Human Services Regional Centers)

What information would be beneficial to a parent when selecting a program? Your service coordinator or early interventionist should provide you with a list of local preschool programs. Also, look through your telephone book. Contact the disabilities coordinator in Head Start Programs, church and private preschool programs, the local school district, day cares ar 1 other services that may be available to you and your child.

Asking questions is the best way to find out information. Day care and education centers provide services for children and their families, so consider no question trivial or overbearing. Some possible questions to ask each program may include:

- ✓ How many children are attending the preschool program?
- ✓ Are all the children in the preschool children with special needs?
- ✓ How many adults are in each room?
- ✓ Is there a transition plan for preschoolers entering the program from other programs?
- ✓ Will transportation be provided?
- ✓ Will related services, such as physical therapy be provided?
- ✓ Is visitation to the preschool program welcomed?
- ✓ Are there any other programs that may be appropriate for the child?

B. Selecting A Program

Once preschool options have been identified, visits to the various schools should be made. Families should visit as many programs as possible before a decision is made. If the family feels one option may be an appropriate placement for their child, they may ask the preschool personnel when would be an appropriate time for a meeting to discuss possible placement.

Children with disabilites experience language and communication growth through interaction with children who are verbal and active. A preschool classroom involving children with various disabilities as well as children who are not disabled allows interaction with age appropriate peers. When making a selection, keep in mind some of the following:

- ✓ If the classroom includes only children with disabilities, are they spending any time of the day with peers who are not disabled?
- ✓ Do the children in the classroom participate in school activities?
- ✓ Are related services provided by the receiving preschool?

- ✓ If related services are provided at the preschool, are they incorporated within the daily activities of the classroom rather than the student being "pulled out" of the classroom in order to receive therapy?
- ✓ Is learning active or passive?
- ✓ Are the goals and objectives written on the IEP functional outcomes that will increase the student's level of communication, social skills and independence?
- ✓ Are teachers in the integrated classroom willing to devote time and effort to assure an inclusive, functional, environment for all of the students?
- ✓ Is the physical structure of the classroom inviting and accommodating?
- ✓ Are children in the classroom taught how to communicate with a child who may be non-verbal?
- ✓ Are training sessions provided for the staff on topics such as: learning environments, adapting materials and activities, child observation and assessment, writing functional goals and objectives, forms of communication, and active teaching?

C. Sharing Information

Once a preschool has been identified for an appropriate placement, then what? The service provider, family or early interventionist should coordinate a meeting. Communication, cooperation, and coordination are the key ingredients to make certain that all persons are involved and prepared for transition. Who should attend this meeting?

(1) family, child
(2) service coordinator
(3) interventionist (sending program)
(4) new program staff
(5) speech pathologist
(6) occupational/physical therapist
(7) case manager
(8) other advocates requested by the family

A date and time that is convenient for as many participants as possible should be set. If certain persons can not attend, it is important to get as much information from that person before the meeting and share the information with the other participants. Information that should be shared at the meeting will include:

- Personal data (birth certificate, medical records, vaccinations, Medicaid number -if applicable-, etc.)
- Child history (information briefly telling the child's story of events, accomplishments, surgeries or hospital stays, etc.)
- Medical information (medications or special diets)
- Intervention documentation (documented notes of intervention services outlining goals and objectives, therapy sessions, etc.)
- Special equipment (description of and care of special equipment such as glasses, hearing aids, corner chair, special eating utensils, communication systems, etc.)
- Names and telephone numbers of any related services that are already in place.

HOW CAN WE PLAN A SMOOTH TRANSITION?

It takes planning and organizing to successfully and smoothly complete a job. If a shopping list of items is made before going to the store, you are less likely to forget needed items. Think about the specific needs of the child and find ways to help the receiving program meet those needs. Look over the following Best Scenario and Worst Scenario and see what a difference planning can make.

The difference between a well-planned transition and a transition that is unorganized

Best Scenario	Worst Scenario
The teacher has physically arranged the classroom to accommodate Joey's wheelchair.	Joey cannot move from center to center without moving tables and chairs.
The teacher is familiar with Shante's hearing aids and explains to the class how they work.	The teacher is not aware that Shante wears hearing aids, she is put in time-out for not listening.
The teacher and students use gestures and signs to communicate with Brandon.	No one in the class understands what Brandon is signing.

Best Scenario	Worst Scenario
The teacher lets Casey sit further away from the tape player since Casey doesn't like loud music.	Casey sits close to the tape player and begins to bang his head on the floor when the music begins.
The teacher places Katy's mat and materials on the lower shelf so Katy can reach them independently.	The teacher must hand Katy items she needs.

Appropriate planning and the teacher's readiness to accommodate the child within the classroom will:

- increase the child's ability to participate actively from day one,
- lower the teachers anxiety level for accommodating a child with disabilities, and
- reassure the family that everyone is prepared for the preschool placement.

Transition, whenever and wherever it occurs, requires strategies and procedures to insure smooth adjustment from one environment to another (Rule, Fiechtl, & Innocenti, 1990). The following chart is a guideline for the family and the agencies to recognize efforts needed for a smooth transition.

Family	Receiving Program	Sending Program
Locate preschool options for your child.	Provide opportunities for family to visit.	Locate preschool options for the child.
Ask the preschool any questions you have about their program.	Listen to the family's concerns for their child attending school for the first time.	Provide the receiving program with all necessary information.
Prepare all medical records and other information needed by the receiving school.	Ensure that the family understands placement procedures for the school.	Set up visits to potential sites.
Set up/attend a transition meeting.	Discuss and gather information from sending program.	Set up/attend transition meeting.
Tell them any pieces of information about your child that you feel would be helpful to them. Example: "When Shondra throws her spoon, I always make her help me pick it up."	Give family list of specific needs (birth certificate, materials for the class, etc.).	Ensure that all necessary persons are invited to the meeting.
Bring all materials requested by the receiving program (mat, toothbrush)	Set up/attend transition meeting.	Assist receiving program to make necessary adaptions to accommodate the child.
Decide with the receiving program how communication will be made throughout the year (dairy, notes, weekly calls).	Decide with the family how communication will be made (daily notes, phone, etc.).	Offer to assist during the first days of preschool.

Remember, transition is a crucial time for families who are placing their preschooler with disabilities into a program. It is important for programs to coordinate with each other so the family and their child will have a positive experience.

FOCUS FLYER

HOW CAN LOCAL AGENCIES COORDINATE SERVICES FOR A SMOOTH TRANSITION?

Local school districts, Head Start Programs, day cares, private facilities and other preschool options should review their present level of coordination. A checklist is provided so that an agreement for transition can be developed and implemented.

- ✔ Are children being referred to the local school district before they turn three years old?
- ✔ Is referral information being sent to the local school district in a timely manner?
- ✔ Is there a planned transition meeting before the first day of school?
- ✔ Is there a sharing of training events for the staff members from different agencies?
- ✔ Does the sending program participate in the assessment of the child when determining eligibility for the receiving program?
- ✔ Is there a written procedure for transition into a preschool program?
- ✔ Will the local education agency provide therapy for children placed at another program (such as Head Start or private schools)?
- ✔ Is there any exchange for use of equipment to accommodate the needs of the child? (i.e. The public school providing Head Start with a corner chair to allow the child, who may not be able to sit independently on the floor, to participate in group activities).
- ✔ Does the receiving program provide an orientation for the family in conjunction with the sending program?

When asked about their child's placement on the first day of school, some parent responses included:

"I knew she was in good hands."
"They would take the best care of James while he was there."
"The teacher would listen to the suggestions I made."

The greatest hesitation in placing my child in school was:

"Wanting to be with her all the time."
"Having the teachers understand my child's problem."

Some suggestions offered to parents from other parents concerning transition and the placement into a preshcool program:

"Talk to the teachers and the principals before entering school. Make sure that they understand what you expect from the school for your child. Visit the school before your child starts. Sit in on the teacher's class to understand the way the teacher deals with problems that arise."

Mary Parks - Wesson, MS

Dustin is now four years old and attends Crystal Springs Elementary School.

"Check all of your options, choices, groups, schools and programs. Meet the teachers, principal, and special education coordinators. Pick the program that is best for your child. Be patient and it will work out."

Debbie McCray - Tylertown, MS

James is now four years-old and attends North Pike Elementary School.

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Rule, S., Fiechtl, B. J. & Innocenti, M. S. (1990). Preparation for transition to mainstreamed post-preschool environments: Development of a survival skills curriculum. Topics in Early Childhood Special Education, 9(4), 78-90.

Number 7

January 1995

Mississippi Services for Individuals Who Are Deaf-Blind

FOCUS FLYER

"Focusing on Quality Services to Infants, Children, and Young Adults Who Are Deaf-Blind"

OPIC: TRANSITION FROM SCHOOL TO WORK

- Eileen R. Milner -

Ihis flyer will provide information about the transition of youth who are deaf-blind from the school environ-nent to adulthood.

RANSITION means "a passage or movement from one program or place to another." The goal of transition is o make sure that the services that a young adult needs will be individualized and will provide the person with n opportunity to work and be a part of his/her community.

AT WHAT AGE SHOULD TRANSITION BEGIN?

Transition planning should begin at age sixteen (16). For students who are deaf-blind and have severe disabilities, it is ecommended that transition planning be started at age fourteen (14) or younger due to the fact that more service coor-dination will be needed. It is clear that all students with severe disabilities, including those who are deaf-blind, will need specific training in career education and basic skills (career options, communication, orientation/mobility, and laily living) so that the student can participate in activities in his/her community. Services must start early and con-inue throughout the duration of the educational program.

WHAT AREAS SHOULD BE CONSIDERED?

Transition should be a coordinated set of activities, goals, and objectives that lead to (a) post secondary education (college or a vocational school), (b) job training, (c) employment (including supported employment), (d) adult educa-ion, (e) independent living, and (f) community participation.

HOW DOES THE TEACHER DETERMINE WHAT ACTIVITIES TO DEVELOP AND IMPLEMENT?

The activities shall be based on the student's preferences and interests. The student, during the Individualized Transi-ion Plan (ITP) meeting will need to express his/her desires for life after school. The task will become more compli-cated if the student does not use language. If the student does not use a language system to communicate, other sources will need to be utilized. Sources can be the parents, an advocate/friend, or the use of career exploration. Questions that eachers can ask parents include:

- How can we work together so that the student is actively involved in planned activities, choice-making, and participation?
- Where do you feel the student's abilities and strengths lie?
- Where do you feel the student has weak points that could be worked on?
- What type of job do you think your child would like in future years?
- Where do you think your child would like to live in the future?

WHO IS RESPONSIBLE FOR TRANSITION PLANNING?

According to the Law, IDEA (P.L. 101-476), the school district is responsible for initiating and coordinating transition services. The school will appoint someone to be the coordinator. The coordinator is generally the teacher, but the school can designate another individual. It does not matter exactly who is responsible as long as the coordinator is clearly established and the plan is implemented.

WHAT IF THE ITP IS NOT COMPLETED DURING THE IEP MEETING?

The parents need to ask the teacher when transition planning will begin, how it will be implemented, and what services will be available. If the teacher is not able to answer questions regarding transition planning, then the parent should speak with the principal and special education coordinator. Questions parents should ask may include, but not be limited to, the following...

- When will the ITP meeting take place?
- Who will be involved in the meeting?
- How will the student be involved?
- What areas will be discussed during the meeting?
- What activities will take place now to prepare for adulthood?
- Who will monitor and evaluate progress?

WHO SHOULD PARTICIPATE IN THE ITP MEETING?

The regulations listed in the law, IDEA (P.L. 101-476), are very clear as to who should participate in the meeting. The meeting should include the usual IEP participants (teacher, school agency representative, parents, etc.). The STUDENT and any representative of community agencies likely to be responsible for providing transition services will need to be invited to the meeting. For example, the law states that the student MUST be present for the planning process. The "team of professionals" should include the parents and the student to assure the appropriate outcomes.

Note: Additional information can be found in Public Law 101-476, known as the Individuals with Disabilities Education Act, State Department of Education Part B Handbook, and the State Plan.

WHAT ARE THE TRANSITION PROCEDURES?

It is of the utmost importance to know (a) what the family desires, (b) what activities are part of the family's daily lives, and (c) what information the family may need to access so that they can plan for a productive future for their child. This may be accomplished by conducting a family inventory, parent meetings, parent training, etc. Remember that the family may not be aware of what options are available, how to access those options, and what requirements are necessary in order to receive services.

STEP I. DEVELOP A PLAN

Without a plan, transition may be mass confusion for all of the participants. A good, easy-to-use plan will guide the transition process and keep the meeting moving in the right direction. The Individuals with Disabilities Education Act (IDEA) does not require a separate form/format from the IEP. Some school districts have chosen to add an addendum to the IEP or to use a separate form. It does not matter what the district chooses as long as it does not become burdensome, time-consuming and an unwelcomed task for the participants. The form should allow the team to:

- ✓ indentify outcomes in the targeted areas,
- ✓ indentify tasks and responsibilities for students, parents, family members, schools, advocates, and adult service agencies that will meet the targeted goals, and
- ✓ establish timelines for the completion of each goal. This is the most important one!

What are the targeted areas?

A good ITP should include all of the following areas in the planning process. Some areas will be more important for students at different times throughout the duration of school.

(1) Employment/Supported Employment
(2) Residential
(3) Orientation/Mobility
(4) Advocacy
(5) Income Support (SSI)
(6) Social Relationships
(7) Post Secondary Education
(8) Communication
(9) Recreation/Leisure
(10) Transportation
(11) Guardianship Issues
(12) Medical/Health Issues

STEP II: SCHEDULE A MEETING AND CONTACT PARTICIPANTS

The teacher/coordinator will need to send home a "written prior notice" informing the parent(s), student, and support personnel of the meeting. The notice needs to state that transition planning WILL BE part of the meeting. The specific participants attending the meeting will vary depending upon the age of the student. The closer to graduation the student is, the more adult services should be involved. Some of the people may include:

(1) family members
(2) advocates
(3) teachers' aides
(4) occupational/physical therapist
(5) vocational rehabilitation counselors
(6) school counselors
(7) case managers
(8) speech/language pathologist
(9) friends
(10) teachers
(11) regular education teachers
(12) orientation/mobility specialist
(13) principal
(14) supported employment staff
(15) residential living staff

STEP III: IDENTIFY THE NEEDS, PREFERENCES, AND INTERESTS OF THE STUDENT

It is stated in IDEA that transition is to be based upon the individual student's needs, taking into account the student's preferences and interests. Students who are deaf-blind and do not use speech, signs, or high level augmentative communication devices may have great difficulty expressing their preferences and interests, either because of their limited communication skills or limited life experiences. Teachers and transition coordinators may need to look at the desires of the family, look at past data collection, ask a friend or advocate to be present or use the process of Personal Future's Planning (Mount 1988) to determine the student's interests.

STEP IV: CONDUCT THE TRANSITION MEETING

The following suggestions might be helpful to conduct the meeting:

A. **Introductions** Be sure that everyone introduces themselves. Remember that adult service providers may be new members of this team. Ask them to tell what agencies they represent, so that everyone will know to whom to direct their questions.

B. **Purpose of the meeting** Describe the purpose of the meeting and why the "team" has gathered. For example, *"We are here today to discuss Johnnie's transition from the school system to the adult world. We hope to make Johnnie's transition as smooth as possible; therefore, we need to define goals and objectives. Setting the goals will assist us to plan for Johnnie's transition. We would like everyone to work together to assist Johnnie in meeting the goal of becoming a participating citizen in his community."*

An outline of the specific area to be discussed should be visible to all members. This can be accomplished through a written agenda, an agenda on the blackboard, a flipchart, or a copy of the form that will be used. This will assist in keeping the process moving.

C. **Discussion** The coordinator should encourage discussion following each question. "Where would Johnnie like to live after graduation? Would he like a group home or an apartment? Is there someone special he would like to room with?" The facilitator or coordinator will need to record the goals and outcomes that have been discussed and decided. The goals, tasks, responsibilities, and TIMELINES should be listed!! Areas that need to be included will be future living arrangements, employment options, income support, recreation and leisure activities, guardianship issues, health and medical issues, communication needs in a variety of settings, and daily living needs. For example, the desired outcome for Johnnie may be to work in a supported employment job setting. He has expressed an interest in either office work, food service, or mechanics. The goal that will be written into his IEP/ITP for his junior year may be:

Johnnie will be provided with two work experience sites during the 1994-95 school year. One site will be at Denny's Restaurant assisting in food preparation. The second site will be working at the local insurance office in the claims department. The coordinator will focus on which job site most interests Johnnie and which site seems to suit his abilities. The teacher will develop the job site by September 15, 1994 for work to start by September 20, 1994. The second job site will be developed by January 15, 1995 for work to start by January 20, 1995.

Some questions to ask to determine if the ITP meeting went well are:

- ✔ Were all of the people included in the meeting?
- ✔ Were the student's interests and preferences discussed, considered, and included?
- ✔ Did everyone work together to set the goals?
- ✔ Did the family receive information about the type of services available and how to access those services?
- ✔ Are there dates for completion of the goals?

D. **Follow-Up** After the meeting has been completed, the coordinator will need to send a copy of the minutes to all of the team members. To assist in the process, the coordinator may want to highlight the members' responsibilities and the dates by which they will need to be completed. Also, the coordinator needs to make sure everyone knows how to reach the various team members so coordination can continue. Transition should be started as soon as possible. Listed below are ways that the team can work together.

Teacher	Identify and assign simple chores for the student Identify projects that will provide work experiences Visit several work sites
Vocational	Arrange times for both students with and without disabilities to interact with an adult who has disabilities so that they can ask questions about life as an adult
Occupational Therapist	Assist teachers to identify adaptation strategies Plan and implement eating, drinking, bathroom use programs
Physical Therapist	Plan and implement mobility programs, or Provide input on positioning
Speech/Language Pathologist	Plan and implement communication program

MIDDLE SCHOOL	**Teacher**	Locate in-school work experiences Visit community work experience sites Visit community sites where high school students are working
	Vocational	Communicate to teachers about the local job market
	Occupational Therapist	Determine if adaptations or accommodations are needed
	Physical Therapist	Determine if student can use a motorized wheelchair
	Speech/Language Pathologist	Expand communication system to include work tasks
HIGH SCHOOL	**Teacher**	Provide community work experience sites for the student Provide input to vocational staff about the types of tasks and sites that would be best for the student Meet with the parents to discuss current work experiences and performances Introduce parents to adult service providers; assist them in the application and referral process
	Vocational	Gain input from the student, family, and friends Look at past data collection from the various work sites Assist student in putting together a resume Search for and locate employment site Introduce employer and co-workers to parents and student Arrange for transportation
	Occupational Therapist	Indentify and implement job design strategies Implement eating, drinking, and bathroom use programs at the work sites
	Physical Therapist	Provide input on positioning for best motor functioning at the work site Identify mode of mobility the student will use Provide mobility training, if needed
	Speech/Language Pathologist	Identify best mode of communication Determine if an alternate communication system is needed in the community; if an augmentative communication device is needed, assist parents with this process (Sowers & Powers, 1991)

STEP V: IMPLEMENT THE ITP

Finding and setting up sites requires a significant amount of time. It is beneficial to establish a "pool" of sites so that students can rotate through their location/business. The following are examples:

IN-SCHOOL		COMMUNITY SITES/TASKS	
- main office	- attendance office	- typing	- computer data entry
- yearbook	- student newspaper	- word processing	- filing
- nurse's office	- teacher's work room	- collating	- answering phone

continued on next page

IN-SCHOOL		COMMUNITY SITES/TASKS	
- library	- audio visual room	- stapling	- photocopying
- cafeteria	- counselor's office	- packaging	- mail preparation
- teacher's lounge	- janitorial duties	- unpacking	- light assembly
- testing center	- recycling project (cans)	- delivery	- light cleaning
		- pricing	- child care assistance
		- microfilming	- medical location
		- food preparation	- dishwasher

STEP VI: DEVELOP A RESUME

There are two types of resumes and both are important to use. The first is a video resume. At each job site, it will be important to videotape the student working. Videos of the work site can be made before and after modifications have been made. This is a good form of documentation to pass on to adult service providers to demonstrate how the student has progressed. The video will also assist in completing work evaluations. When putting together a video resume, all parties should be aware of the taping and how the tape will be used. A consent form should be signed by the employer (for use of their location), the student, the parents, the aide/trainer, and any co-workers who would be involved in the taping. The second type of resume is a written one commonly used when applying for a job. This will also assist the adult service providers when searching for job opportunities. It will list all of the sites, dates of employment or work experience, and a contact person. Contact people are excellent sources for letters of recommendation. A teacher will need a form to track all of the job experience sites, with the dates, types of setting, duties, level of supervision and adaptations that were needed.

Department Of Labor Regulations

When starting on a job site, remember that there are Department of Labor regulations to be followed. The Departments of Education and Labor have collaborated to promote opportunities for educational placements in the community for students with disabilities. This collaboration assures that applicable labor standards are strictly observed. One needs to remember that work experience sites need to be written into the IEP/ITP and the main goal is for training purposes. For additional information, call your local Department of Labor office (listed in the phone book in the government section under U. S. Government Department of Labor).

WHAT ARE THE TEN STEPS FOR SUCCESSFUL TRANSITION?

(1) Start the transition process early.
(2) Include ALL individuals and agencies.
(3) Set both short and long term goals.
(4) Include the student's desires, needs, interests, strengths, and abilities.
(5) Connect the family to the services that are available before and after graduation (get the referral process going).
(6) Make sure everyone is aware of their duties and responsibilities with dates of completion attached to the goals.
(7) Give the students as many different experiences, especially work, during the initial years to assist in locating the best choices.
(8) Discuss all areas of transition.
(9) Identify alternative strategies to be implemented to meet the objectives.
(10) Cooperate, coordinate, communicate, and collaborate; it takes all team members to pull off a successful transition!!

References:

Individuals with Disabilities Education Act, Public Law 101-476, 20 U. S. C. Chapter 33. (1990).

Mount, B. & Zwernik, K. (1988). It is never too early, it is never too late: A booklet about personal futures planning. Minnesota Governor's Planning Council on Developmental Disabilities.

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Number 8

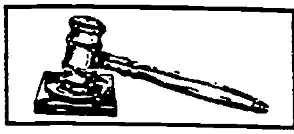
August/September 1995

(((((((((((FOCUS FLYER)))))))))))

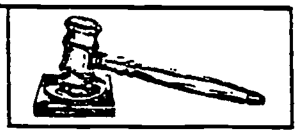
TOPIC: Full Inclusion for Learners with Severe Disabilities and Deaf-Blindness

-Jimmie Matthews-

The term *full inclusion* refers to the provision of educational services within general education classrooms to all students, regardless of type and degree of disability. This general education classroom should be located within the neighborhood school, and attended by peers without disabilities of the same chronological age (Stainback & Stainback, 1992; Giangreco & Putnam, 1991). The concept of full inclusion operationalizes the principle of LRE: provision of a free, appropriate education in the Least Restrictive Environment possible. A learner is denied general class placement only when, after provision of supplementary aids and services, the severity of the disability prevents any benefit from the program (Osborne & Dimatta, 1994). This means these learners are to be involved in all aspects of school life along with their peers who are without disabilities.



What Does the Law Say?



The principle of least restrictive environment was originally established with the passage of P.L. 94-142 in 1975, and later reaffirmed through passage of the Individuals with Disabilities Education Act (IDEA) in 1990. Essentially, the mandate states that individuals with disabilities are to be educated in the same environment that would be appropriate had they not had disabilities. No court rulings have demanded that all learners with disabilities be educated in general education classrooms, but recent interpretations of the law have suggested several considerations regarding this placement option:

- Educational and non-academic benefits that a student will derive from placement in the general education classroom,
- Ability to grasp the general education curriculum,
- Nature and severity of the disability,
- Effects on learners without disabilities who are in the classroom,
- Overall experience in the mainstream, and,
- The amount of exposure to students without disabilities.

The courts have also described several situations where services in a general education classroom may not prove to be the least restrictive environment for a learner with severe disabilities. This may occur when:

- The disability is so severe that little or no benefit from the general classroom will be realized;
- The learner is so disruptive that the education of others is compromised; or,
- The cost of necessary supplementary services is so excessive that other students are deprived of adequate services.

Why Full Inclusion?

Although full inclusion of learners with severe disabilities is not yet common in most school districts, a national trend toward greater integration has emerged. Supporters give several reasons why:

- In order for individuals with disabilities to eventually become members of an integrated, heterogeneous community life, they must grow up and learn together with individuals who are without disabilities. They need to experience a wide range of activities, people, environments, and ideas. It has been reported that inclusive settings provide opportunities to develop skills in problem solving, mobility, vocational, social, and communication skills.

- Learners without disabilities can learn to accept individuals who have diverse talents and challenges. One of the best ways to overcome misconceptions about individuals with disabilities is to interact with them.

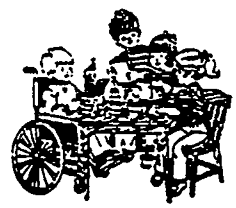
- Some school districts have reported that it costs no more to educate learners with disabilities in general education classrooms than in segregated settings. When special education staff provide services in the general classroom, the entire class may benefit, resulting in a more cost effective use of resources.

- Inclusion promotes collaboration between general and special education staff, and can result in improved instruction for learners without disabilities.

- Some view inclusion as a civil rights issue; that is, in a democratic society, everyone has equal opportunities.

What Does Full Inclusion Actually Mean?

The California Research Institute has developed the following working definition of what full inclusion means:



- ✓ Attending a home school,
- ✓ Proceeding through elementary, junior high, and high school with same-age peers,
- ✓ Participating in general education classrooms with non-disabled peers,
- ✓ Receiving special education services from a collaborative team (general and special education teacher, related service personnel, paraprofessionals, parents, and administrators),
- ✓ Receiving specialized services (Braille, sign language instruction, physical therapy, etc.) as needed,
- ✓ Receiving planned, facilitative social network assistance with peers who are non-disabled, as well as with peers who provide a linguistic community (i.e. students whose primary language is sign language),
- ✓ Receiving opportunities for building family networks and social relationships with similar disabled peers, adult role models, and self advocacy/consumer advocacy groups, and,
- ✓ Zero exclusion: all students, regardless of disabilities, have the right to an education which is fully inclusive.

Full Inclusion does not mean:

- ✓ "Dumping" learners with disabilities into general education classrooms without support,
- ✓ Delivery of instruction for everyone in the same way,

- ✓ Termination of instruction in functional life skills,
- ✓ Exclusion from community-based instruction or vocational instruction,
- ✓ Elimination of same-disability support groups, or,
- ✓ Termination of facilitating social relationships and community building (Gee, Alwell, Graham, & Goetz, 1994).

What Are the Best Practices in Full Inclusion?

- Each learner is placed in an age-appropriate general education classroom that becomes the base of all services.
- Each learner's specific outcomes are addressed; no placements are made merely for the sake of meeting full inclusion criteria.
- Support teachers and other staff come to the learner's classroom.
- Learners receive the same amount of time and instructional assistance from their special education teacher as they would in a special education classroom.
- Individualized educational needs are met within the activities of the general education program.
- When an objective cannot be met within the general education program, other areas of the school and the community are used.
- Every effort is made to accommodate the unique learning characteristics of each learner.
- There is a merger of exemplary practices from both special and general education.
- Teachers work in collaborative teams to serve all learners in the best possible way.
- Related service professionals, itinerant teachers, and consultants collaborate with the general and special education teachers and paraprofessionals to ensure the instruction of particular skills (functional life skills, Braille or sign language, mobility, communication skills, etc.) within the learner's instructional day.
- Staff receives timely training in best practices.

What are the Benefits of Full Inclusion?

Typical children engaged in age-appropriate activities exhibit behavior that children with disabilities may try to emulate, resulting in increased motivation, higher expectations, and higher achievement. Home school placement encourages:

- + Participation in a variety of school activities appropriate for chronological age (recess, lunch, assemblies, music, art, clubs),
- + Development of new mutual friendships with nondisabled peers that may last beyond the school day,
- + Learning in natural contexts in the presence of natural cues, corrections, and reinforcements.

Some Potential Benefits for Learners Without Disabilities and Professional Staff:

- + Improvement in attitudes toward individuals with disabilities,

- Development of appreciation and acceptance of individual differences,
- Development of meaningful friendships without regard to the presence or absence of a disability, and,
- Development of a greater understanding for all persons who have disabilities (Snell & Eichner, 1989).

Peck, Donaldson, and Pezzoli (1990) surveyed non-handicapped high school students concerning the benefits they perceived as a result of interaction with peers who had severe disabilities. In addition to the development of new friendships, they reported an improved self concept and an enhanced understanding of the feelings and beliefs underlying the behaviors of other people in general. They also reported reduced fear of human differences, increased tolerance for others who were different, and the development of positive personal principles.

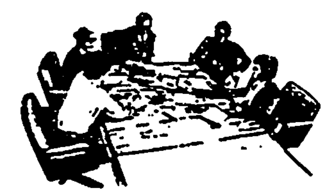
Some Concerns About Full Inclusion

Discussion of this topic would not be complete without recognizing various concerns expressed by several prominent professionals in the field of special and general education. Most acknowledge that some learners with disabilities could participate in academic programs, but feel they could require so much time and attentio from the teacher that the education of the other learners would be compromised. Some feel it is unacceptable t expose children with disabilities to the pressures of stringent assignments, time frames, grades, rigid standards or competency testing unless they can succeed. Others are concerned that these learners could feel more social isolated, interacting more frequently among themselves than with their peers. There is also concern that a merger of the general and special education systems could be harmful, particularly for those children who lack adequate support services. And, some believe there is not an adequate research base for advocating such drasti changes in the general and special education systems at this time (York, Vandercook, MacDonald, Heise-Neff & Caughey, 1992).

What Is Involved in Planning for Full Inclusion?

The family should form the cornerstone of educational planning because they know their child better than any one else. After all, they have a vested interest in seeing their child learn. Most likely, they will be involved with the child's educational program throughout life. The family must live all day, every day with the outcom of decisions made by educators. Families must be allowed to participate in the planning process. Several suggestions for planning within the inclusive context follow:

- The learner's planning team should develop a list of educational priorities for annual goals, and develop a plan for their implementation. These goals should be based on specific needs and family-centered priorities, not on what is valued by professionals from the various disciplines. The educational priorities should be based on input from all team members.



- The contexts and activities should be based on an ecological inventory of all the environments in which the student will be expected to function, the general education teacher's class schedule, and other school or community contexts that will be accessed on a regular basis.
- An action plan should be developed that will include a detailed schedule of activities necessary for achieving each goal, an assignment of who will be responsible for each activity, and timelines for completion of the activities.
- A related service delivery plan must be developed in order to provide the learner with necessary suppon from other professionals and education staff.

- Strategies for facilitating social interaction and peer support networks should be identified and carefully planned.

What Strategies Can Parents and Educators Use to Promote Full Inclusion?

- Organize an advocacy group.
- Become better informed in integrative issues.
- Inform others of the benefits and strategies associated with inclusion.
- Work to influence policies relating to inclusion.
- Work with the media.
- Meet frequently with influential school administrators.
- Influence others in the school system.
- Work within their advocacy organizations.
- Consult a legal advisor.
- Bring advocates to IEP conferences and placement staffings.
- Contact other parents and advocates (Hamre-Nietupski & Hendrickson, 1993, pp. 253).

Sources of information for this flyer include the following:

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APPENDIX B
TRANSITION MODULE

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A MODULE FOR TRANSITIONING FROM SCHOOL TO THE ADULT WORLD

A Workbook For:

TRANSITION FROM SCHOOL TO THE ADULT WORLD

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PRETEST________ POSTTEST________

PURPOSE: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Define Transition as stated in Public Law 101-476 (I.D.E.A.)

2. At what age should the student have an Individualized Transition Plan (ITP)?

3. Name at least three areas that need to be addressed in the ITP.

4. Name at least three people who should participate in a transition planning meeting?

5. Who needs to coordinate the transition meeting?

6. Is it necessary for the student to attend the ITP meeting?

7. According to the Fair Labor Standards Act of 1938 (which deals with students who have disabilities) name at least two of the six criteria in order to consider working at businesses part of training opportunities.

8. Match the following time frames that are used as a general rule for the Fair Labor Standards.

Vocational Exploration	90 hours per job experience
Vocational Assessment	120 hours per job experience
Vocational Training	5 hours per job experience

TRANSITION FROM SCHOOL TO WORK: A PLANNING PROCESS

Wehman, Kregee, and Barcus (1985) have described vocational transition in the following way: "Vocational transition is a carefully planned process, which may be initiated either by school personnel or by adult services providers, to establish and implement a plan for either employment or additional vocational training of a handicapped student who will graduate or leave school in three to five years; such a process must involve special educators, parents, and/or the students, an adult service system representative, and possibly an employer."

LEGISLATION

In 1975, a law was passed that enabled children with disabilities to be part of the public school system. This was Public Law 94-142, known as the Education for all Handicapped Children Act. In October, 1990 this was amended and became Public Law 101-476, referred to as the Individuals with Disabilities Act (IDEA). This law mandates transition services for students with disabilities ages fourteen (14) through twenty-one (21). The following section is taken directly from the law:

Section 300.18 Transition Services

"Transition service means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including post secondary education, vocational training, integrated employment (including supported employment) continuing and adult education, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's preferences and interests, and shall include instruction, community experiences, and the development of employment and other post school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation."

Section 300.347 Agency Responsibilities for Transition Services

"A statement of needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting"

The law further states that:

"If a participating agency, other than the public agency responsible for the student's education, fails to provide agreed upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall reconvene a meeting of all participants on the IEP team to identify alternative strategies to be implemented to meet the transition objectives that are included in the student's IEP."

WHAT'S HAPPENING?

Some feel that special education programs do not adequately prepare students with disabilities to meet the transitional demands of obtaining employment and living independently (Seggon and Bakes, 1992). Others feel that providers of special education services and vocational rehabilitation counselors do not sufficiently coordinate vocational and transition activities (Griffith and Lowery, 1989). Still others think that traditional job placement strategies of training, placement, and short term follow up for persons with severe disabilities fail to meet the needs of individuals with severe disabilities for long term supported employment (Apter, 1992). Whatever the reasons, it is clear that all student with severe disabilities, especially those who are deaf-blind, need specific training in career education and basic skills (career options, communication, orientation/mobility, daily living) that are necessary for meaningful, independent employment in their communities. To ensure that transition from school to work is successful, the continuum of services should begin early and continue throughout the duration of the educational program.

These figures are from the Mississippi State Department of Education. They reflected all disabilities statewide.

1992-1993	Graduated with a:	Percentages
	Diploma - 344	14.75%
	Certificate - 1161	49.79%
	Max Age - 26	1.11%
	Dropped out - 631	27.06%
	Status unknown - 170	7.29%

1991-1992	Graduated with a:	Percentages
	Diploma - 265	13.20%
	Certificate - 1112	55.41%
	Max Age - 25	1.25%
	Dropped out - 475	23.67%
	Status unknown - 130	6.53%

WHAT ARE THE PROCEDURES.......HOW DO WE GET STARTED?

IDEA states (Section 300.18) that "the coordinated set of activities shall be based upon the individual student preferences and interests." At the beginning of the school year, it is essential that a family inventory be taken so that services can be planned accordingly. It is of the utmost importance to know what the family is looking for, what activities are part of their daily lives and what information the family may need to access so that they can plan for the best possible future. (There are examples of a family inventory from Jackson Public Schools in Appendix A.)

The transition team is composed of those persons responsible for initiating the process and developing the ITP. Parents MUST be invited to any meeting where transition services are to be discussed and they must be informed that transition is the PURPOSE OF THE MEETING. Notice of the meeting must also indicate to the parents that THE STUDENT WILL BE INVITED AND LIST THE OTHER AGENCIES INVITED. Many schools begin when the student reaches the age of 16 and some may start when the student is 14 years of age. The ITP is implemented separately or in conjunction with the Individual Education Plan (IEP), where the ITP meeting is held at the same time as the IEP meeting and updated annually. Planning for the student's needs in advance not only aids the student in attaining necessary skills, but also gives the cooperating agencies sufficient time to know and plan for what types of services will be asked for. The team is the most important aspect of transition planning. The importance of cooperation, coordination and commitment can not be understated. Implementation is going to be impossible without interagency and interdisciplinary team planning. The other important aspect of transition planning is to make sure that the student and the parents are aware of all possible options, the requirements to get into the program, if there is a waiting list and an opportunity to tour these programs and possibly speak with other individuals in the program and/or their families. In order for parents to make informed choices, they need to be given all of the information. (Sample transition plans can be found in Appendix B).

TRANSITION PLANNING.......HOW TO GET STARTED

Although IDEA requires that transitional services be addressed in each student's IEP it offers few guidelines for teachers to start the process. Following is a step by step process that may offer assistance to teachers who are not sure where to begin.

STEP 1: Develop a Form/Format

Transition planning is a process, but without a form it can lead to mass confusion by all parties involved. A good, easy-to-use form will guide you through the process and will assist the meeting in moving along in the right direction. The Individuals with Disabilities Education Act (IDEA) does not require a separate form from the IEP. Some districts have chosen to use a separate form or add an addendum to the IEP. Whatever format or form that you and your district choose to use, it should allow you to do the following: 1) identify outcomes in each of the target areas (e.g.. vocational, residential, rec/leisure, advocacy, etc.), 2) identify student goals that will assist them in reaching those goals that were determined and set, 3) identify tasks and responsibilities of students, families, schools, and adult service agencies in ensuring that the identified outcomes are met and, 4) most importantly, establish timelines for completion of each goal identified.

STEP II: Schedule a Meeting

The school district is responsible for scheduling and conducting the transition planning meetings, however, school districts may assign different staff this responsibility. It does not matter who is responsible as long as it is clearly established and carried through. The assigned person will need to establish a date for the transition/IEP meeting and send notices to those persons who need to attend. In the written prior notice to the parents, include who will be attending and from what agency.

Participants in the meeting will vary depending on the services the student currently is receiving, the services the student is projected to receive, and the age of the student (e.g.. as the student nears graduation, more and more adult representation is necessary). Some of the people who might be involved include: the student, the parents, other family members, friends, advocates, school personnel - teachers, aides, OT, PT, orientation and mobility specialist, regular ed teachers, school counselors, vocational rehabilitation counselors, supported employment staff, case managers, staff from local residential programs and job trainers.

STEP III: Identify Student Needs, Preferences, and Interests

One requirement outlined in the definition of transition services in the Individuals with Disabilities Education Act (1990) is that "...the coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post secondary adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

Many students who are deaf-blind and non-verbal may have great difficulty expressing their preferences and interests, either because of limited communication skills, or limited life experiences. In this case, other available options need to be looked into. One may need to investigate the desires of the family, seek an advocate to speak for this individual, past data collection or a planning process called Personal Futures Planning (Mount, 1988). Personal Futures Planning has proven effective in assisting teams "test out" information on preferences and interests of the student in the use of mapping techniques. The "maps" are used to gather information about the individual with a disability. The maps can assist teams to identify capacities, dreams, and desires that a person has for the future. A profile of the individual is developed, using graphics and color coding to summarize the person's background, relationships, personal preferences, information about how and where the student spends his/her day, choices that the person makes, etc.

STEP IV: Conduct the IEP/Transition Planning Meeting

There is no set agenda for conducting a transition planning meeting, although here are some suggestions that may be helpful.

A. Introductions and Purpose of the Meeting - Be sure that everyone introduces themselves, especially since adult service providers may be new members to the team. Next describe the purpose of the meeting.

Include why you are gathered here today. Following is an example of how to start a meeting after introductions have been made

Teacher: We are here today to discuss Johnnie's transition from school to the adult world. By meeting here today, we hope to make the process smoother by planning and working on goals that Johnnie will need after graduation. Let's get started.

An outline of the various areas that will be addressed should be visible to all planning team members. A written agenda, an agenda on a flip chart or blackboard, or a copy of the planning form will help keep participants focused and keep the meeting flowing.

B. Target Areas to Be Discussed - The next step is for the facilitator to take the team through, one by one, each goal to be discussed. The question that should be asked is "What outcomes are we looking for in the area of... (employment, living, rec/leisure, community participation, etc.). A discussion should follow each question and will take on different directions depending on the age of the student, the information at hand, the amount of information that is still needed, and those individuals involved. Record the outcomes, student goals, tasks/responsibilities and timelines as you go.

C. Forms - At this time, you may want to get needed forms signed by the parents. Some districts may want the parents to sign a form letting them know that community work experiences will occur in local businesses. (A sample form can be found in Appendix C.)

QUESTIONS TO GUIDE TRANSITION PLANNING MEETINGS

The following questions are intended to assist facilitators in generating discussions regarding each of the target areas noted below. the facilitator, generally the student's teacher or other school district employee, should not feel that they need to have the "answers" to these questions. They are only to assist in getting a discussion going. It is likely that other participants will know much more about particular topics than education staff (e.g., SSI work incentive programs, eligibility for adult services programs).

The questions should always be posed to the student first, letting other team members expand and provide input later. It may be helpful to provide students and family members information on the areas you will be covering prior to the meeting so that they can come adequately prepared with information and questions.

Employment

What type of work is the student interested in?

What type of support will be needed (e.g. job coach, assistive technology, interpreter services)? How will the student get access to these services?

What type of training in high school will help the student achieve their goals (vocational education courses, community-based work experiences, summer or after school employment)?

What related areas may influence this outcome (e.g., grooming/hygiene, transportation, orientation and mobility, communication)? How can these be addressed in the IEP?

Post-Secondary Education

What institutions offer the training/degree that the student is seeking?

What special student support services may be needed (e.g., interpreters, notetaking, braille materials)? Who is responsible for providing these services?

Will environmental accommodations be needed (e.g., physical accessibility of buildings, special lighting, etc.)

Is financial aid available?

What skills can the student be working on in the last few years of school to be prepared for post-secondary education?

Community Living

Where would the student like to live (house vs. apartment, city vs. country, etc.). Describe important aspects of the housing (e.g., yard, one level, own room).

Who would the student like to live with?

What support will the student need to live in the setting identified? What agencies in the local community provide these services? How does the student apply for these services? Are there entry requirements?

What specific skills will assist the student to live as independently as possible (meal preparation, housekeeping skills, budgeting)? Which are priorities to work on this school year?

What adaptive equipment will assist the student in living as independently as possible? (TDD, vibrating alarm clock, adaptive kitchen tools)?

Recreation/Leisure

What does the student currently enjoy doing in their leisure time?

What new activities does the student want to learn?

Does the student have a balance between activities that they can do at home vs. in the community? Do they have a balance between activities they can do alone vs. those they can do with others?

What are barriers to participating in more recreation activities?

What community resources are available that may provide opportunities and support?

What adaptations are used/can be used to help the student participate in various activities?

What goals should be incorporated into the IEP for the year?

Friends/Social Relationships

Who are the most important people in the student's life (friends, family members, service providers)? Are those people involved in the planning process?

What opportunities does the student have to meet new people/develop new relationships? What issues seem to be barriers?

How does the student communicate with others? Do others need training/information on how to use this communication method?

How will the student maintain relationships with current friends after graduation (letters, TDD, etc.)?

What interests does the student have that could be shared with friends?

Are there particular social skills that the student needs to develop?

Income Support

How much income will the student need to support the lifestyle they desire? Does this have an impact on career decisions?

Is the student currently receiving Supplemental Security Income (SSI)? Will they be eligible in the near future? Does the student and family know how to apply for SSI? Does the student/family understand how assets effect their initial or continued eligibility for SSI/Medicaid?

Does the student and their family understand how wages will impact SSI benefits? Do they need more information on Social Security Administration Work Incentive Programs?

Student/Family Support Issues

Does the student/family understand that the student becomes their own legal guardian at age 18? Are there questions that parents have regarding advocacy and guardianship? Are there resources locally to assist families with these issues? (Note - Frequently this information can be obtained through the local Association for Retarded Citizens, the Governors Planning Council on Developmental Disabilities, parent Advocacy Centers, Protection and Advocacy organizations).

Does the student/family understand how an inheritance would impact the students eligibility for SSI and Medicaid?

Would the student/family benefit from training in advocacy skills? Where is training available? Should self-advocacy be addressed in the student's IEP?

Transportation

Where will the student need to go as an adult (work, recreation settings, friends/families homes)?

What community travel skills does the student currently have? What skills can be addressed in the IEP?

What transportation options are available in the community?

If the student will require assistance getting to and from community activities (work, leisure, etc.) what options are available (e.g., car pooling, special transportation, etc.)

Medical/Health Issues

Does the student have medical/health issues that would impact employment or other adult outcomes? What are they (allergies, seizures, etc.)?

Does the student currently have health insurance? Will they after graduation? Is health insurance an important benefit that the student would need from their job?

Has the student had vision/hearing assessments complete recently? What information can be passed on to adult service provider regarding the student vision and hearing?

C. Summarizing the Meeting - Be sure to review the decisions, commitments, and timelines made prior to closing the meeting. The written plan developed should be copied to the team members following the meeting.

HOW CAN YOU TELL IF THE ITP MEETING WENT WELL

1. Were all of the people included at the meeting?
2. Did everyone look at the student's desires and interests?
3. Did family, advocates, and friends help decide what was written on the ITP?
4. Did the student and family receive information about the type of services that he/she might need after graduation?
5. Did the group discuss the student's interests, likes, dislikes, and future?
6. Are there dates for completing transition goals?

A checklist for ITP meetings is included in Appendix D. The activities are broken down in activities for before, during, and after the meeting.

THE MEETING IS FINISHED...IMPLEMENTATION

Let's start with employment options since that is often one of the main concerns and often times the most difficult challenge to face. One needs to plan activities around employment that not necessarily dictate specific jobs, but rather the general skills and abilities necessary for seeking, securing, and maintaining employment. Some questions for consideration may be:

1. In what type of work is the student interested and/or what aptitude/skills have been demonstrated?
2. Based on the student's ability and interests, is it more appropriate for the student to be involved in competitive employment or some level of supported employment?
3. If the student has chosen a particular occupational field, does he/she have the skills and abilities needed to succeed in that field? What specific skills is the student missing?
4. Does the student know and use good employability skills?
5. What types of vocational training and/or academic, social, and communication skills are needed to help the student acquire relevant work skills and behaviors before he/she exits high school?
6. What types of accommodations/adaptations might the student need on the job?
7. Is that job available in the local community? What is the attitude of the business community?

WORK OPTIONS AND EXPERIENCES FOR STUDENTS

It is important to be able to give students the opportunity to experience work, develop likes and dislikes, start building a resume, develop work skills, and look at needed adaptations. Planning for later work skills should start at the elementary level school years. This is a good time for a multidisciplinary approach to start. Students with severe disabilities will need the team to work and plan together for future outcomes. Listed below are examples of ways that each team member may participate through each level of schooling.

ACTIVITIES FOR STAFF

ELEMENTARY SCHOOL

Teacher:
* Identify and assign simple chores to students
* Organize projects that will provide students work opportunities
* Convey expectations that students can and will work as adults to students and parents
* Visit several work experience sites where middle and high school students work.

Vocational Staff:
* Assist teacher to organize presentation by adults with disabilities to speak to classes about their life and jobs
* Meet with the teacher once a year to get information on what vocational activities he or she is doing, to make suggestions, and to become familiar with students

Occupational Therapist:
* Assist teachers to identify task design and adaption strategies that will allow students to perform chores and work projects
* Plan and implement eating, drinking, bathroom use, and drooling programs as needed

Physical Therapist:
* Plan and implement functional mobility programs
* Provide input related to student positioning when performing work tasks

Speech Therapist:
* Plan and implement functional communication program

MIDDLE SCHOOL

Teacher:
* Recruit potential in school work experience sites
* Conduct job and task analysis
* Train student or supervise classroom aide who provides training
* Continue to reinforce expectations for employment to students and parents
* Visit several community work experience and employment sites where high school students work

Vocational Staff:
* Communicate to the teacher the types of tasks that are available in the local job market
* Provide job analysis and work experience instruction to teachers and therapists
* Meet with teachers at the beginning of the school year and at mid-term to provide input into their vocational preparation programs and to track student progress

Occupational Staff:
* Assist teacher in analysis of work experience sites and tasks
* Assist teacher to identify task design and adaption strategies that will allow student to perform tasks at in school work experience sites as independently as possible
* Plan and implement eating, drinking, bathroom use, and drooling programs as needed and incorporate into work experience
* Visit several community work experience and employment sites where high school student work

Physical Therapists:
* Plan and implement functional mobility programs and incorporate into work experience
* Provide input related to student positioning at in school work experience sites.

Speech Therapists:
* Plan and implement functional communication programs
* Identify specific strategies that students can use to most effectively communicate at work experience site

HIGH SCHOOL

Teacher:
* For students 16-17 years of age, take lead responsibility for providing community work experiences to them, including conducting job analysis, training, or supervising classroom aide trainers at sites, and interfacing with site supervisors.
* For students 18-20 years of age, provide input to vocational staff about types of tasks and sites around which work experience can best be established for students.
* Along with vocational staff person, meet with parents at least twice annually. These meetings will include descriptions of adult system, their child's current work experience and work performance, and what they can do to become involved in and support their child's vocational program.

Vocational Staff:
* For students 16-17, recruit community work experience sites that will be conducted by teachers. Provide instruction and assistance to teachers and aides about how to set up and conduct work experience sites
* Recruit and conduct work experience sites for students 18-20 years of age
* Meet with teacher and parent

Occupational Therapist:
* Assist teacher and vocational staff to conduct job site and task analysis
* Identify and implement job design strategies at site for student.
* Identify and implement strategies that students can use related to eating, drinking, and using the bathroom
* After initial job analysis and design, visit site several times to determine need for additional design

Physical Therapist:
* Provide input to teacher, vocational staff, and occupational therapist regarding optimal positioning. Visit site if necessary to determine best positioning
* Identify the mode of mobility that students will use to get to and around work site
* Provide guidance to staff related to training strategies for mobility issues

Speech Therapist:
* Based on teacher or vocational staff description of communication demands of site, identify best mode of communication for students to use. If needed, program electronic communication device or construct communication board that will be used at site.

JOB PLACEMENT/TRANSITION

Teacher:
* Ensure that students are referred for services to local funding agencies
* Provide input to vocational staff about type of job to seek for students

Vocational Staff:
* Identify adult providers who will provide ongoing support to students
* Gain input from student and family about the type of work situation desired - location, hours, tasks, type of company
* Search for and place students into jobs
* Provide detailed information to adult provider about site, student, and support needs and strategies. Introduce employer and co-workers to adult service providers
* Work with adult provider to arrange transportation to site if public buses are not available.

Occupational Therapist:
* Assist in job site and task analysis
* Identify and implement job design and adaption strategies site for student
* Identify and implement strategies related to eating, drinking, using the bathroom, and drooling
* Meet with adult providers and instruct them in issues around positioning of the student, adaptive strategies that the student will use to eat, drink, use the bathroom, and decrease drooling

Physical Therapist:

* Identify mode of mobility that student will use to get to and around work, and assist in training
* Provide input related to positioning as needed

Speech Therapist:

* Identify and design communication strategies for students to use at work site.
* If needed, meet with co-workers and supervisors to help them to feel comfortable communicating with the student

During this whole process a history should be kept on all of the work experiences. This can be done in several forms. One is a video resume all of past employments sites. This is a good mechanism to share with the adult agencies and will assist in the vocational evaluation process. Another form is a hand written process where you keep track of the locations, the dates, the adaptions, and the training methods that were used. When this is completed, it can be turned into a written resume that can be handed to employers during the job search process.

Student:______________________ Teacher:______________________
Year Leaving School:__________________

SITE EXPERIENCE RECORD SUMMARY
Vocational Domains

Date From/To	Type of Setting and Location	Duties	L/S	Comments/Adaptations/Strategies

LEVEL OF SUPERVISION KEY: D = Direct Supervision I = Indirect Supervision S = Shadowing M = Mastered

Used with permission from Jackson Public School District - Transition 1990

DEVELOPING WORK EXPERIENCE SITES

Certain characteristics exist with work experience sites. Three main examples to keep in mind are:

1. Employers should understand that students will be there primarily to receive training and experience, not to produce work.

   There needs to be a mixture of training and production. Production (free labor) does not need to be on the top of the list. Production needs to be there for student to learn to meet these requirements. but there also needs to be time allowed to meet the training needs. In most cases, the work that the students perform should be viewed as supplementary.

2. Sites should offer opportunities to perform a variety of tasks. When a student is placed at a site with multiple tasks, they can learn to perform two or more tasks simultaneously as part of the natural routine.

3. Sites should provide the optimal opportunity for students to work and interact with nondisabled employees. When analyzing a site, staff should note how much the employees interact with each other, assess the extent to which the assigned tasks will require them to actually work with the employees, and judge the receptiveness of the employees to the idea of having students with disabilities at the business.

DEVELOP A WORK EXPERIENCE SITE POOL

Finding and setting up sites requires a significant amount of staff time. A more efficient alternative is to establish a "pool" of sites, composed of a number of employers who have agreed to allow students from the program to rotate through their businesses on an ongoing basis. Some districts, to make sure that there are not any miscommunications or misunderstandings between the school and the business, may want to use a non-binding statement of understanding. This could outline each person's duties and responsibilities. (Example form in Appendix E).

POSSIBLE SITES

1. Main office
2. Attendance office
3. Library
4. Audio-visual room
5. Student newspaper/yearbook room
6. Athletic office
7. Teacher's work room
8. Nurse's office
9. Counselor's office
10. Cafeteria

POSSIBLE TASKS

1. Enter student attendance information on computer in attendance office or other office where this is completed.
2. Enter student semester grades on computer in office where this is completed.
3. Enter student test grades for teacher in teacher workroom.
4. Update student information files on computer in main, counselor, or athletic office.
5. Type memos for principal or other staff person.
6. Photocopy memos and other information for office.
7. Photocopy tests and handouts for teachers.
8. Enter new book catalogue numbers and check-out information in computer for librarian.
9. Put memos and other information in teacher mailboxes.
10. Deliver phone messages from front office to classrooms.
11. Pick up attendance slips from classrooms and deliver to attendance office.
12. File check-out cards in library.
13. Type information on check-out cards for new books.
14. Place protective covers on new books in library or repair old covers.
15. File correspondence and administrative information in main office.
16. File student record or attendance information in office where these are maintained.
17. Type articles for student newspaper.
18. Photocopy student newspaper.
19. Enter health status information for school nurse on computer.

20. Photocopy memos to be sent home by school nurse to students's parents.
21. Enter basic information about student athletes for athletic director and coaches on computer or assist in maintaining paper files of this information.
22. Help maintain records of equipment use in audio-visual room.
23. Answer phones in any of the offices.
24. Perform light cleaning duties in the cafeteria.

COMMUNITY SITES/VOCATIONAL TASKS

1. Typing
2. Computer Data Entry
3. Work Processing
4. Filing
5. Phone answering
6. Photocopying
7. Collating/stapling
8. Mail preparation
9. Packaging
10. Unpacking, pricing
11. Delivery
12. Light assembly
13. Light cleaning
14. Microfilming

(From Sowers, J.A. and Powers, L. (1991). Vocational preparation and Employment of Students with physical and Multiple Disabilities.)

PROJECT SETS
Supported Employment Transition Services

JOB CLUSTER	SAMPLE JOB TITLES	SAMPLE JOB DESCRIPTIONS
Health Occupations	Nurse's Aide, Lab Asst., Personal Care Aide, Tray and Instrument Prep, Orderly	patient transport, feeding patients, supply delivery, bathing patients
Food Services	Dishwasher, Food Preparer, Busperson, Kitchen Asst., Banquet Worker, Pizza Maker	wash and wrap potatoes, cut up vegetables for salad bar, fold "to go" boxes, fill glasses with ice and drinks, wash dishes
Maintenance	Janitor, Environmental Services Worker, Maintenance Worker	"police" grounds, mop and sweep all rooms, collect the trash and dispose of it
Housekeeping	Maid, Housekeeper, Laundry Worker	make beds, change linens, fold towels and sheets, clean the bathroom, mop kitchen floor
Personal Services	Plumber, Lawn Maintenance, Babysitter, Day Care Worker	mowing the grass, putting out mulch, changing the toddlers, feeding infants, supervising children in playground
Retail and Wholesale	Cart Attendant, Courtesy Clerk, Department Clerk, Bagger, Cashier	zone shelves in dept. sort by size on racks, price check, bag groceries, retrieve carts, check in videos
Distribution and Warehousing	Stock Clerk, Truck Unloader, Stock Delivery	sort hangers, sort boxes, unpack items and put on hangers, put stock in correct aisle and/or shelf
Office and Clerical Services	File Clerk, Mail Room Asst., Copy Machine Operator, Library Asst.	filing, sorting mail, delivering mail, making copies, converting files to microfilm
Construction	Carpenter's Asst., Laborer, Painter's Helper, DOT Asst.	sawing, painting, sanding, retrieving materials and/or tools
Manufacturing	Factory Worker, Gardener, Park Attendant, Farmer's Helper	plant trees, plow fields, feed farm animals, pick vegetables, lay sod
Animal Care	Veterinary Asst., Pet Store Clerk, Stable Hand	bathe and groom animals, feed animals, clean kennels, collect eggs, exercise the animals

GEORGIA STATE UNIVERSITY PROJECT SETS, S-6, 8/1/91

JOB ASSESSMENT PERFORMANCE AREA

The teacher and vocational staff will need to complete job assessment information during the work experience time. In order to assess where the student's abilities lie or to determine what possible adaptations may need to be made, the assessment should include some or all of the questions in each of these areas:

1. Bathroom/Toileting:
   * Is the student continent (bladder/bowel control)?
   * Is assistance needed?
   * How long does it take?
   * How often does he/she need to go?
   * Is an accessible bathroom needed?

2. Endurance
   * How long can the student work before becoming fatigued?
   * Any limits on sitting?
   * Do short breaks alleviate fatigue?

3. Eating/Drinking
   * What type and amount of assistance is needed?
   * Any food restrictions?
   * How long does it take the student to eat?

4. Medical
   * Are there any medications taken? When? How?
   * Are there any medical conditions that may affect work?

5. Mobility
   * What mode?
   * How far can he/she travel?

6. Transportation
   * Can the student use the public bus?
   * Does he/she need an accessible bus?
   * Is there a bus available?
   * Type of assistance needed?
   * How much assistance needed?

7. Behaviors
   * Describe any behavior challenges
   * Describe strategies to deal with them

8. Academics
   * Does the student read/ If so, what level?
   * Can the student write? If so, what level?
   * Can the student do math? If so, what level?

9. Communication
   * What is the student's mode of communication?
   * How well does the student use this mode?
   * Can others understand?
   * How quickly can it be used?
   * How is his/her ability to understand others?

10. Grooming
    * How well is he/she usually groomed?
    * How much assistance is needed?
    * Type of clothes generally worn?

11. Hand Use
    * Does the student have the ability to grasp?
    * Manipulate?
    * Life weight? What amount?
    * Reach forward and/or up?
    * Amount of control?

12. Vision and Hearing
    * How good is near/far vision?
    * Is the vision corrected?
    * Are there any aides and/or adaptions?

DEPARTMENT OF LABOR REGULATIONS

When embarking on a job site, remember that there are Department of Labor regulations to abide by. These are fairly easy to follow and maintain compliance. Also, make sure that the employers are aware of the regulations, so that there will be not misunderstanding in the training process.

United States Department of Education

Dear Colleague:

The Departments of Education and Labor have collaborated to promote opportunities for educational placements in the community for students with disabilities while assuring that applicable labor standards projections are strictly observed.

Pursuant to the Individuals with Disabilities Education Act (IDEA), individualized education programs are developed to provide students with disabilities an opportunity to learn about work in realistic settings and thereby help such students in the transition from school to life in the community. Since the affirmation of students's rights to an appropriate free public education in 1975, many students with disabilities have benefitted from participation in vocational education programs in their public schools. Students with more severe disabilities, however, have experienced fewer benefits from participation in such programs. Alternative, community-based, and individualized education and training programs have emerged to meet their needs.

Our Departments share an interest in promoting education experience that can enhance success in school-to-work transition and the prospects that these students become effective, productive workforce participants and contributors to their community. At the same time, these students must be afforded the full protection of the national labor laws and not be subject to potential abuse as they start this transition through community-based educational experiences.

Existing Department of Labor guidelines which define "employees" for purposes of applying the requirements of the Fair Labor Standards Act (FLSA) do not specifically address community-based education programs for students with disabilities. To assist program administrators in developing programs or making placements that do not create questions about the establishment of an employment relationship between the students and participating businesses in the community, the Employment Standards Administration (Department of Labor, and the Offices of Vocational and Adult Education, and Special Education and Rehabilitative Services, Department of Education) have developed the following guidance.

Statement of Principle

The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the projections afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.

Guidelines

Where ALL of the following criteria are met, the U.S. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

- *Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who because of their disability, will need intensive on-going support to perform in a work setting.*
- *Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.*
- *Community-based placements will be clearly defined components of individual education program developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's Individualized Education Program (IEP).*
- *Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.*

- *The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.*

1. *There has been no displacement of employees, vacant positions have not been filled, employees have not be relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.*
2. *The students are under continued and direct supervision by either representatives of the school or by employees of the business.*
3. *Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.*
4. *The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.*
   - *While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:*

Vocational exploration	*5 hours per job experienced*
Vocational assessment	*90 hours per job experienced*
Vocational training	*120 hours per job experienced*

   - *Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at the particular community-based placement unless in a clearly distinguishable occupation.*

It is important to understand that an employment relationship will exist unless all of the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program to that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. When ever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.

We hope that this guidance will help you achieve success in the development of individualized education programs.

TEN STEPS FOR SUCCESSFUL TRANSITION

1. Start the transition process early (14; no later than 16)
2. Include all individuals and agencies in the planning process
   a. Physical Therapist
   b. Speech Therapist
   c. Assistive technology
   d. Mobility specialist
   e. Vocational rehabilitation
   f. Local adult agency
      1. Case manager
      2. Supported employment
      3. Group home personnel
   g. Parents
   h. Friend, advocate
   i. Program developer
   j. Occupational therapist
   k. Teacher
   l. Students
3. Set both short term and long term goals
4. Include the students desires, needs, interests, strengths, and abilities
5. Make the family aware of all of the services that are available before and after graduation. Also, how to access these services.
6. Make sure that everyone is aware of their duties and responsibilities with dates of completion attached to the goals.
7. Give the students as many different experiences, especially work, during the initial years to assist in locating the best choices for adulthood
8. Discussion of all areas of transition:
   a. employment
   b. transportation
   c. living arrangements
   d. recreation and leisure
   e. advocacy
   f. social behavior
   g. communication

h. medical needs
i. financial

9. If a participant or participating agency fails to provide agreed upon transition services; identify alternatives strategies to be implemented to meet the objectives.
10. Cooperation, Coordination, Communication, and Collaboration.

PRETEST________ POSTTEST________

PURPOSE: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Define Transition as stated in Public Law 101-476 (I.D.E.A.)

2. At what age should the student have an Individualized Transition Plan (ITP)?

3. Name at least three areas that need to be addressed in the ITP.

4. Name at least three people who should participate in a transition planning meeting?

5. Who needs to coordinate the transition meeting?

6. Is it necessary for the student to attend the ITP meeting?

7. According to the Fair Labor Standards Act of 1938 (which deals with students who have disabilities) name at least tv) of the six criteria in order to consider working at businesses part of training opportunities.

8. Match the following time frames that are used as a general rule for the Fair Labor Standards.

Vocational Exploration	90 hours per job experience
Vocational Assessment	120 hours per job experience
Vocational Training	5 hours per job experience

REFERENCES

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Sowers, J. A. and Powers, L. (1991). Vocational preparation and employment of students with physical and multiple disabilities. Paul Brookes Publishing Company: Baltimore, MD.

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Wehman, P., Moon, M.S., Everson, J.M., Wood, W., Barcus, J.M. (1988). Transition from school to work: New challenges for youth with severe disabilities. Paul Brookes Publishing Company: Baltimore, MD.

Wehman, P. (1992). Life beyond the classroom: Transition strategies for young people with disabilities. Paul Brookes Publishing Company: Baltimore, MD.

Thompson, S (1993). Interagency committee technical assistance project. University of Minnesota, Institute on Community Integration and the Minnesota Department of Education's Interagency Office on Transition Services.

APPENDIX A

PARENT INVENTORY FORM

School Year

School

Teacher

Family Inventory

Family input is a critical component of the IEP. To insure that the learning process is a success, the family must be willing to practice skills at home and in the community. In order to do this, the family must be aware of what's being taught at school. therefore, a partnership needs to be developed between the student's family and the school system. The IEP forms the framework of this partnership because it details the student's individualized program. It is important that the family and teachers of the students with disabilities have the same goals; and the IEP serves to specify these goals.

So often, tests administered to persons with severe handicaps do not give a true picture of the individual's ability. Having family input will give the teacher a better understanding of the child and of the family situation. therefore, a family should complete a brief history of their child explaining his handicap, his present level of functioning and his capabilities.

STUDENT__________________________

FAMILY MEMBERS____________________

____

Home Address:_______________________

Phone Number:_______________________

MEDICAL

1. Does your child take any medications?

   For what?

2. Is your child allergic to anything? If so, what?

COMMUNICATION/LANGUAGE

1. How does your child communicate his/her needs to you?
2. How does your child communicate displeasure, pain or dislike to you?
3. How does your child communicate with family members and friends?
4. Does your child follow simple instructions (such as, "Come here", "Sit down?")

BEHAVIOR

1. Does your child exhibit any behaviors that you feel are inappropriate or that bother you or members of the family?
2. What do you or others do when this behavior occurs?
3. What do you do to comfort or calm your child?
4. What do you do to discipline your child or show disapproval?
5. Does your child adapt easily to changes in routine?

DOMESTIC DOMAIN

1. What are your child's eating skills?
2. What are your child's favorite and least favorite foods?
3. Is your child able to dress herself or himself?
4. What personal hygiene skills would you like your child to learn?
5. Which self-help skills is most important to you for your child to learn?
6. Upon leaving school what do you expect your child to be doing for herself/himself?
7. In the future, where do you see your child living (e.g., supervised apartment, group home, home)?
8. What domestic skills would you like for your child to work on this year in order to be prepared for future living?

Notes

COMMUNITY

1. What places in the community do you take your child to (e.g., shopping mall, restaurants, relatives homes)?

2. How does your child behave when you take him/her to these places? (Is the behavior different for different places?)

3. What places do you think your child might go to when he/she is older?

PLACE	BEHAVIOR

4. What community environments would you like to see your child participate in this year in order to prepare him/her for the future?

   1. ______________________
   2. ______________________
   3. ______________________

RECREATION/LEISURE

1. What are your child's favorite activities, toys, and/or games at home?

2. What does your child do after school?

3. Does your child play with siblings and neighborhood friends?

4. Does your child enjoy playing by him/herself?

5. In what way does your child move about the house?

6. What recreation/leisure activities does your family participate in as a group?

7. What recreation/leisure activities would you like your child involved in the future?

RECREATION	LEISURE

8. What recreation/leisure activities would you like your child to participate in this year that are age-appropriate?

RECREATION	LEISURE

VOCATIONAL

1. What jobs does your child help with at home (e.g., putting away toys, cleaning up spills and messes, laundry)?

2. Do you have any suggestions as to the type of work your child might be able to do when he or she is older?

3. What work experiences would you like your child to participate in this year (e.g., clerical work, gardening, janitorial)?

RECREATION	LEISURE

FAMILY INVENTORY

____________________________ ____________________

Person Completing Form Date

____

Student's Name

____

A) Who would you like to attend the conference? Consider those people whom you feel can be helpful in planning an education program for your child. You may bring anyone you feel may be helpful (eg. student, family members, family or student's friend/advocate).

The following personnel will be scheduled to attend the conference:

NAME	ROLE
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Please indicate any additional school personnel you would like to attend the meeting.

____________________ ____________________

____________________ ____________________

____________________ ____________________

B) When is it most convenient for you to attend the meeting?

Mon_____ Tues_____ Wed_____ Thurs_____ Fri _____

8 am_____	11 am_____	2 pm_____	
9 am_____	12 pm_____	3 pm_____	Other_____
10 am_____	1 pm_____	4 pm_____	

C) Please note here if you need help making arrangements to attend a conference.

_____ I need help arranging transportation

_____ Other ____________________

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MEDICAL

1. Does your child take medication?
   For what?
   How often?
   Will the school staff need to administer the medication?

2. Are you willing to demonstrate this to our staff?

3. Does your child have allergies?
   If so, to what?

ADAPTATIONS

1. Does your child wear:
   - hearing aides
   - glasses
   - braces on feet
   - arm/hand splints
   - corrective braces
   - helmet
   - other

2. Will your child wear them to school everyday?

3. How long or often during the day is your child required to wear the adaptation?

   If applicable, how long does your child sit in the wheelchair at one time?

4. Does your child need adaptations to allow them to complete daily activities?

5. If so, in what areas?
   - feeding
   - communication
   - dressing
   - self-help
   - academics\schoolwork (i.e. large print)

6. What adaptations is your child currently using?

7. What adaptations do you feel would allow your child to participate in more activities?

* Are there adaptations that you use that would beneficial for the staff at the school to be aware of?

COMMUNICATION/LANGUAGE

1. What method of communication does your child use to indicate his/her wants or needs?

sign language	body movement
tactile sign	eye gaze
objects	augmentative devise
speech	picsyms
braille	other

2. What method of communication does your child use to communicate displeasure towards a person, activity, or environment?

sign language	body movement
braille	eye gaze
tactile sign	augmentative devise
objects	speech
picsyms	other

3. What method of communication does your child use to express pain or illness?

cries	screams
body movement	other

RECREATION/LEISURE

1. What are your child's favorite activities, toys, and/or games at home?

2. What does your child do after school?

3. Does your child play with siblings and neighborhood friends?

4. Does your child enjoy playing by him/herself?

5. How does your child move about your house?

6. What activities does your family do together?

go to the movies	watch movies at home
go to the park	grocery store (__________)
go out to eat	visit friends
visit family	go to the mall (________________)
on vacation	attend community functions
go to the zoo	other

7. What activities are your child's favorites?

8. What are your child's least favorite things to do?

9. What community environments would you like to see your child participate in this year in order to prepare him/her for the future?

BEHAVIOR

1) How does your child adapt to changes in their daily routine?
___ very well
___ depends on the change
___ does not seem to matter
___ not at all
___ becomes disruptive

2) How do you comfort your child when he/she is in pain?
___ music
___ talking to them
___ rocking
___ holding
___ kissing
___ other

3) How does your child socially interact with other people?
___ very well
___ fairly well
___ depends on the person
___ will tolerate it
___ does not do well with strangers
___ has to do the intitating
___ does not do well at all

4) Are there certain behaviors that your child does that you are trying to decrease or fade out?

If so, what?

If so, how are you daling with this behavior?

5) How do you discipline your child?

6) What do you use as positive reinforcements/rewards for your child?

7) What would you like to be used during the school day?

SELF-CARE/PERSONAL HYGIENE

1) What level of assistance does your child need to eat?
- ___ total assistance
- ___ he/she holds spoon/adapted spoon
- ___ he/she holds handled cup
- ___ finger feeds
- ___ uses a straw
- ___ opens mouth for spoon
- ___ little assistance
- ___ adapted plate
- ___ none

2) What are your child's favorite foods and drinks?

3) What are your child's least favorite foods and drinks?

4) Are there certain foods/drinks that need to be avoided?

5) How much assistance does your child need for dressing?
- ___ some assist
- ___ total assistance
- ___ minimal assistance
- ___ no assistance

6) How does your child brush hair/teeth?
- ___ total assistance
- ___ some assistance
- ___ minimal assistance
- ___ none

7) What particular skills are you most concerned about at this time?

8) Are you willing to demonstrate to the staff (if requested) any of the above routines listed above?

VOCATIONAL

1) Does your child particpate in household chores?

___ dusting ___vacuuming ___raking
___ cutting the lawn ___cleaning room ___ setting table
___ clearing table ___clearing table ___washing dishes
___ drying dishes ___carring out trash ___ caring for pets
___ putting away dirty clothes ___ washing clothes

___ drying clothes ___ folding clothes ___meal preparation
___ cooking ___ grocery shopping ___
___ ___ ___

2) What type of work does your child enjoy?
(receptionist, jantorial, lawn care, resturant, laundry, pet care, car repair, etc)

3) Has your child expressed an interest in a vocation to pursue after graduation?

4) What work experience has your child participated in the past?

5) If so, how did they enjoy working?

6) Are there specific job duties you would like to see your child work on this year?

APPENDIX B

TRANSITION PLANS

Project SETS

Supported Employment Transition Services

Individual Transition Plan
Cover Sheet

FTE Number ____________________ Student Name ____________________

DRS ID Number ____________________ Birth Date ____________________

MHMRSA ID Number ____________________ Graduation Date ____________________

Projected Graduation Follow-up Date ____________________

High School ____________________

Initial ITP Date ____________________

Participants ____________________

____

____

Review Date ____________________

Participants ____________________

____

____

Review Date ____________________

Participants ____________________

____

____

Review Date ____________________

Participants ____________________

____

____

Review Date ____________________

Participants ____________________

____

____

Review Date ____________________

Participants ____________________

____

____

SETS, ITP-1, 3-92 Georgia State Univ

Project SETS

Supported Employment Transition Services

Individual Transition Plan

Student Name ______________________ Birthdate ______________ Date ______

Summary of Student's Present Skills, Needs and Experiences

____

____

____

A. Transition Issues for Educational Planning	Recommendations	Responsibilities: Parent/Guardian Action	Parent/Guardian Time Line	School Action	School Time Line	Adult Service Providers Action	Adult Service Providers Time Line
1. Employment Preparation and Placement • Job clusters for training • Supported employment: Individual, Job share, Enclave • Competitive employment • Long term support							

Content of this form is not legally binding.

SETS, ITP-2, 1-92 Georgia State University

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Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
2. Post-school Community Living Arrangements: Options and Training Needs • Group homes • Apartments • Remain at home							
3. Independent Living Skills • Personal hygiene • Residence care Cleaning Laundry Cooking • Money management							

Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
4. Community and Leisure Options Access to: • Community goods • Community services • Leisure: Recreation Sports Entertainment • Friendships • Religious activities							
5. Transportation Training Needs • Pedestrian (e.g. street crossing) • Bus • Taxi Route location Emergency and safety training							

Content of this form is not legally binding

Transition Issues	Recommendations	Responsibilities: Parent/Guardian Action	Parent/Guardian Time Line	School Action	School Time Line	Adult Service Providers Action	Adult Service Providers Time Line
6. Social Behaviors Training • Interpersonal skills • Telephone skills • Sex education • Dating							
II. Additional Issues for Family Consideration							
1. Medical Needs • Medication • Seizures • Physician access • Financing							

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Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
2. Transportation Access for Work and Community • Car pool • Friends • Bus • Taxi • Walk							
3. Financial and Other Benefits • Social security • Minimum pay • Paid vacation • Maximum pay • Insurance							
4. Advocacy/Legal Trust • Wills • Trusts • Legal guardian							

Content of this form is not legally binding

INDIVIDUAL TRANSITION PLAN - FUTURE PLANNING FOR THE STUDENT

INSTRUCTIONS

The purpose of the Individual Transition Plan is to make the high school experience meaningful for now and for the future. Transition planning is about helping the student to prepare now for goals after graduation. Your help is needed to assist in this planning and this form is designed to help you understand this process and to record your suggestions. At a school meeting your suggestions will be combined with the suggestions of other persons working with the student to form a single plan. REMEMBER TO TAKE THIS FORM WITH YOU TO THE STUDENT'S IEP OR TRANSITION MEETING! The following five pages can be quickly filled out once you understand what they are designed to do. Please take the time to read the following brief instructions before you move to the next page.

FORM 1 - THE INDIVIDUAL TRANSITION PLAN

This form is the most important. It sets the goals that you hope the student will achieve after graduation for work and education, residential living, and community participation. You can either circle suggested goals in fine print or write in a goal. Definitions of the suggested goals are on the preceding page for your information. Space is available to write in school activities that have been set up to help the student reach each goal. These activities can be pulled from the worksheets once they have been finalized. Don't be afraid to set high goals for the student!

FORM 2, 3, and 4 - WORK AND EDUCATION, RESIDENTIAL LIVING, AND COMMUNITY PARTICIPATION WORKSHEETS

These forms suggest some school activities that can assist the student in making the transition toward each goal chosen on Form 1. If you believe the student could benefit from one of the suggested activities, simply check the box or write in the name of the school program in the first column. Definitions of suggested activities are on the preceding page for your information. You may also write in other activities, as needed. It is suggested that you use the second, third, and fourth columns to plan ahead up to four years, or to the student's graduation.

FORM 5 - ASSESSMENTS AND REFERRALS FORM

This form suggests some assessments or referrals that may be needed prior to the student's graduation. Assessments can be very helpful in setting goals and planning activities for the student, and referrals are very important in obtaining eligibility for services that the student may need after graduation. Plan ahead, since vocational and residential services frequently have waiting lists of two years or more. As before, definitions of suggested assessments and referrals are on the preceding page for your information.

13

Notes

INSTRUCTIONS - CIRCLE, CHECK, OR WRITE IN ONE OR MORE GOALS FOR EACH AREA. ACTIVITIES FOR THE COMING YEAR CAN BE WRITTEN IN UNDER EACH GOAL AREA ONCE AGREED UPON AT THE TRANSITION TEAM MEETING.

WORK AND EDUCATION GOALS - GENERAL GOALS OUTLINING WORK AND EDUCATIONAL SETTINGS TARGETED FOR THE STUDENT

Competitive Employment - Employment in the community without ongoing support. Training may be done by the employer or a training consultant.

Sheltered Employment - Employment in a protective environment where the individual is paid according to the amount of work done, usually at much less than minimum wage. Generally requires MR/DD eligibility.

Supported Employment - An alternative to sheltered work for some individuals. Involves employment in the community with the help of employment specialists and on-going support. Generally requires eligibility for MR/DD or long-term mental health services.

Technical School - A school of higher learning where the student is able to specialize in a specific field. These fields generally involve two year programs that require scientific or industrial training for a specific trade (eg. electrical engineer, etc.)

University or College - A school of higher learning generally leading to a four year academic degree. Provides a background leading to professions and a good knowledge base for advancement in many fields.

Vocational Training - A program that provides training for a specific job or trade (eg. mechanic, stenographer, carpenter, etc.)

RESIDENTIAL LIVING GOALS - GENERAL GOALS OUTLINING RESIDENTIAL SETTINGS TARGETED FOR THE STUDENT AS AN ADULT

Independent Living (Accessible Housing) - A residence able to accommodate wheelchairs through ramps, elevators, grab bars, pull cords, and adjusted cabinets. Generally more expensive unless obtained through subsidized housing.

Parents or Relatives - Residing with natural parents or other family members. Outside support may be available to the resident from SSI/SSA, Medicaid, or supported living, if the resident is eligible.

Supervised Apartment Living - A residence where staff are available to assist each week to do shopping, handle money, or in some cases, to help with cooking. Generally requires MR/DD eligibility.

Supported Living - A program where supports are provided wherever the individual resides, including with parents or family. Generally requires MR/DD eligibility, but also may be paid by Medicaid in some cases.

COMMUNITY PARTICIPATION GOALS - GENERAL GOALS OUTLINING COMMUNITY ACTIVITIES TARGETED FOR THE STUDENT AFTER GRADUATION

Affiliations and Memberships (Church, Clubs, and Recreational) - Groups that can help the individual develop values, interests, health, social contacts, leisure, and offer activities toward personal goals.

Political Participation - Affiliations and

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INDIVIDUAL TRANSITION PLAN FOR:

STUDENT SS# - - SCHOOL ID# CLASS OF: MEETING DATE:

WORK & EDUCATIONAL GOALS (full-time part-time):

☐ University or College ☐ Technical School ☐ Vocational Training ☐ Competitive Employment ☐ Supported Employment ☐ Sheltered Employment

ACTIVITIES (for possible activities see work & education worksheet):	PERSON RESPONSIBLE	START	END

LONG-TERM RESIDENTIAL GOAL:

☐ Independent Living ☐ Independent Living (Accessible Housing) ☐ Supervised Apartment Living ☐ Supported Living ☐ Group Home ☐ Parents or Relatives

ACTIVITIES (for possible activities see residential worksheet):	PERSON RESPONSIBLE	START	END

COMMUNITY PARTICIPATION GOALS:

☐ Civic & Club Memberships ☐ Recreational Memberships ☐ Church Affiliation ☐ Transportation ☐ Continuing Education ☐ Political Participation

ACTIVITIES (for possible activities see community participation worksheet):	PERSON RESPONSIBLE	START	END

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INSTRUCTIONS - WRITE UPCOMING SCHOOL YEAR AND OR/YEARS TO GRADUATION IN THE BOX OVER THE FIRST COLUMN. CHECK OR WRITE IN PROGRAMS NEEDED FOR THE UPCOMING YEAR. PLAN AHEAD BY USING THE SECOND, THIRD, AND FOURTH COLUMN FOR EACH YEAR UP TO PROJECTED GRADUATION. USE A SECOND SHEET, IF NECESSARY.

TRANSITION ACTIVITIES RELATED TO WORK AND EDUCATION GOALS - THESE ACTIVITIES ARE DESIGNED TO HELP THE STUDENT CHOOSE A VOCATION OR POST-SECONDARY PROGRAM AND/OR EXPOSE THE STUDENT TO THE DEMANDS OF THESE PROGRAMS WITH SUPPORTS

Career Exploration - A method of clarifying interests and abilities through testing, job tryouts, individual or group counseling, career search activities, and exercises.

Classroom Work Training - Classroom training designed to teach a particular work skill (eg. making beds.

Competitive Work Program - A program where the student is placed in a job in the community during the day or after school at a regular wage to obtain work experience.

Community Work Experience - A program where the student works in the community during the day or after school, sometimes as part of a group, generally for lower wages to obtain work experience.

In-School Job Placement - A job placement within the school (eg. cafeteria) where the student is employed with or without wages to obtain work experience.

Professional Shadowing - A work experience where the student is allowed to follow and observe a person working in a particular job.

Summer Jobs - A program, often funded by the Private Industry Councils, where the student obtains employment when out of school over the summer.

Supported Work Experience - A work experience where the student works in the community with on-going and close supervision to obtain work experience.

Vocational Education - A program where the student is trained in a specific trade or skill as part of his or her high school education.

Non-Paid Training Experience - A program where the student gains non-paid experience in an occupation of interest to explore career options and obtain work skills.

Work Adjustment Program - A program that emphasizes the development of work behaviors such as proper dress, punctuality, good attendance, etc.

TRANSITION ACTIVITIES RELATED TO WORK AND POST-SECONDARY EDUCATION	CHECK BOX OR DESCRIBE TRANSITION ACTIVITIES NEEDED - PLAN AHEAD, IF POSSIBLE			
	______school year or ___yrs to graduation	______school year or ___yrs to graduation	______school year or ___yrs to graduation	______school year or ___yrs to graduation
1. Classroom Work Skills Training	☐	☐	☐	☐
2. In-School Job Placement	☐	☐	☐	☐
3. Work Adjustment Program	☐	☐	☐	☐
4. Training Experience	☐	☐	☐	☐
5. Community Work Experience	☐	☐	☐	☐
6. Summer Jobs	☐	☐	☐	☐
7. Supported Employment	☐	☐	☐	☐
8. Professional Shadowing	☐	☐	☐	☐
9. Career Exploration	☐	☐	☐	☐
10. Vocational Education	☐	☐	☐	☐
11. College Experience	☐	☐	☐	☐
12.	☐	☐	☐	☐

Student SS# ___-__-____ School ID# _____ Developer ____________ Title/Relation ______
Comments:

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INSTRUCTIONS - WRITE UPCOMING SCHOOL YEAR AND OR/YEARS TO GRADUATION IN THE BOX OVER THE FIRST COLUMN. CHECK OR WRITE IN PROGRAMS NEEDED FOR THE UPCOMING YEAR. PLAN AHEAD BY USING THE SECOND, THIRD, AND FOURTH COLUMN FOR EACH YEAR UP TO PROJECTED GRADUATION. USE A SECOND SHEET, IF NECESSARY.

TRANSITION ACTIVITIES RELATED TO RESIDENTIAL LIVING - THESE ARE ACTIVITIES DESIGNED TO PREPARE THE STUDENT TO LIVE AS INDEPENDENTLY AS POSSIBLE WITH OR WITHOUT ON-GOING SUPPORTS

Clothing Care - Programs designed to help the student clean, maintain, and repair clothing.

Cooking and Nutrition - Programs designed to help the student plan and prepare balanced meals.

Dealing With Emergencies - Programs designed to help the student recognize and contact community helpers and how to handle common emergencies

Housekeeping Skills - Programs designed to help the student maintain a household (eg. cleaning, common repairs, infection control, etc.)

Guardian and Estate Issues - Programs or services to help the student make informed decisions regarding their money, their medical care, or other legal issues.

Money Management - Programs designed to help the student budget money, comparison shop, and use checking and savings accounts.

Seeking Medical and Health Care - Programs designed to help the student obtain medical and dental services, and to recognize when services are needed.

Self-Care and Safety - Programs designed to help the student care for personal hygiene, appearance, and health.

Home Repairs and Maintenance - Programs designed to help the student get home repairs done and do preventative maintenance in the home.

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No

TRANSITION ACTIVITIES RELATED TO RESIDENTIAL LIVING	CHECK BOX OR DESCRIBE TRANSITION ACTIVITIES NEEDED - PLAN AHEAD, IF POSSIBLE			
	______school year or ___yrs to graduation	______school year or ___yrs to graduation	______school year or ___yrs to graduation	______school year or ___yrs to graduation
1. Self-Care Safety				
2. Housekeeping Skills				
3. Money Management				
4. Clothing Care				
5. Seeking Medical and Health Care				
6. Dealing With Emergencies				
7. Guardianship Estate Issues				
8. Cooking and Nutrition				
9. Home Repairs and Maintenance				
10.				
11.				
12.				

Student SS#___-__-____ School ID#____ Developer________________ Title/Relation________
Comments:

INSTRUCTIONS - WRITE UPCOMING SCHOOL YEAR AND OR/YEARS TO GRADUATION IN THE BOX OVER THE FIRST COLUMN. CHECK OR WRITE IN PROGRAMS NEEDED FOR THE UPCOMING YEAR. PLAN AHEAD BY USING THE SECOND, THIRD, AND FOURTH COLUMN FOR EACH YEAR UP TO PROJECTED GRADUATION. USE A SECOND SHEET, IF NECESSARY.

TRANSITION ACTIVITIES RELATED TO COMMUNITY PARTICIPATION - THESE ARE ACTIVITIES DESIGNED TO HELP THE STUDENT ENRICH LEISURE TIME, SOCIAL RELATIONSHIPS, CITIZENSHIP, AND SPIRITUAL DEVELOPMENT

Transportation Training - Programs designed to help the student use public transportation and/or to safely operate an automobile.

Community Awareness - Programs designed to acquaint the student with the use of community resources such as libraries, social services, etc.

Leisure Skills - Programs designed to help the student learn new recreational skills and identify recreational programs in the community.

Shopping Skills - Programs designed to teach the student to do comparison shopping, locate appropriate stores, and use credit responsibly.

Physical Fitness - Programs designed to teach the student how to maintain fitness through different kinds of regular exercise and use of community resources for fitness programs.

Sexuality and Relationships - Programs designed to teach the student how to date, birth control, and appropriate expressions of sexuality.

Emotional Awareness - Programs designed to teach the student appropriate ways of dealing with emotions such as anger, fear, etc.

Self-Advocacy and Assertion - Programs designed to teach the student what his or her rights are and how to stand up for them without becoming aggressive.

Club/Group Membership - Programs designed to expose the student to clubs and organizations related to his or her interests.

Political Awareness - Programs designed to teach the student to follow current events, make political choices, become involved in the political process and vote.

Not.

Notes

TRANSITION ACTIVITIES RELATED TO COMMUNITY PARTICIPATION	CHECK BOX OR DESCRIBE TRANSITION ACTIVITIES NEEDED - PLAN AHEAD, IF POSSIBLE			
	______school year or ___yrs to graduation	______school year or ___yrs to graduation	______school year or ___yrs to graduation	______school year or ___yrs to graduation
1. Transportation Training	☐	☐	☐	☐
2. Community Awareness	☐	☐	☐	☐
3. Leisure Skills Development	☐	☐	☐	☐
4. Shopping Skills	☐	☐	☐	☐
5. Physical Fitness	☐	☐	☐	☐
6. Sexuality and Relationships	☐	☐	☐	☐
7. Emotional Awareness	☐	☐	☐	☐
8. Self-Advocacy and Assertion	☐	☐	☐	☐
9. Club/Group Memberships	☐	☐	☐	☐
10. Political Awareness	☐	☐	☐	☐
11.	☐	☐	☐	☐
12.	☐	☐	☐	☐

Student SS#___-__-____ School ID#____ Developer

Comments:

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INSTRUCTIONS - NOTE WHICH ASSESSMENTS OR REFERRALS ARE NEEDED AND WHEN THEY ARE NEEDED IN THE APPROPRIATE COLUMNS. AT THE IEP OR TRANSITION MEETING ASSIGN RESPONSIBILITY FOR EACH ASSESSMENT OR REFERRAL. THE TEAM LEADER SHOULD FOLLOW-UP TO SEE THAT ASSIGNMENTS ARE CARRIED OUT.

DEFINITION OF ASSESSMENT TERMS (alphabetized)

Employability Assessment - This is an assessment which looks at specific skills and interests of the student for comparison with specific job requirements.

Functional Skills Assessment - This is an assessment that looks at specific skills of the student in regard to self-care, residential living, and community participation.

Future Planning - This is planning similar to that done on Form 1 of this plan, with additional questions and guidelines to help parents visualize what the student will do in adult life.

Medical Evaluation - This includes evaluation of medical conditions which may relate to the student's ability to work or live independently.

Money Skills Assessment - This is an evaluation of the student's ability to handle money, make purchases, use checking and savings accounts, use credit, and create and use a budget.

Psychological Evaluation - This includes evaluations of the student's ability to learn, manage emotions, and perform tasks involving organization.

Social Assessment - This includes evaluations, usually done by social workers, of student support from friends, family, the community, and other relationships.

REFERRAL TERMS (alphabetized)

Case Management - This is a term that is used both in mental health and MR/DD which refers to a person who assists the family in identifying and obtaining services related to a given disability. These services are obtained by referral for mental health or MR/DD services.

Income Support - Students with substantial disabilities may be eligible for income supports, even before leaving home. Eligibility is generally limited to students with few assets. MR/DD also may assist the family through family resource monies if the student is MR/DD eligible.

Job Training Partnership - Also known as the Private Industry Council, JTP programs provide training and subsidized wages for low-income students who need work experience or summer jobs.

Medicaid/Medicare - Students eligible for SSI/SSA income supports are usually eligible for Medicaid or Medicare which will help pay medical expenses and some expenses related to care.

Mental Health Services - Mental health services are usually obtained by contacting the local mental health center or child guidance center which assesses and refers the student to the appropriate program for counseling, treatment of substance abuse, or psychiatric rehabilitation.

Rehabilitation Services - also known as the Bureau of Vocational Rehabilitation (BVR) rehabilitation services are available to nearly all students with

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ASSESSMENTS AND REFERRALS FORM

ASSESSMENTS	Needed?	When?	Person Responsible	Date Complete/Comments
1. Psychological Evaluation				
2. Medical Evaluation				
3. Employability Assessment				
4. Future Planning with Parents				
5. Money Skills Assessment				
6. Social Assessment				
7. Functional Skills Assessment				
8.				

REFERRALS	Needed?	When?	Person Responsible	Date Completed/Comments
1. Social Security Number				
2. Income Support (SSI/SSDI, etc.)				
3. Medicaid/ Medicare				
4. Rehabilitation Services				
5. Board of MR/DD				
6. Mental Health Services				
7. Case Management				
8. Job Training Partnership				
9.				

Name____________________ Student SS# _ _ _-_ _-_ _ _ _ School ID#____ Meeting Date__________
Comments:

APPENDIX C

NOTICE TO PARENTS

NOTICE REGARDING COMMUNITY BASED VOCATION INSTRUCTION PROGRAM

This is to notify you that the vocational training experiences and goals listed in this Individual Education Program will occur in businesses in the community. I understand that vocational, functional academic, social, communication and adaptive behavior skills training will occur in the community. I further understand that my son/daughter will not be entitled to wages or workman's compensation during training experiences nor entitled to a job at one of the training sites at the conclusion of the community based vocation instruction program.

____
parent/guardian

____
date

APPENDIX D

CHECKLIST FOR ITP MEETING

CHECKLIST FOR INITIAL ITP MEETING

A. Activities Prior:

* schedule family training sessions
* disseminate fact sheet/information sheet
* schedule families to observe other ITP meetings (with consent)
* send notification letter

B. Activities During:

* review purpose
* answer questions
* discuss Personal Futures Planning
* address planning menu areas
* negotiate desired adult outcomes
* identify training issues and family support issues
* develop action steps that promote information dissemination and follow through activities

C. Activities After:

* assemble family information handbook
* schedule family training opportunities
* survey family for feedback on process and meeting

CHECKLIST FOR UPDATED ITP MEETING

A. Activities Prior:

* disseminate family information
* contact family to discuss ITP meeting participants
* send notification letter

B. Activities During:

* review focus of transition planning
* answer questions
* review recommendations and status of action steps form expiring

* revisit Personal Futures Plan
* address planning menu areas
* negotiate desired adult outcomes
* identify training issues, family support issues and agency resources
* identify additional participants for the next ITP meetings

C. Activities After:

* add appropriate materials to the family handbook
* provide directory of service providers
* schedule family opportunities
* survey family for feedback

CHECKLIST FOR EXITING ITP MEETING

A. Activities Prior:

* contact family to identify issues and/or concerns that need to be addressed
* contact family to discuss ITP meeting participants
* send notification letter

B. Activities During:

* introduce any new participants
* review recommendations and status of action steps from expiring ITP
* identify training issues, family support issues
* develop action steps that promote decision making that is future oriented, as well as follow through activities

C. Activities After:

* add appropriate materials
* survey family for feedback

APPENDIX E

NON-BINDING STATEMENT OF UNDERSTANDING

P R O J E C T   S E T S

Supported
Employment
Transition
Services

SCHOOL AND PARTICIPATING AGENCY AGREEMENT
COMMUNITY-BASED VOCATIONAL INSTRUCTION PROGRAM

NON-BINDING STATEMENT OF UNDERSTANDING

______________________________ AND ______________________________
Local School System   Participating Agency

PURPOSE: The setting at ____________________ (name of business, herein cited as Business) will provide students with disabilities an opportunity to experience and perform meaningful vocational practice skills in a natural environment. During his participation in community based vocational training, a student will have many training experiences as part of his career development. He will receive training in vocational, functional academics, social and adaptive behavior skills in the community.

BUSINESS: No immediate advantage will be derived by the Business. Although students will be under final supervision by the assigned school staff, an employee of the Business may be asked to work with a student trainee. It is understood that the student trainees may occasionally impede or interfere with an employee's completion of his job duties. Employees will not suffer job loss or reduction of hours due to student training at the Business. No activity performed by the students while training is guaranteed to be standard quality, nor is it guaranteed to be completed by the end of each training period.

STUDENTS: All students working at Business and enrolled in the community-based instructional program at ____________________
school
will be accompanied to the Business by certified teachers/paraprofessionals employed by the ____________________ School System.

LIABILITY: All students will be covered under school liability insurance. Students are not employees and workmen's compensation will not be required. The students are working on an IEP and therefore the school system is directly responsible.

TIME: Days and hours will be agreed upon by the Business and the

Special Education teacher.

REMUNERATION: All students participating at the Business will be considered in a classroom vocational program and therefore will not be employees. No renumeration is requested. Students and their parents have received notice and are aware of the training nature of this activity.

WORK SITES: The exact type of work and location of the work station will be agreed upon by the Business and the Special Education teacher after a comprehensive work inventory is completed by the special education teacher.

EMPLOYMENT: The Business is under no obligation to hire any student participant in this program.

We, the undersigned, as representatives of our agency or business agree to abide by the statements listed above. We understand that this agreement may be canceled by either party upon notice to the other.

____
Special Education Teacher

____
Special Education Consultant

____
Business Representative

Business Address:

____
Name

____
Street

____
City, State, Zip

____
Phone

APPENDIX F

INFORMATION FROM SOCIAL SECURITY
REGARDING WORK INCENTIVES

SSI/SSDI Work Incentives

Program Overview

Administering Agency: Social Security Administration

Mission of Program

The Mission of this program is to help persons who are disabled or blind to return to work and protect their status and their entitlement to cash payments and/or Medicaid or Medicare protection until they can reasonably be expected to pay their own way and buy their own health insurance protection.

Eligibility for Services

Persons who qualify to receive SSI/SSDI work incentives must be eligible to receive SSI or SSDI benefits. Specific eligibility criteria are required for each program.

Scope of Services

SSI/SSDI work incentives provide or continue eligibility for cash payments and/or Medicare/Medicaid coverage. The work incentives available to qualified persons include Section 1619a and 1619b, impairment-related work expenses, continued payment to individuals under a vocational rehabilitation plan, trial work period, extended period of eligibility, continuation of Medicare coverage, and Plan for Achieving Self-Support.

Effectiveness of Services

SSI/SSDI work incentives have reduced the risks of losing income of medical coverage for many persons who return to work. Disincentives still exist for some individuals who would like to work.

Section 1619a and 1619b

Program Overview

Administering Agency: Social Security Administration

Enabling Legislation: Employment Opportunities for Disabled Americans Act (P.L. 99-643). July 1, 1987

Mission of the Program

The mission of the program is to assist SSI recipients with returning to work by easing the transition between being on disability payments and Medicaid and being self-supporting.

Eligibility for Services

Section 1619a provides cash benefits to SSI recipients engaged in substantial gainful activity (SGA) if they continue to have the original disabling condition and currently meet the income and resource requirements. Qualified persons continue to receive cash benefits unless the mental or physical impairment improves or the benefits are terminated for a reason other than the disability. SSI is reinstated if income levels fall below SGA and eligibility criteria for SSI are met.

Section 1619b provides Medicaid coverage for SSI recipients under age 65 who are disabled or blind if their earnings are too high to receive SSI cash payments. To be eligible for Medicaid, a person must (1) have a disabling condition or continue to be blind, (2) need Medicaid in order to work, (3) not be able to afford benefits equivalent to SSI and Medicaid coverage, and (4) meet all nondisability-related requirements for SSI other than earnings. Qualified persons continue to receive Medicaid coverage until their earnings reach a substantially higher level which takes into account their ability to afford medical care and normal living expenses.

Scope of Services

Section 1619a provides special SSI cash benefits to individuals with disabilities "who lose eligibility for SSI payments under the regular rules because they have earnings at the level that ordinarily is considered to represent SGA ($300). Section 1619b provides special SSI recipient status for Medicaid purposes to working disabled or blind individuals when their earnings make them ineligible for further cash payments."

Effectiveness of Services

Section 1619 was established to help persons with disabilities become self-supporting. Previously, SSI recipients who earned SGA faced the risk of losing cash benefits and Medicaid coverage even if their total income and resources were within the SSI need criteria. The increased numbers of persons participating in Section 1619a and 1619b benefits reflects the program's success in helping persons with disabilities work and become self-supporting.

One measure of program effectiveness is a positive correlation between Section 1619 participation and employment initiatives for persons with severe disabilities.

Persons receiving Medicaid benefits under Section 1619b are reviewed periodically for redetermination of eligibility. Those claims which fit a criteria for screening due to their

Scope of Services

Persons under a vocational rehabilitation plan can continue receiving Supplemental Security Income (SSI) or Social Security Disability Income (SSDI) payments after they are no longer disabled on the basis of medical recovery if they are participating in an approved State vocational rehabilitation plan at the time that the disability ceases.

Extent of Services

No data available.

Effectiveness of Services

Program effectiveness data needs to be collected on the percentage of total SSI/SSDI recipients who return to work and receive continued payment while participating in a vocation rehabilitation plan.

Documentation

Social Security Administration. (1988). A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind (SSA Publication No. 64-030). Baltimore, MD: Social Security Administration, Office of Disability.

Impairment-Related Work Expenses

Program Overview

Administering Agency: Social Security Administration

Mission of Program

The mission of the program is to assist SSI/SSDI recipients with returning to work by easing the transition between being on disability payments and being self-supporting.

Eligibility for Services

Persons receiving SSI and SSDI benefits are eligible to deduct impairment-related work expenses. SSI recipients must first establish Federal SSI eligibility without the impairment-related work expense deductions. After eligibility is determined, persons receiving SSI benefits can exclude their work-related expenses to compute the amount of cash payment.

The person must pay for the items and services and not receive a reimbursement for the expenses by another source. Costs for items or services can only be deducted if they are needed by the individual in order to return to work.

Scope of Services

Persons who need impairment-related items and services in order to work can deduct these expenses from their earnings when determining substantial gainful activity (SGA) under Supplemental Security Income (SSI) and Social Security Disability Income (SSDI). Impairment-related expenses can also be excluded from earned income in determining the SSI monthly payment amount.

Expenses that are likely to be deducted include attendant care services, transportation costs, medical devices, prosthesis, work-related equipment and assistants, residential modifications, routine drugs and medical services, diagnostic procedures, nonmedical appliances and devices, expendable medical supplies, and costs for a seeing-eye dog. Specific types of services and items under each category are described.

Extent of Services

No data available.

Effectiveness of Services

Program effectiveness data needs to be collected on the percentage of total SSI/SSDI recipients who return to work and participate in the impairment-related work expense incentive program.

Documentation

Social Security Administration. (1988). A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind. (SSA Publication No. 64-030). Baltimore, MD: Social Security Administration, Office of Disability.

Trial Work Period

Program Overview

Administering Agency: Social Security Administration

Mission of Program

The mission of the program is the assist SSDI recipients with returning to work by easing the transition between being on disability payments and being self-supporting.

Eligibility for Services

Persons who are receiving SSDI benefits are entitled to a trial work period beginning the date that a claim is filed or the month of entitlement, whichever comes first.

Scope of Services

Persons receiving Supplemental Security Disability Income (SSDI) can work for a period of nine months and continue receiving full disability benefits. The purpose of the program is to allow SSDI recipients the opportunity to test their ability to work without losing their medical and financial benefits.

SSDI recipients receive a month of work credit for every month that the individual's earnings are over $75.00 a month. A person who is self-employed receives one work credit for every month of fifteen hours of work. The trial work period is completed when nine work credits are accumulated. The nine months do not have to be consecutive. At the end of the trial work period, determination is made as to whether the individual can do substantial gainful activity as defined by earnings over $300.00 a month. Determination decisions are made by the Social Security Administration. Benefits are paid for three months following a decision that the individual is no longer disabled and is ineligible to receive SSDI cash payments.

Extent of Services

No data available.

Effectiveness of Services

Program effectiveness data needs to be collected on the percentage of total SSDI recipients who return to work and participate in the trial work period incentive program.

Documentation

Social Security Administration. (1988). A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind. (SSA Publication No. 64-0303). Baltimore, MD: Social Security Administration. Office of Disability.

Extended Period of Eligibility

Program Overview

Administer Agency: Social Security Administration

Mission of Program

The mission of the program is to assist SSDI recipients with returning to work by easing the transition between being on disability payments and being self-supporting.

Eligibility for Services

SSDI recipients who have completed a nine-month trial work period and are determined by the Social Security Administration to no longer be disabled because their earnings exceed SGA level are eligible for an extended period of eligibility. The extended period of eligibility begins the month after the trial work period needs.

Scope of Services

Social Security Disability Income (SSDI) recipients who have completed a nine-month trial work period are provided with a thirty-six-month period in which benefits can be reinstated should earnings fall below the substantial gainful activity (SGA) level. Benefits are reinstated during this time without need for a new application, disability determination, or any waiting period. A new application for SSDI benefits would have to be completed during any month that the individual's earnings fall below SGA level after the thirty-six months are up.

Extent of Services

No data available.

Effectiveness of Services

Program effectiveness data needs to be collected on the percentage of total SSDI recipients who return to work and participate in the extended period of eligibility incentive program.

Documentation

Social Security Administration. (1988). A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind. (SSA Publication No. 64-030). Baltimore, MD: Social Security Administration, Office of Disability.

Continuation of Medicare Coverage

Program Overview

Administering Agency: Social Security Administration

Mission of Program

The mission of the program is to assist SSDI recipients with returning to work by easing the transition between receiving disability benefits and being self-supporting.

Eligibility for Services

SSDI recipients who are engaging in SGA and have not medically recovered are eligible to receive continued Medicare coverage.

Scope of Services

Persons qualifying for SSDI benefits who are engaging in substantial gainful activity (SGA) and who have not medically recovered can continue to receive Medicare benefits for thirty-nine months after completing a trial work period.

Medicare coverage is provided for qualified persons during the thirty-six month benefit reinstatement period after a trial work period is completed and for an additional three months after that. Medicare coverage may continue for a longer period of time if earnings fall below SGA for any of the thirty-nine months. Medicare coverage is terminated if a person's disability entitlement ends due to reasons other than engaging in SGA.

Extent of Services

No data available.

Effectiveness of Services

Program effectiveness data needs to be collected on the percentage of total SSDI recipients who return to work and participate in the continued Medicare coverage incentive program.

Documentation

Social Security Administration. (1988). A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind (SSA Publication No. 64-030). Baltimore, MD: Social Security Administration, Office of Disability.

Plans for Achieving Self-Support

Program Overview

Administering Agency: Social Security Administration

Mission of Program

The mission of the program is to assist SSI and SSDI recipients with returning to work by easing the transition between receiving disability benefits and being self-supporting.

Eligibility for Services

Persons who are blind or disabled can have a plan. "The individual must have a feasible work goal, a specific savings/spending plan, and must provide a clearly identifiable accounting for the funds which are set aside. The plan must be in writing and have a specific time frame. The individual must then follow the plan and negotiate revisions as necessary" (Social Security Administration, 1988). Social Security representatives, vocational rehabilitation counselors, social workers, or employers can assist an individual with developing a plan.

Scope of Services

Plans for Achieving Self-Support (PASS) allow persons to set aside income or resources for a specific period of time for the purpose of establishing or maintaining Supplemental Security Income (SSI) eligibility, accomplishing a work goal, or increasing SSI payments.

The purpose of the program is to assist qualified persons with becoming self-supporting by allowing them to save money towards work without risking the loss of medical or financial benefits under the income or resource restrictions.

Qualified persons can set aside income and resources for a period of time for a specific work goal such as education, vocational training, starting a business, or to purchase work equipment. The income that is set aside is not included in SSI income and resource tests and does not affect substantial gainful activity determination (SGA). SSI eligibility can be maintained or established and SSI payments can be increased with the use of PASS.

Persons receiving Supplemental Security Disability Income (SSDI) can set aside SSDI money under a PASS plan which may make them eligible for SSI benefits.

Extent of Services

No data available. An informal, verbal survey suggests that roughly 1,000 persons nationwide have an active PASS plan.

Effectiveness of Services

Program effectiveness data needs to be collected on the percentage of total SSI recipients who return to work and participate in the PASS incentive program.

Documentation

Social Security Administration. (1988). A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind (SSA Publication No. 64-030). Baltimore, MD: Social Security Administration, Office of Disability.

WHAT GOALS CAN BE PURSUED??

* Adminsistratvie Assistant
* Automotive Assistant
* Certified Public Accountant
* Chef
* Clerical Aid
* Computer Operator
* Floral Designer
* Food Preparation Worker
* Housekeeper
* Landscape Worker
* Musician
* Nursing Assistant
* Receptionist
* Telemarketing Specialist
* Vocational Rehabilitation Counselor

WHAT CAN A PASS COVER?

* Tools, computers, uniforms, equipment, supplies, and money to start a business
* Tuition, books and supplies or services for school or training
* Modifications to home or car because of disability
* Cost of transportation (including purchase and operation of a vehicle)
* Job coach, medical care, attendant care, and child care
* Taxes (except income tax), permits, licenses, and finance charges

SSI: Title XVI Supplemental Security Income	SSDI: Title II Social Security Disability Insurance
* Welfare program based on need, no more than $2000 in assets for an individual	*insurance program based on age and number of quarters worked as well as wages
* No waiting period	* Usually a 5 month waiting period after onset of impairment
*Presumptive disability for up to six months	* No presumptive payments
* Retroactive only to the date of application	* Up to twelve months retroactivity
* Maximum benefit rate, payment determined by current income and work related expenses	* Benefit rate determined by work history
* Alcohol/drug addicts must have a representative payee	* No requirement for payee if determined capable
* Substantial Gainful Activity (SGA) test to establish initial eligibility: gross income of $500 or less per month (those with blindness are exempt from SGA test)	* Substantial Gainful Activity determinations required for eligibility and to maintain disability status for blind and non-blind
* No trial work period or extended period of eligibility- income from work is counted against benefit check after $65.00	* Trial Work Period ($200 or more per month for any nine months within a 60 month period; 36 month Extended Period of Eligibility in which payment is based on income below the SGA level
* Credit for IRWE	* Credit for IRWE
* Credit for PASS	* PASS can be written to establish SSI eligibility and SSDI used as the resource
* Credit for BWE	
* Credit for Student Earned Income	* Credit for Subsidy
* Medicaid is provided with SSI eligibility	* Medicare is provided with eligibility after a 24 month waiting period

1994 RATES

INDIVIDUAL, FULL BENEFIT..........$446.00 PER MONTH

INDIVIDUAL, IN-KIND SUPPORT.......$295.00 PER MONTH

COUPLE, BOTH SSI ELIGIBLE.........$669.00 PER MONTH

WORKSHEET FOR CALCULATING SSI BENEFITS

STEP 1. $______ UNEARNED INCOME
- 20.00 GENERAL EXCLUSION
$______ COUNTABLE UNEARNED INCOME

STEP 2. $______ EARNED INCOME (MONTHLY GROSS WAGES)
- 65.00 EARNED INCOME INCLUSION
$______ COUNTABLE EARNED INCOME

STEP 2A. -______ SUBTRACT IRWE EXPENSES
$______ TOTAL COUNTABLE EARNED INCOME

÷ 2 DIVIDE BY TWO
$______ REVISED COUNTABLE EARNED INCOME

STEP 3. $______ COUNTABLE UNEARNED INCOME
+______ REVISED COUNTABLE EARNED INCOME
$______ TOTAL COUNTABLE INCOME (BOTH EARNED AND UNEARNED)

STEP 3A. -______ MINUS PASS EXPENSES
$______ TOTAL COUNTABLE INCOME

STEP 4. $______ FEDERAL BENEFIT RATE ($434.00 OR $286.00)
-______ MINUS TOTAL COUNTABLE INCOME
$______ SSI MONTHLY BENEFIT

STEP 5. $______ UNEARNED INCOME
______ EARNED INCOME
+______ SSI BENEFIT
$______ TOTAL USABLE INCOME

-______ MINUS PASS AND/OR IRWE EXPENSES
$______ TOTAL INCOME TO BE USED FOR LIVING EXPENSES

Regulations, Part 527: Employment of Student Workers

Title 29, Part 527 of the
Code of Federal Regulations

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1024
Reissued March 1980

This publication conforms to the Code of Federal Regulations as of February 12, 1980, the date this reprint was authorized.

PART 527—EMPLOYMENT OF STUDENT WORKERS

AUTHORITY: Sec. 14, 52 Stat. 1068, as amended; 29 U.S.C. 214.

SOURCE: 20 FR 7737, Oct. 14, 1955, unless otherwise noted.

§ 527.1 Applicability of the regulations contained in this part.

The regulations contained in this part are issued under section 14 of the Fair Labor Standards Act of 1938, as amended, to provide for the employment under special certificates of student-workers at wages lower than the minimum wage applicable under section 6 of the act. Such certificates shall be subject to the terms and conditions hereinafter set forth.

§ 527.2 Definitions.

As used in the regulations contained in this part: A "student-worker" is a student who is receiving instruction in an educational institution and who is employed on a part-time basis in shops owned by the educational institution, for the purpose of enabling the student to defray part of his school expenses.

§ 527.3 Application for a student-worker certificate.

(a) Whenever the employment of student-workers as learners at wages lower than the minimum wage applicable under section 6 of the Fair Labor Standards Act of 1938, as amended, is believed necessary to prevent curtailment of opportunities for employment in a specified educational institution, an application for a special certificate authorizing the employment of such student-workers as learners at subminimum wage rates may be filed by an appropriate official of the educational institution with the Administrator of the Wage and Hour Division, United States Department of Labor, Washington, D.C. 20210. A copy of such application shall be filed simultaneously with the appropriate Regional Office of the Division.

(b) Application must be made on the official form furnished by the Division and must contain all information required by such form, including among other things, the industries and occupations within each industry in which the student-workers are to be employed as learners, the number of student-workers requested, their proposed hourly rates and learning periods in number of hours, the number of full-time experienced workers in such occupations and their straight-time average hourly earnings during the past year, and a description of the products being manufactured in the school-operated industry. Any applicant may also submit such additional information as may be pertinent.

(c) Any application which fails to present the information required by the forms may be returned to the applicant with a notation of deficiencies and without prejudice against submission of a new or revised application.

§ 527.4 Procedure for action upon an application.

(a) Upon receipt of an applicatio for the employment of student work ers as learners, the Administrator o his authorized representative shal issue or deny a special certificate. T the extent he deems appropriate, th Administrator or his authorized repre sentative may provide an opportunit to other interested persons to preser data and views on the applicatio prior to granting or denying a studen worker certificate.

(b) If a student-worker certificate issued, it shall be mailed to the educ tional institution. If a student-work certificate is denied, notice of su denial shall be sent to the educatior institution and such denial shall without prejudice to the filing of a subsequent application.

necessary by reason of the amendment of the regulations in this part, or may withdraw a student-worker certificate and issue a replacement certificate when necessary to correct omissions or apparent defects in the original certificate.

§ 527.9 Amendment to the regulations in this part.

The Administrator may at any time upon his own motion or upon written request of any interested person setting forth reasonable grounds therefor, and after opportunity has been given to interested persons to present their views, amend or revoke any of the terms of the regulations contained in this part.

Regulations, Part 528: Annulment or Withdrawal of Certificates for . . . Employment . . . at Subminimum Wage Rates

Title 29, Part 528 of the
Code of Federal Regulations

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1025
(Revised August 1978)

PART 528—ANNULMENT OR WITHDRAWAL OF CERTIFICATES FOR THE EMPLOYMENT OF STUDENT-LEARNERS, APPRENTICES, MESSENGERS, HANDICAPPED WORKERS, STUDENT-WORKERS, AND FULL-TIME STUDENTS IN AGRICULTURE, INSTITUTIONS OF HIGHER EDUCATION, OR RETAIL OR SERVICE ESTABLISHMENTS AT SUBMINIMUM WAGE RATES

AUTHORITY: Sec. 14, 52 Stat. 1068, as amended; 29 U.S.C. 214.

§ 528.1 Applicability of the regulations in this part.

The regulations in this part shall govern the annulment or withdrawal of any certificate except a temporary certificate issued pending final action on an application, issued pursuant to Parts 519, 520, 521, 522, 523, 524, and 527 of this chapter, and having effect under section 14 of the Fair Labor Standards Act of 1938.

[27 FR 3994, Apr. 26, 1962]

§ 528.2 Definition of terms.

As used in the regulations contained in this part, the term:

(a) "Withdrawal" shall mean termination of validity of a certificate with prospective effect from the time of the action of withdrawal.

(b) "Annulment" shall mean withdrawal of a certificate with retroactive effect to the date of issuance.

(c) "Authorized representative" shall mean: (1) The Assistant Regional Administrators for the Wage and Hour Division (who are authorized to redelegate this authority) within their respective regions, and (2) the Caribbean Director of the Wage and Hour Division for the area covered by the Caribbean office.

(d) "Area director" shall include any area director of the Wage and Hour Division.

[21 FR 5316, July 17, 1956, as amended at 28 FR 11231, Oct. 19, 1963; 33 FR 6535, Apr. 30, 1968; 43 FR 28469, June 30, 1978]

§ 528.3 Withdrawal and annulment of certificates.

(a) An authorized representative may withdraw a certificate from any employer within that representative's region who, acting under the color of any certificate or application for the employment of learners, handicapped workers, student-workers, student-learners, apprentices, messengers, or full-time students in agriculture, retail, or service establishments, or in institutions of higher education at subminimum wages under section 14 of the act, fails to comply with the limitations in such certificate or otherwise violates the act.

(b) An authorized representative may annul a certificate affected by mistake in its issuance if the employer knowingly induced or knowingly took advantage of the mistake. Where the employer did not knowingly induce the mistake but knowingly took advantage of it, a new certificate shall be issued by the authorized representative if, and on such terms as, such certificate would have been issued had there been no mistake limited in its term from the date of issuance to the date of annulment of the annulled certificate.

(c) A certificate may be withdrawn in the public interest by a representative authorized to issue such type of certificate whenever any part of the exemption it provides is no longer necessary to prevent curtailment of opportunities for employment. If appropriate, a more limited replacement certificate may be issued by the authorized representative.

[33 FR 6535, Apr. 30, 1968, as amended at 43 FR 28469, June 30, 1978]

§ 528.4 According opportunity to demonstrate or achieve compliance.

Prior to instituting procedures for withdrawal of a certificate under paragraph (a) of § 528.3, except in cases of willfulness, an area director shall mail a letter to the employer setting forth alleged facts or conduct which may warrant

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withdrawal of the certificate, and fixing a time and a place for a conference at which the employer shall be accorded an opportunity to show that no cause for withdrawal under § 528.3(a) exists or that compliance has been achieved by paying wages improperly withheld and by taking steps adequate to insure that new cause for annulment or withdrawal will not occur. By written report to the appropriate authorized representative, a copy of which shall be mailed to the employer, the area director shall concisely summarize the conference and shall include conclusions as to whether the employer demonstrated or achieved compliance. If the authorized representative is satisfied that the employer either demonstrated or achieved such compliance, no proceedings shall be instituted under § 528.3(a) for the withdrawal of the certificate.

[33 FR 6535, Apr. 30, 1968, as amended at 43 FR 28469, June 30, 1978]

§ 528.5 Proceedings for withdrawal or annulment.

The representative authorized to withdraw or annul a certificate under § 528.3 shall institute proceedings by a letter mailed to the employer and, where appropriate, to the apprenticeship agency (in the case of apprentice certificates) or the responsible school official (in the case of student-learner certificates), setting forth alleged facts which may warrant such annulment or withdrawal and advising the employer that such an annulment or withdrawal of the scope provided in § 528.7 will take effect at a time specified unless facts are presented which convince the authorized representative that such action should not be taken. The letter shall advise such person, agency, or official of the right to respond by mail or to appear by or with counsel or by other duly qualified representative at a specified time and place. If there is no timely objection to the withdrawal or annulment thus proposed, it shall be deemed effective according to the terms of the letter instituting the annulment or withdrawal proceeding without the necessity of any further action. If objection to the annulment or withdrawal as proposed is made within the specified time the further proceedings shall be as informal as practicable commensurate with orderly dispatch and fairness. Department of Labor investigation files or reports or portions thereof may be considered in such proceedings to the extent they are made available for examination during the proceedings. If objection to the proposed annulment or withdrawal is made by such specified time, the authorized representative shall, after considering all pertinent matters presented, mail a letter to the employer and, where appropriate, to the apprenticeship agency or the responsible school official, setting out that representative's findings of specific pertinent facts and conclusions and that representative's order concerning the proposed annulment or withdrawal. In proceedings instituted for annulment, the order may provide for withdrawal instead of annulment if the proof warrants such withdrawal but fails to support adequately the annulment. Such an order shall be deemed issued and effective according to its terms when mailed.

[22 FR 5683, July 18, 1957, as amended at 43 FR 28469, June 30, 1978]

§ 528.6 Review.

Any employer and, when appropriate, any apprenticeship agency or responsible school official, who expressed timely objection to the proposed action prior to issuance of an order of annulment or withdrawal may obtain review, limited to the question of whether the findings of fact support the order under the regulations in this part. Application for such review shall be in writing addressed to the Administrator and mailed within 15 days after the order is issued. The Administrator may affirm, modify, or reverse the order, or may remand it for further proceedings. The order under review shall not be stayed in effect pending such review. Any aggrieved person may obtain such review of an order entered in proceedings instituted under paragraph (c) of § 528.3.

[21 FR 5316, July 17, 1956, as amended at 22 FR 5683, July 18, 1957]

§ 528.7 Effect of order of annulment or withdrawal.

Except as otherwise expressly provided in such order, any order of annulment or withdrawal under paragraph (a) or (b) of § 528.3 shall be effective to terminate all certifications to which the regulations in this part apply in effect at the establishment where the cause for withdrawal arose or where the annulled certificate had effect. After such annulment or withdrawal, such employer shall be ineligible to obtain or exercise the privileges granted in such a certificate until that employer satisfies the issuing representative that that employer will not again give cause for annulment or withdrawal if a certificate is issued.

[21 FR 5316, July 17, 1956, as amended at 43 FR 28469, June 30, 1978]

GPO 932 70

Regulations, Part 519: Employment of Full-time Students at Subminimum Wages

Title 29, Part 519 of the
Code of Federal Regulations

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1223
Revised June 1985

PART 519—EMPLOYMENT OF FULL-TIME STUDENTS AT SUBMINIMUM WAGES

Subpart A—Retail or Service Establishments, and Agriculture

Subpart B—Institutions of Higher Education

AUTHORITY: Secs. 11 and 14, 52 Stat. 1068; sec. 11, 75 Stat. 74; secs. 501 and 602, 80 Stat. 843, 844 (29 U.S.C. 211, 214).

SOURCE: 40 FR 6329, Feb. 11, 1975, unless otherwise noted.

Subpart A—Retail or Service Establishments, and Agriculture

§ 519.1 Applicability of the regulations in this subpart.

(a) *Statutory provisions.* Under section 14 of the Fair Labor Standards Act of 1938, as amended, and the authority and responsibility delegated to him/her by the Secretary of Labor (36 FR 8755) and by the Assistant Secretary for Employment Standards (39 FR 33841) the Administrator of the Wage and Hour Division is authorized and directed, to the extent necessary in order to prevent curtailment of opportunities for employment, to provide by regulation or order for the employment, under certificates, of full-time students in retail or service establishments, or in agriculture. That section contains provisions requiring a wage rate in such certificates of not less than 85 percent of the minimum wage applicable under section 6 of the Act, limiting weekly hours of employment, stipulating compliance with the applicable child-labor standards, and safeguarding against the reduction of the full-time employment opportunities of employees other than full-time students employed under certificates.

(b) *Source of limitations.* Some of the limitations in this subpart are specifically required in section 14(b) of the Act. The other limitations implement the provisions in that section relating to employment opportunities, i.e., the "extent necessary to prevent curtailment of opportunities for employment" and the avoidance of a "substantial probability of reducing the full-time employment opportunities of persons other than those to whom the minimum wage rate authorized" under section 14(b) is applicable.

[40 FR 6329, Feb. 11, 1975; 40 FR 22546, May 23, 1975]

§ 519.2 Definitions.

(a) *Full-time students.* A "full-time student" for the purpose of this subpart is defined as a student who receives primarily daytime instruction at the physical location of a bona fide educational institution, in accordance with the institution's accepted definition of a full-time student. A full-time student retains that status during the student's Christmas, summer and other vacations. An individual who was such a student immediately prior to vacation will be presumed not to have discontinued such status during vacation if local law requires his/her attendance at the end of the vacation. In the absence of such requirement his/her status during vacation will be governed by his/her intention as last communicated to his/her employer. The phrase in section 14(b) of the statute "regardless of age but in compliance with applicable child-labor laws," among other things, restricts the employment in a retail or service establishment to full-time students who are at least 14 years of age because of the application of section 3(1) of the Act. There is a minimum age requirement of 16 years in agriculture for employment during school hours and in any occupation declared hazardous by the Secretary of Labor (Subpart E-1 of Part 570 of this Title.) In addition, there is a minimum age restriction of 14 years generally for employment in agriculture of a full-time student outside school hours for the school district where such employee is living while so employed, except (1) minors 12 or 13 years of age may be employed with written parental or guardian consent or they may work on farms where their parents or guardians are employed, and (2) minors under 12 may work on farms owned or operated by their parents or with parental or guardian consent on farms whose employees are exempt fro[m sec-]tion 6 by section 13 (a)(6)(A) o[f the] Act.

(b) *Bona fide educational in[stitu]tion.* A "bona fide educational in[stitu]tion" is ordinarily an accredited [insti]tution. However, a school which [is not] accredited may be considered a [bona] fide educational institution" in e[xcep]tional circumstances, such as whe[n the] school is too recently establish[ed to] have received accreditation.

(c) *Retail or service establish[ment].* "Retail or service establish[ment]" means a retail or service establis[hment] as defined in section 13(a)(2) [of the] Fair Labor Standards Act. The [statu]tory definition is interpreted ir[n Part] 779 of this chapter.

(d) *Agriculture.* "Agriculture" [means] agriculture as defined in section [3(f) of] the Fair Labor Standards Ac[t. The] statutory definition is interpre[ted in] Part 780 of this chapter.

(e) *Student hours of emplo[yment].* "Student hours of employ[ment]" means hours during which st[udents] are employed under full-time s[tudent] certificates issued under this pa[rt, as] is distinguished from "hours [of em]ployment of students".

(f) *Employer.* Section 519.4 p[ermits] an agricultural or retail or ser[vice es]tablishment employer to empl[oy not] more than six full-time stude[nts at] subminimum wages on forwar[d of an] application but before certif[ication.] For this purpose, the term "em[ployer"] looks to the highest structure [of own]ership or control, and hence [where] more than a single retail or se[rvice es]tablishment or farm, e.g., the [control]ling conglomerate or enterpris[e, shall] be the "employer". With res[pect to] public employers who operate [retail or] service establishments (see [29 CFR] Part 779), the "employer" me[ans the] highest structure of control [within] the State, municipality, co[unty, or] other political subdivision.

[40 FR 6329, Feb. 11, 1975, as amen[ded at 42] FR 58745, Nov. 11, 1977; 43 FR 2[...] 5, 1978]

§ 519.3 Application for a full-tim[e student] certificate.

(a) Whenever the employ[ment of] full-time students working o[utside] school hours in agriculture [or in] retail or service establish[ments at] wages lower than the minim[um appli]cable under section 6 of the F[air Labor] Standards Act is believed to [be neces]sary to prevent curtailment [of oppor]tunities for employment and [the employ]ment of them will not crea[te a sub]stantial probability of red[ucing the] full-time employment oppor[tunities of] the other workers, an applica[tion for a] certificate may be filed by [the em]ployer with the appropriate [Regional] Office of the Wage and Hou[r Division] (or the Denver, Colorado A[rea Office] for Colorado, North Da[kota, and] South Dakota; the Salt [Lake City,] Utah area Office for Mon[tana...]

and Wyoming; and the Caribbean Office for the area it covers). Such application shall be signed by an authorized representative of the employer.

(b) The application must be filed in duplicate on official forms or exact copies thereof. The forms are available at the offices mentioned in paragraph (a) of this section. The application must contain the information as to the type of products sold or services rendered by the establishment, hours of employment during the preceding twelve-month period or data from previous certificates (or applications) as pertinent to the application, and other information for which request is made on the form.

(c) Separate application must be made for each farm or establishment in which authority to employ full-time students at subminimum wage rates is sought.

(d) Application for renewal of a certificate shall be made either on the same type of form as is used for a new application or on an alternate official form. No certificate in effect shall expire until action on such an application shall have been finally determined, provided that such application has been properly executed, and is received by the office specified in paragraph (a) of this section not less than 15 nor more than 30 days prior to the expiration date. A properly executed application is one which fully and accurately contains the information required on the form, and the required certification by an authorized representative of the employer.

§ 519.4 Procedure for action upon an application.

(a) Under certain conditions, an agricultural or retail or service establishment employer may obtain temporary authorization to employ full-time students at subminimum wages. These conditions are: (1) Attestation by the employer that he/she will employ no more than six full-time students at subminimum wages on any workday and that the employment of such students will not reduce the full-time employment opportunities of other persons, and (2) forwarding a properly completed application to the Wage and Hour Division not later than the start of such employment, and (3) posting a notice of such filing at the place(s) specified in paragraph (a) of § 519.6 of this subpart, and (4) compliance during the temporary authorization period with the requirements set forth in paragraphs (b) and (j) through (o) of § 519.6 of this subpart.

(b) Temporary authorization under the conditions set forth in paragraph (a) of this section is effective from the date the application is forwarded to the Wage and Hour Division in conformance with § 519.3 of this subpart. This authorization shall continue in effect for one year from the date of forwarding of the application unless, within 30 days the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the 30-day period of review.

(c) Upon receipt of an application for a certificate, the officer authorized to act upon such application shall issue a certificate if the terms and conditions specified in this subpart are satisfied. To the extent he she deems appropriate, the authorized officer may provide an opportunity to other interested persons to present data, views, or argument on the application prior to granting or denying a certificate.

(d) Until April 30, 1976, if a certificate is issued, there shall be published in the FEDERAL REGISTER a general statement of the terms of such certificate together with a notice that, pursuant to § 519.9, for 45 days following such publication any interested person may file a written request for reconsideration or review. Thereafter, applications and certificates will be available for examination in accordance with applicable regulations in Washington, D. C., and in the appropriate Regional Office of the Wage and Hour Division (or the Denver, Colorado Area Office for Colorado, North Dakota, and South Dakota; the Salt Lake City, Utah Area Office for Montana, Utah, and Wyoming; and the Caribbean Office for the area it covers) for establishments in its area. A period of 60 days will be provided after certificate issuance during which any interested person may file a written request for reconsideration or review.

(e) If a certificate is denied, notice of such denial shall be sent to the employer, stating the reason or reasons for the denial. Such denial shall be without prejudice to the filing of any subsequent application.

[40 FR 6329, Feb. 11, 1975, as amended at 42 FR 58745, Nov. 11, 1977]

§ 519.5 Conditions governing issuance of full-time student certificates.

Certificates authorizing the employment of full-time students at subminimum wage rates shall not be issued unless the following conditions are met:

(a) Full-time students are available for employment at subminimum rates; the granting of a certificate is necessary in order to prevent curtailment of opportunities for employment.

(b) The employment of more than six full-time students by an employer will not create a substantial probability of reducing the full-time employment opportunities for persons other than those employed under such certificates.

(c) Abnormal labor conditions as a strike or lockout do not ex the farm or establishment for wh full-time student certificate is re ed.

(d) The data given on the ap tion are accurate and based on able records.

(e) The farms or establishmer whose experience the applicant meet the requirements of para (h) of § 519.6.

(f) There are no serious outsta violations of the provisions of time student certificate pre issued to the employer, nor have been any serious violations of th Labor Standards Act (including Labor Regulation No. 3 and th ardous Occupations Orders pub in Part 570 of this Chapter) provide reasonable grounds to clude that the terms of a cert may not be complied with, if issu

(g) The subminimum wage proposed to be paid full-time st under temporary authorizati under certificate is not less t percent of the minimum wage a bie under section 6 of the Act.

(h) Certificates will not be where such issuance will result duction of the wage rate paid to rent employee, including curre dent employees.

[40 FR 6329, Feb. 11, 1975, as amenc FR 58745, Nov. 11, 1977]

§ 519.6 Terms and conditions of ment under full-time student cates and under temporary au tion.

(a) A full-time student cer will not be issued for a period than 1 year, nor will it be issue actively. It shall specify its e and expiration dates. A copy certificate shall be posted du effective period in a conspicuo or places in the establishmen the farm readily visable to all ees, for example, adjacent to t clock or on the bulletin board notices to the employees. If ter authorization is in effect und graph (a) of § 519.4 of this su notice thereof shall be similar during the effective period of thorization.

(b) Full-time students may employed under a certificate than 85 percent of the minim applicable under section 6 of

(c) For retail or service ment employers or agricult ployers, the allowable exten time student employment unc icates varies depending on (1) The employer proposes t no more than six full-time st subminimum wages on any (2) the applicant requests for not more than 10 perce total hours of all employ any month, or (3) the ap quests authority for more than 10 percent of the total hours during any month. (For agricultural employers, the month of full-time student certificated employment may vary somewhat from the month in a previous year on which the certificate is based, depending on seasonal factors.)

(d) *Retail or service establishment employers or agricultural employers requesting authorization to employ not more than six full-time students at subminimum wages on any workday.* An application from such an applicant provides temporary authorization for the employment of full-time students at subminimum wages: *Provided*, The conditions set forth in paragraph (a) of § 519.4 of this subpart are met. Upon review of the application by the Administration or his/her authorized representative, the extent of the temporary authority may be modified.

(e) *Applicants requesting authorization for not more than 10 percent of the total hours of all employees during any month.* For such an applicant, certificates may authorize the employment of full-time student at subminimum wages for up to 10 percent of the total hours of all employees during any month, regardless of past practice of employing students. (Note: An establishment which has not previously held a certificate may be authorized 10 percent of the total hours of all employees during any month. Applicants requesting authority under this paragraph need not refer to paragraphs (f), (g), or (h) of this section.)

(f) *Applicants requesting authorization for more than 10 percent of the total monthly hours of all employees during any month with records of hours of employment of students and coverage by the Act prior to May 1974.* For such an applicant, certificates may not authorize full-time student employment at subminimum wages in excess of the highest ratio under any of these three formulas: (1) The proportion of student hours of employment (i.e., of full-time students under certificates) to total hours of all employees for the corresponding month of the preceding twelve-month period; (2) the maximum proportion of student hours of employment to total hours of all employees (in any corresponding month), applicable to the issuance of full-time student certificates before May 1974; or (3) 10 percent of the total hours of all employees, during any month. (Note: An establishment which is entitled to monthly allowances ranging from 5 to 20 percent may be authorized 10 percent for those months which were less than 10 percent and retain the higher allowances for those months above 10 percent.)

(g) *Applicants requesting authorization for more than 10 percent of the total hours of all employees during any month with records of hours of employment of students and new coverage under the 1974 Amendments.* For such an applicant, the highest permissible allowance under a certificate during any month is the highest ratio under any of these three formulas: (1) The proportion of hours of employment of full-time students to total hours of all employees during the corresponding month from May 1973 through April 1974; (2) the proportion of student hours of employment (i.e., of hours of full-time students under certificates) to total hours of all employees during the corresponding month of the preceding twelve-month period (an alternative which is not applicable to all months of the year until 12 months after May 1, 1974); or (3) 10 percent of the total hours of all employees, during any month. (See notes under paragraphs (e) and (f) of this section.)

(h) *Applicants requesting authorization for more than 10 percent of the total hours of all employees during any month without records of student hours worked.* For such an applicant, the permissible proportion under certificate of full-time student hours at subminimum wages to total hours of all employees is based on the "practice" during the preceding twelve-month period of: (1) Similar establishments of the same employer in the same general metropolitan areas in which such establishment is located; (2) similar establishments in the same or nearby communities if such establishment is not in a metropolitan area; or (3) other establishments of the same general character operating in the community or the nearest comparable community. ("Practice" means either the certificate allowances or the proportion between the actual student hours of employment to the total hours of all employees.)

(i) An overestimate of total hours of employment of all employees for a current month resulting in the employment of the full-time students in excess of the hours authorized in paragraph (e), (f), (g), or (h) of this section may be corrected by compensating them for the difference between the subminimum wages actually paid and the applicable minimum under section 6 of the Act for the excess hours. Similarly, if an agricultural employer or a retail or service establishment employer has authorization to employ no more than six full-time students at subminimum wages on any workday but exceeds that number, the excess may be corrected by compensating the additional full-time students for the difference between the subminimum wages actually paid and the applicable minimum under section 6 of the Act. This additional compensation shall be paid on the regular payday next after the end of the period.

(j) Full-time students shall not be permitted to work at subminimum wages for more than 8 hours a day, nor for more than 40 hours a week when school is not in session, nor m[ore] than 20 hours a week when schoo[l is] in session (apart from a full-time s[tu]dent's summer vacation), except t[hat] when a full-day school holiday occ[urs] on a day when the establishmen[t is] open for business, the weekly lim[ita]tion on the maximum number [of] hours which may be worked shal[l be] increased by 8 hours for each s[uch] holiday but in no event shall the [40-]hour limitation be exceeded. (N[ote:] School is considered to be in ses[sion] for a student attending sum[mer] school.) Whenever a full-time stu[dent] is employed for more than 20 hou[rs in] any workweek in conformance [with] this paragraph, the employer s[hall] note in his/her payroll records [that] school was not in session during a[ny] part of that workweek or the stu[dent] was in his/her summer vacation.

(k) Neither oppressive child lab[or as] defined in section 3(1) of the Act [and] regulations issued under the Act [nor] any other employment in violatio[n of] a Federal, State or local child l[abor] law or ordinance shall come withi[n the] terms of any certificate issued u[nder] this subpart.

(l) Full-time students shall be [em]ployed at subminimum wages u[nder] this subpart only outside of [the] school hours, i.e., only outside of [the] scheduled hours of instruction of [the] individual student, or, in the cas[e of] agriculture, only outside of sc[hool] hours for the school district wher[e the] employee is living while so empl[oyed] if the employee is under 16 yea[rs of] age.

(m) No full-time student sha[ll be] hired under a full-time student ce[rtifi]cate while abnormal labor condit[ions] such as a strike or lockout, exist a[t the] establishment or farm.

(n) No provision of any full-tim[e stu]dent certificate shall excuse nor[com]pliance with higher standards ap[plica]ble to full-time students which m[ay be] established under the Walsh-H[ealey] Public Contracts Act or any other [Fed]eral law, State law, local ordinan[ce,] union or other agreement. Thus [cer]tificates issued under this law ha[ve no] application to employment unde[r the] Service Contract Act.

(o) No full-time student certi[ficate] shall apply to any employee to [whom] a certificate issued under section [14(b)] or (c) of the Act has application.

(40 FR 6329, Feb. 11, 1975; 40 FR [...] May 23, 1975, as amended at 42 FR [...] Nov. 11, 1977)

§ 519.7 Records to be kept.

(a) The employer shall des[ignate] each worker employed as a fu[ll-time] student under a full-time stude[nt cer]tificate at subminimum wages, [as pro]vided under Part 516 of this cha[pter.]

(b) (1) In addition to the rec[ords re]quired under Part 516 of this c[hapter] and this subpart, the employ[er shall] keep the records specified graph (b) (2) and (3) of this section specifically relating to full-time students employed at subminimum wages.

(2) The employer shall obtain at the time of hiring and keep in his records information from the school attended that the employee receives primarily daytime instruction at the physical location of the school in accordance with the school's accepted definition of a full-time student. During a period between attendance at different schools not longer than the usual summer vacation, a certificate from the school next to be attended that the student has been accepted as a full-time student will satisfy the requirements of this paragraph (b)(2).

(3) The employer operating any farm or retail or service establishment shall maintain records of the monthly hours of employment of full-time students at subminimum wages and of the total hours of employment during the month of all employees in the establishment except for those employed in agriculture who come within one of the other exemptions from the minimum wage provisions of the Act.

(c) The records required in this section, including a copy of any full-time student certificate issued, shall be kept for a period of 3 years at the place and made available for inspection, both as provided in Part 516 of this chapter.

[40 FR 6329, Feb. 11, 1975; 40 FR 22546, May 23, 1975]

§ 519.8 Amendment or replacement of a full-time student certificate.

In the absence of an objection by the employer (which may be resolved in the manner provided in Part 528 of this chapter), the authorized officer upon his/her own motion may amend the provisions of a certificate when it is necessary by reason of the amendment of these regulations, or may withdraw a certificate and issue a replacement certificate when necessary to correct omissions or apparent defects in the original certificate.

§ 519.9 Reconsideration and review.

(a) Within 15 days after being informed of a denial of an application for a full-time student certificate or within 45 days after FEDERAL REGISTER publication of a statement of the terms of the certificate granted (subsequent to April 30, 1976, within 60 days after a certificate is granted), any person aggrieved by the action of an authorized officer in denying or granting a certificate may: (1) File a written request for reconsideration thereof by the authorized officer who made the decision in the first instance, or (2) file with the Administrator a written request for review.

(b) A request for reconsideration shall be accompanied by a statement of the additional evidence which the applicant believes may materially affect the decision and a showing that there were reasonable grounds for failure to present such evidence in the original proceedings.

(c) Any person aggrieved by the reconsideration determination of an authorized officer may, within 15 days after such determination, file with the Administrator a written request for review.

(d) A request for review shall be granted where reasonable grounds for the review are set forth in the request.

(e) If a request for reconsideration or review is granted, the authorized officer or the Administrator may, to the extent he/she deems it appropriate, afford other interested persons an opportunity to present data, views, or argument.

[40 FR 6329, Feb. 11, 1975; 40 FR 22546, May 23, 1975]

§ 519.10 Amendment or revocation of the regulations in this subpart.

The Administrator may at any time upon his/her motion or upon written request of any interested person or persons setting forth reasonable grounds therefor, and after opportunity has been given to interested persons to present data, views, or argument, amend or revoke any of the regulations of this subpart.

Subpart B—Institutions of Higher Education

§ 519.11 Applicability of the regulations in this subpart.

(a) *Statutory provisions.* Under section 14 of the Fair Labor Standards Act of 1938, as amended, and the authority and responsibility delegated to him/her by the Secetary of Labor (36 FR 8755) and by the Assistant Secretary for Employment Standards (39 FR 33841), the Administrator of the Wage and Hour Division is authorized and directed, to the extent necessary in order to prevent curtailment of opportunities for employment, to provide by regulation or order for the employment, under certificates, of full-time students in institutions of higher education. That section contains provisions requiring a wage rate in such certificates of not less than 85 percent of the minimum wage applicable under section 6 of the Act, limiting weekly hours of employment, stipulating compliance with the applicable child-labor standards, and safeguarding against the reduction of the full-time employment opportunities of employees other than full-time students employed under certificates.

(b) *Source of limitations.* Some of the limitations expressed in this subpart are specifically required in section 14(b) of the Act. The other limitations implement the provisions relating to employment opportunities, i.e., the "extent necessary in order to prevent curtailment of opportuniti employment" and the requir that the regulations shall "pre standards and requirements to that this paragraph will not cr substantial probability of reducir full-time employment opportuni persons other than those to who minimum wage rate authorize section 14(b) of the Act is applic

[40 FR 6329, Feb. 11, 1975; 40 FR May 23, 1975]

§ 519.12 Definitions.

(a) *Full-time students.* A "fu student" for the purpose of th part is defined as one who me accepted definition of a full-tir dent of the institution of highe cation which employs him/her. time student retains that status the student's Christmas, summ other vacations, even when a s is taking one or more courses his/her summer or other va The phrase in section 14(b) statute "regardless of age but i pliance with applicable child law", among other things re the employment in an institu higher education to full-time st who are at least 14 years of a cause of the application of secti of the Act.

(b) *Institution of higher edu.* An "institution of higher educa an institution above the sec level, such as a college or unive junior college, or a professional of engineering, law, library social work, etc. It is one that i nized by a national accrediting or association as determined U.S. Commissioner of Educatio erally, an institution of higher tion: (1) Admits as regular s only individuals having a certif graduation from a high schoo recognized equivalent of such a cate; and (2) is legally aut within a State to provide a pro education beyond high school provides an educational prog which it normally awards a ba degree, or provides not less tha year program which is accept full credit toward such a de offers a two-year program in e ing, mathematics, or the ph biological sciences which is des prepare the student to work a nician and at a semi-professio in engineering, scientific, o technological fields which rec understanding and application engineering, scientific, or ma cal principles of knowledge.

[40 FR 6329, Feb. 11, 1975; 40 F May 23, 1975]

§ 519.13 Application for a full- dent certificate.

(a) Whenever the employm full-time students working in tution at wages lower than mum wage applicable under of the Fair Labor Standards Act is believed to be necessary to prevent curtailment of opportunities for employment and employment of them will not create a substantial probability of reducing the full-time employment opportunities of other workers. an application for a certificate may be filed by their employer with the appropriate Regional Office of the Wage and Hour Division (or the Denver. Colorado Area Office for Colorado. North Dakota and South Dakota: the Salt Lake City. Utah Area Office for Montana. Utah and Wyoming; and the Caribbean Office for the area it covers). Such an application shall be signed by an authorized representative of the employer.

(b) The application provided for under § 519.14 must be filed in duplicate on official forms or exact copies thereof. The forms are available at the offices mentioned in paragraph (a) of this section. The application must contain the information on numbers of full-time students and full-time employees (other than full-time students). minimum full-time student wages. and other information for which request is made on the form.

(c) Separate application must be made for each campus of an institution of higher education for which authority to employ full-time students at subminimum wage rates is sought.

(d) Application for renewal of a certificate shall be made on the same type of form as is used for a new application. No certificate in effect shall expire until action on such an application shall have been finally determined. provided that such application has been properly executed. and is received by the office specified in paragraph (a) of this section not less than 15 nor more than 30 days prior to the expiration date. A properly executed application is one which fully and accurately contains the information required on the form. and the required certification by an authorized representative of the employer.

[40 FR 6329. Feb. 11. 1975. 40 FR 22546. May 23. 1975]

§ 519.14 Procedure for action upon an application.

(a) Under certain conditions. an institution of higher education has temporary authorization to employ full-time students at subminimum wages. These conditions are: (1) Absence of an effective finding by the Secretary that the institution has been employing full-time students under certificates in violation of the requirements of section 14(b)(3) of the Act or of these regulations: and (2) forwarding of a properly completed application to the Wage and Hour Division not later than the start of employment of full-time students at subminimum wages; and (3) posting a notice of such filing at the place(s) specified in paragraph (a) of § 519.16 of this subpart: and (4) compliance during the temporary authorization period with the requirements set forth in paragraphs (b) and (e) through (j) of § 519.16 of this subpart.

(b) Temporary authorization under the conditions set forth in paragraph (a) of this section is effective from the date the application is forwarded to the Wage and Hour Division in conformance with § 519.13 of this subpart. This authorization shall continue in effect for one year from the date of forwarding of the application unless. within 30 days. the Administrator or his/her authorized representative denies the application. issues a certificate with modified terms and conditions. or expressly extends the 30-day period of review.

(c) Upon receipt of an application for a certificate. the officer authorized to act upon such application shall issue a certificate if the terms and conditions specified in this subpart are satisfied. To the extent he/she deems appropriate. the authorized officer may provide an opportunity to other interested persons to present data. views. or argument on the application prior to granting or denying a certificate.

(d) Until April 30. 1976. if a certificate is issued there shall be published in the FEDERAL REGISTER a general statement of the terms of such certificate together with a notice that. pursuant to § 519.19. for 45 days following such publication any interested person may file a written request for reconsideration or review. Thereafter. applications and certificates will be available for examination in accordance with applicable regulations in Washington. D.C.. and in the appropriate Regional Office of the Wage and Hour Division (or the Denver. Colorado Area Office for Colorado. North Dakota. and South Dakota: the Salt Lake City. Utah Area Office for Montana. Utah. and Wyoming: and the Caribbean Office for the area it covers) for institutions of higher education in its area. A period of 60 days will be provided after certificate issuance during which any interested person may file a written request for reconsideration or review.

(e) If a certificate is denied. notice of such denial shall be sent to the employer. stating the reason or reasons for the denial. Such denial shall be without prejudice to the filing of any subsequent application.

§ 519.15 Conditions governing issuance of full-time student certificates.

Certificates authorizing the employment of full-time students at subminimum wage rates shall not be issued unless the following conditions are met:

(a) Full-time students are available for employment at subminimum rate the granting of a certificate is nece sary in order to prevent curtailment opportunities for employment.

(b) The employment of full-time st dents will not create a substanti probability of reducing the full-tir employment opportunities for persor other than those employed under suc certificates.

(c) Abnormal labor conditions su as a strike or lockout do not exist the units of the campus for which full-time student certificate is reque ed.

(d) The data given on the applic tion are accurate and based on ava able records.

(e) There are no serious outstandi violations of the provisions of a fu time student certificate previou issued to the employer. nor have th been any serious violations of the F Labor Standards Act (including Ch Labor Regulation No. 3 and the H ardous Occupations Orders publis in Part 570 of this chapter) which vide reasonable grounds to conc that the terms of a certificate may be complied with. if issued.

(f) The subminimum wage ra proposed to be paid full-time stud under temporary authorization under certificate is not less tha percent of the minimum wage app ble under section 6 of the Act.

(g) Full-time students are not employed by an institution of hi education at subminimum w under this subpart in unrelated t or businesses as defined and ap under sections 511 through 515 c Internal Revenue Code. such as a ment houses. stores. or other bus es not primarily catering to the dents of the institution.

(h) Certificates will not be where such issuance will result in duction of the wage rate paid to rent employee. including curren dent employees.

§ 519.16 Terms and conditions of e ment under full-time student cates and under temporary aut tion.

(a) A full-time student cert will not be issued for a period than 1 year. nor will it be issued actively. It shall specify its ef and expiration dates. A copy certificate shall be posted dur effective period in a conspicuou or places in the institution of education readily visible to all e ees. for example. adjacent to th clock or on the bulletin board u notices to the employees. If tem authorization is in effect unde graph (a) of § 519.14. a notice shall be similarly posted during fective period of such authoriza

(b) Full-time students may employed under a certificate than 85 percent of the minim applicable under section 6 of

(c) An institution of higher education shall not employ full-time students at subminimum wages under this subpart in unrelated trades or businesses as defined and applied under sections 511 through 515 of the Internal Revenue Code, such as apartment houses, stores, or other businesses not primarily catering to the students of the institution.

(d) An institution of higher education subject to a finding by the Secretary that it is in violation of the requirements of section 14(b)(3) of the Act or of this subpart must be issued a full-time student certificate before it can employ full-time students at wages below those required by section 6 of the Act. The Administrator or his/her authorized representative will not issue a full-time student certificate to such an institution without adequate assurances and safeguards to insure that the violations found by the Secretary will not continue.

(e) Full-time students shall not be permitted to work at subminimum wages for more than 8 hours a day, nor for more than 40 hours a week when school is not in session, nor more than 20 hours a week when school is in session (apart from a full-time student's summer vacation), except that when a full-day school holiday occurs the weekly limitation on the maximum hours which may be worked shall be increased by 8 hours for each such holiday but in no event shall the 40-hour limitation be exceeded. (Note: School is considered to be in session for a student taking one or more courses during a summer or other vacation.)

Whenever a full-time student is employed for more than 20 hours in any workweek in conformance with this paragraph, the employer shall note in his/her payroll that school was not in session during all or part of that workweek or the student was in his/her summer vacation.

(f) Neither oppressive child labor as defined in section 3(l) of the Act and regulations issued under the Act nor any other employment in violation of a Federal, State or local child labor law or ordinance shall come within the terms of any certificate issued under this subpart.

(g) Full-time students shall be employed at subminimum wages under this subpart only outside of their school hours, i.e., only outside of the scheduled hours of instruction of the individual full-time student.

(h) No full-time student shall be hired under a full-time student certificate for work in a unit or units of the campus where abnormal labor conditions, such as a strike or lockout, exist.

(i) No provision of any full-time student certificate shall excuse noncompliance with higher standards applicable to full-time students which may be established under the Walsh-Healey Public Contracts Act or any other Federal law, State law, local ordinance, or union or other agreement. Thus, certificates issued under this subpart have no application to employment under the Service Contract Act.

(j) No full-time student certificate shall apply to any employee to whom a certificate issued under section 14(a) or (c) of the Act has application.

[40 FR 6329, Feb. 11, 1975; 40 FR 22546, May 23, 1975]

§ 519.17 Records to be kept.

(a) The employer shall designate each worker employed as a full-time student under a full-time student certificate at subminimum wages, as provided under Part 516 of this chapter.

(b)(1) In addition to the records required under Part 516 of this chapter and this subpart, the employer shall keep the records specified in paragraphs (b)(2) and (3) of this section specifically relating to full-time students employed at subminimum wages.

(2) The institution shall obtain at the time of hiring and keep in its records information that the employee is its full-time student at the physical location of the institution in accordance with its accepted definition of a full-time student. During a period between attendance at different schools not longer than the usual summer vacation, the acceptance by the institution of the full-time student for its next term will satisfy the requirements of (b)(2) of this section.

(3) An institution of higher education shall maintain records showing the total number of all full-time students of the type defined in § 519.12(a) employed at the campus of the institution at less than the minimum wage otherwise applicable under the Act, and the total number of all employees at the campus to whom the minimum wage provision of the Act applies.

(c) The records required in this section, including a copy of any full-time student certificate issued, shall be kept for a period of 3 years at the place and made available for inspection, both as provided in Part 516 of this chapter.

[40 FR 6329, Feb. 11, 1975; 40 FR 22546, May 23, 1975]

§ 519.18 Amendment or replacement of a full-time student certificate.

In the absence of an objection by the employer (which may be resolved in the manner provided in Part 528 of this chapter) the authorized officer upon his/her own motion may amend the provisions of a certificate when it is necessary by reason of the amendment of these regulations, or may withdraw a certificate and issue a replacement certificate when necessary to correct omissions or apparent defects in the original certificates.

§ 519.19 Reconsideration and review.

(a) Within 15 days after being informed of a denial of an application for a full-time student certificate or within 45 days after FEDERAL REGISTER publication of a statement of the terms of the certificate granted, (subsequent to April 30, 1976, within ... days after a certificate is granted), any person aggrieved by the action of an authorized officer in denying or granting a certificate may: (1) File a written request for reconsideration thereof with the authorized officer who made the decision in the first instance, or (2) with the Administrator a written request for review.

(b) A request for reconsideration shall be accompanied by a statement of the additional evidence which the applicant believes may materially affect the decision and a showing that there were reasonable grounds for failure to present such evidence in the original proceedings.

(c) Any person aggrieved by the reconsideration of an authorized officer may, within 15 days after such determination, file with the Administrator a written request for review.

(d) A request for review shall be granted where reasonable grounds for the review are set forth in the request.

(e) If a request for reconsideration or review is granted, the authorized officer or the Administrator may, to the extent he/she deems it appropriate, afford other interested persons an opportunity to present data, views, or argument.

[40 FR 6329, Feb. 11, 1975; 40 FR 2..., May 23, 1975]

§ 519.20 Amendment or revocation of regulations in this subpart.

The Administrator may at any time upon his/her own motion or upon written request of any interested person or persons setting forth reasonable grounds therefor, and after opportunity has been given to interested persons to present data, views, or argument, amend or revoke any of the regulations of this subpart.

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APPENDIX G

REHABILITATION ACT

REHABILITATION ACT AMENDMENTS OF 1992

The amendments include changes throughout to incorporate the values and philosophy of the Americans with Disabilities Act. There is an overall declaration of the purpose that includes the principles of equality of opportunity, full inclusion and integration in society, employment, independent living, and economic and social self-sufficiency of individual's with disabilities.

Terminology

The terminology used is updated throughout the act. All references to "individuals with handicaps" are changed to "individuals with disabilities". In addition, the term "rehabilitation facility" is replaced by "community rehabilitation program" and the term "rehabilitation engineering" is replaced by "rehabilitation technology" and it is clarified that the term includes rehabilitation engineering, assistive technology devices, and assistive technology services.

State Plan

The state must assure that it is using Title VI-C funds as a supplement to Title I funds, explain how it is serving all eligible individuals; mae appropriate use of existing information from other agencies in assessment for eligibility and rehabilitation needs; outreach to minorities and individuals who are underserved; have interagency cooperation; review extended employment and integrated placements; assure smooth transition services from school to work; demonstrate increased consumer choice and control; and assure assistive technology devices and services and worksite assessment of eligibility and rehabilitation needs.

Individualized Written Rehabilitation Plan

There are several changes to the IWRP to ensure that the desires of the client are taken into account during the rehabilitation process. It will now be required that the client and the rehabilitation counselor jointly develop, agree and sign the IWRP. The plan must be consistent with the strengths, priorities, concerns and abilities of the individual and include a statement by the individual, in his or her own words, on how she or he was involved in the process of choosing among the alternative goals, objectives, services, providers, and methods used to provide or procure such services.

The amendments clarify that vocational rehabilitation services available under the basic state grant include personal assistance services, transition services and supported employment services.

Eligibility

There are provisions to streamline the eligibility process by requiring greater use of existing data and information provided by other agencies and by the individual with disabilities and their families. The eligibility determinations must be made within 60 days from the date of application.

The amendments clarify that an individual is eligible for services under the basic state grant program if he or she is an individual with a disability and requires vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment. The definition of an individual with a disability is an individual who (i) has a physical or mental impairment which for the individual constitutes or results in a substantial impediment to employment and (ii) can benefit in terms of employment outcome from vocational rehabilitation services.

The amendments specify that an individual with a disability is presumed to be capable of benefitting from vocational rehabilitation services unless the state agency can demonstrate by clear and convincing evidence that the individual cannot benefit. Further, if the severity of the disability is the reason for a determination of ineligibility, the State must first undertake an extended evaluation.

APPENDIX C
TECHNICAL ASSISTANCE PROCEDURES

Procedural Steps for Technical Assistance

1. Complete a Technical Assistance Request form **(Sample A)**:

   o This request may be made by phone or in person by parents, teachers, program developers, or personnel responsible for staff development. Please have the person making the request state what they want as an outcome. To the extent possible write down their needs and try to get them to express their needs in outcome statements.

   - o Record the date the request was made
   - o Send the request to Becky or Jan - Becky will sign the forms and file them.
   - o If the request is for a workshop and the outcome is awareness, evaluate with the McCallon. If the training session is a full day, attempt to take pre-posttest measures.
   - o If the request is for an assessment or evaluation, both the results and a report should be sent to the person requesting the TA and a copy filed in our office.

   o Only if a request is made for student specific outcomes will follow-along technical assistance be provided and the remainder of the steps (2-6) be completed.

2. Arrange a meeting with teachers, parents, program developers if possible to determine specific student outcomes. Explain our procedures for follow-along. **(Sample B)**

3. Provide the blue forms for signatures of all interested parties. Make sure that you meet with the principals to explain why you are in the classroom and what is to be accomplished. **(Sample C)**

4. Complete the Technical Assistance agreement form if student specific outcomes are being targeted. Write the "Learner Outcomes" in objective terms and describe the evaluation procedures to be used by our staff. At any one time, limit the student outcomes to 2-3 objectives. Once these objectives are met, additional objectives can be added. Provide a copy of the TA Learner Objectives to Becky. She and I will approve and file these copies. **(Sample D)**

5. Our staff can provide direct TA 1-2 times per month with data being taken. Complete the implementation forms and leave copies with the program develops, teachers, and principals if the program developers request this. **(Sample E)**

6. Transfer all data to the Implementation & Progress levels once a month. If no or limited progress has been made within two months, arrange a meeting with the program developer and teacher and discuss strategies or determine if TA should continue. If continued, the site has one (1) month to implement what was agreed upon at the meeting. If there is still no implementation, we will discontinue TA activities. **(Sample F)**

7. Each staff person is responsible for developing and taking data that show implementation and student progress or lack of progress. **(Sample G)**

Mississippi Statewide Services for Individuals who are Deaf-Blind

Technical Assistance Request Form

Person Requesting TA: L. ______________________

Students to Benefit: Y.K. ______________________

School District/School: Hinds County ______________________

Deaf-Blind Staff Person Receiving Request: ______________________

Request for:
- _____ assessment, evaluation (eg. communication, work, etc.)
- _____ staff development/training
- _____ consult on IFSP/IEP/ITP
- _____ video tape review
- _____ demonstration
- __x__ on site technical assistance with cooperation of all school personnel
- _____ other ______________________

Requesting Technical Assistance in the Area of:

- _____ syndromes
- _____ parent/family involvement
- _____ hearing
- _____ positioning/handling
- _____ therapeutic feeding techniques
- _____ functional curriculum
- __x__ communication
- _____ vision
- _____ orientation/mobility
- __x__ behavior management
- _____ transition
- _____ other

State the outcomes that you wish to receive for yourself, your staff or a specific student.

Student does not interact with people or toys--mouths everything and crawls. Needs to interact with people and objects.

______________________ ______________________

Signature Date

Evaluation: Expressive sample/Motivational assessment/Pre-post.

Jackson Public Schools and Statewide Deaf-Blind Technical Assistance

1. During 1994 the project will be working with 10-12 sites across the state to deliver ongoing technical assistance. Parents may also request technical assistance. Therefore, it is critical that we, as a federal project, assure that the services provided do result in positive outcomes for the students and are cost effective.

2. Technical assistance requests - Coordinators, parents, and teachers may make a request for specific technical assistance. We are requesting that these requests are specific to student outcomes, that is, what changes does the person wish to see occur during the school year. These outcomes will be measured by the project with an appropriate data system to demonstrate effectiveness.

3. Technical assistance delivery - Technical assistance will be provided 1-2 times per month depending on the type of request. The project will use the implementation data sheets at each visit. A copy of these will be left with the principal and with the program developer. If possible a meeting with the program developer will be scheduled once a month to discuss progress. If none of the objectives are implemented by the classroom teacher within a three-month period, the project can no longer provide technical assistance.
   - o Forms

4. Policies and procedures (Nancy Batson)

5. Procedures
   - o Call Eileen at 987-3555 if you or the students will not be in class
   - o Assure that the student will be participating in a functional activity/total task

Sample C

Mississippi Statewide Services for Individuals who are Deaf-Blind

TECHNICAL ASSISTANCE AGREEMENT

The Mississippi Statewide Deaf-Blind Project is available to provide technical assistance to school districts who have students registered on the Mississippi Deaf-Blind Registry. The project is committed to best practices and quality education leading toward individualization, functional student outcomes, interdependence, participation in society, and productivity in the work force. These services are provided at no cost to the school district.

It is not the intent of the project to simply observe the student, teacher, or classroom activities and provide recommendations. We feel that inservice training and systematic follow-up procedures are a critical responsibility of the project. The project has a strong philosophy of family involvement and project-school-family coordination and communication. Therefore, the project's overall roles and responsibilities will include the following:

- To provide the school district with an agreement to provide technical assistance
- To obtain parent consent for project participation and interaction with the student
- To obtain parent and school permission to utilize videotapes as a part of training
- To develop technical assistance objectives and agreements with the school districts and families (if they wish to participate). These objectives will be based, to the extent possible, on the Needs Assessment, unless the school district identifies new needs during the process.
- To implement the activities and evaluation procedures related to the stated objectives through the following formats:
  - workshop
  - demonstration
  - videotapes
  - coaching
  - school-family communication forms
  - measurement of student change
  - summary of progress to the school district.
- To communicate to the parent and school district prior to each technical assistance visit.
- To schedule technical assistance during times that are convenient for all persons involved.
- Project time spent in the classroom will be: ______________________________

____

1-800-264-5135

The University of Southern Mississippi
Department of Special Education
Box 5115
Hattiesburg, MS 39406-5115

601-266-5135

For school districts, who are interested in participating in the project's technical assistance activities, the following roles and responsibilities will be negotiated.

- The program developer will identify all participating staff who may need to be aware of the project's role.
- The program developer will obtain the signatures of these persons.
- The program developer may wish to send the parent consent form directly to the parent, through the school.
- The program developer and/or principal will assure that the classroom staff are available and prepared to meet with project staff on scheduled visits.
- The program developer will contact the project if the student is ill, or if the teacher cannot be directly available to participate.
- The program developer and/or principal are responsible for assuring that the classroom staff understand their responsibility for participating, and for implementing recommendations.
- The teacher and classroom staff are responsible for:
  - discussing any recommendations or practices that are unclear
  - communicating to the project staff any concerns or information that they feel would be in conflict with school policy, family wishes, or student's interest
  - not disclosing to the project staff any family or school information that is confidential, unrelated, or unnecessary for the project to implement the activities,
  - implementing and providing opportunities for positive student outcomes or programmatic changes.

We feel that it is critical that parents, teachers, and any additional service providers are aware of our activities. Please provide this information to each person who is responsible for implementing and evaluating the student's IEP. Obtain the necessary signatures on the Agreement to Participate form and return it to the project. Once Agreements are signed, the project will contact the appropriate persons to schedule inservice training and technical assistance. Parents will be provided a copy of this agreement.

Please let the project staff know if you wish for them to contact each service provider and the family prior to each visit or if the school district wishes to make these contacts.

_______________________________ _______________
School District/School Date

_______________________________ _______________
Principal Date

_______________________________ _______________
Date

_______________________________ _______________
School District Program Developer Date

_______________________________ _______________
Parent Date

_______________________________ _______________
Project Director/Project Coordinator Date

TECHNICAL ASSISTANCE: LEARNER OBJECTIVES

Sample D

Target Child: James Morris Service Providers: Lori & Debbie

School/Agency/Program:

Contact Person: Phone:

Title/Position:

Address:

Persons contributing to the provision of Technical Assistance

LEARNER OUTCOMES	ACTIVITIES		
	Domains	Environment	Activities
James will independently perform functional skills and activities across the following domains: (1) daily living, (2) work, (3) leisure, and (4) community. James will initiate the sign for what he is about to do and will answer questions about activities.	Daily life		Assist getting milk trays and paper towels
	Recreation/ Leisure		
James will learn to complete 3 jobs--total tasks outside of the classroom. He will request and participate in at least 3 age-appropriate leisure activities.	Work	Classroom Building Community	
	Community		
	James is able to write his name		

EVALUATION PROCEDURES	DATA SUMMARY
Expressive 10 minute sample Total tasks completed and followed with data taken	11/18 3 communications . 2 responses . 1 imitation . no initiations

Agency Representative Signature Date State Deaf-Blind Staff Signature Date

Parent Signature Date

Sample E

DEAF-BLIND TECHNICAL ASSISTANCE RECOMMENDATION FORMS FOR FOLLOW-UP VISITS

Student: James Moore

Student Outcome: Student will independently complete 3 functional activities and use 10-20 different manual signs to communicate.

5 - Student Progress Data
4 - Maintained/Expanded
3 - Full Implementation
2 - Implemented-Not Consistent
1 - Develop (Materials)
0 - Not Implemented

DATE	ACTIVITIES FOR SCHOOL:	DEGREE OF IMP & DATE			OUTCOME	DATE	ACTIVITIES FOR SCHOOL:	DEGREE OF IMP & DATE			OUTCOME
11/18	James will participate in at least 3 functional activities. Person Responsible Initial Recomm. Date To Be Completed	2/94 Cancelled due to ice	4/8 -0-		Few age-appropriate activities		Person Responsible Initial Recomm. Date To Be Completed				
11/18	James will initiate 10 signs in at least 2 functional total tasks. Person Responsible Initial Recomm. Date To Be Completed		-0-		2 responses		Person Responsible Initial Recomm. Date To Be Completed				
	Person Responsible Initial Recomm. Date To Be Completed						Person Responsible Initial Recomm. Date To Be Completed				
	Person Responsible Initial Recomm. Date To Be Completed						Person Responsible Initial Recomm. Date To Be Completed				

LEVEL OF STUDENT IMPLEMENTATION & PROGRESS

Sample F

Evaluation Key

0 = No materials in place
1 = Materials acquired (possibly in boxes or on the shelf)
2 = Total task developed
3 = Skill demonstrated by Deaf-Blind staff
4 = School staff can demonstrate skill
5 = School staff implement in at least 1 activity inconsistently
6 = School staff implement in at least 1 activity consistently
7 = School staff implement in at least 3 activities consistently
8 = Maintained throughout school year
9 = Demonstrated skill in total task across 5 activities with no peer interaction
10 = Demonstrated skill within functional/total tasks across 5 activities with peer/co-worker interaction
11 = Student demonstrates skill inconsistently with many prompts
12 = Student demonstrates skill consistently with no prompts

12												
11												
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
0	11/18 4/8											
	James will independently complete 3 functional total tasks	James will initiate 10 signs and use 10-20 manual signs across 3 activities										

IMPLEMENTED NOT IMPLEMENTED

Name: James M. Teacher:

School: TA Staff:

12:03

Expressive Communication Sample (10 Minute)

Name James Observer [illegible] Ratio-Adults/Students 1:9 NOTES

Date Nov. 18th Domain Daily Life Setting and Activity Lunch

Level III				Level IV				Level V		Level VI	Level VII	Level VIII	Type of Support					Function									Int	Meaning
Body Movement/ Facial Gestures	Touch/Reach	Vocalize/Eye Gaze	Manipulate Person	Extend Object	Point	Gesture	Yes/No	Object Representation	Pictures	One Word (object present)	One Word (object not present)	2 + Utterances	Physical Assist	Imitate	Gesture/Sign	Response	Initiate	Request More	Protest	Request object/action	Repeat	Request Attention	Greeting	Offer/Transfer	Label/Comment	Other		
											✓ cat					✓				✓								
											✓ [illegible]					✓				✓								
											✓ [illegible]			✓						✓								

Int = Interacter
PD = Peer with Disability
TP = Typical Peer

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Sample G

Sample H

SERVICES FOR DEAF/BLIND AND EARLY EDUCATION FOR CHILDREN WITH MULTIPLE DISABILITIES PROGRAMS

COMMUNICATION TO PARENTS

Send flyers and family manual

NAME: Theodore DATE: April 25th

INTERVENTIONIST: Kat Stremel NEXT VISIT: ____

FAMILY CONCERNS\COMMENTS:

Send workshop
512 East Circle
Clarksdale, MS 38614

SKILLS	SPECIFIC SUGGESTIONS FOR ROUTINES\ACTIVITIES
Receptive Communication:	Objectives: Let T hold on to objects to let him know where he is going: . spoon - eat . wash cloth - bath . keys - go in car . diaper - change diaper Touch T for "up"
Expressive Communication:	. Calling device to get attention . Vibrating switch for leisure . Have him touch you for more for rubbing tummy, back, legs
Partial Participation:	. Have him help you take clothes off, throw things away, hold objects such as brush for brush hair and tissue for wiping nose.

MATERIALS ON LOAN	THINGS TO GET FOR ME	PERSON RESPONSIBLE
SC 480 - Calling device SV 705 - Vibration device		