Jaclyn Kotowski, Joseph Matschiner, Sara Osoba

SPED 863

Group Project 1: Juan

10 June 2019

**Section 1: College & Career Readiness Summary**

The table demonstrates how Juan’s case study demonstrates the strengths and needs related to College and Career Readiness Framework areas.

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| College & Career Readiness Framework | Strengths | Needs |
| Academic Engagement | * One-on-one interaction with mentor at Pyramid engages him to learn more about this field.
 | * Functional curriculum due to academic deficits
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| Learning Processes | * Hands-on and visual learner
* “Learn by doing”- Jose at Pyramid
* Teacher indicates verbal directions followed by demonstrations
 | * Juan needs someone to create visual steps and provide a model for how to do tasks
* Needs tasks broken into smaller steps
* Lower reading level (1st grade)
* Slower to start tasks
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| Academic Mindset | * When doing something Juan likes, he is focused and motivated to complete it.
 | * Needs tasks be linked to fixing or creating stuff in order to show interest.
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| Transitions Competencies | * Participating in community-based learning experience related to his post-secondary goal of Art
* Allows Juan to see what it is like working in art field
* Juan participated in a Pictorial Interest Career Survey, video shows teacher and Juan discussing different options and Juan picking which one he likes best.
 | * Person Centered Planning meeting identified Juan does not know about many jobs where he can use his art.
* Meeting also showed that he needs help learning how to navigate local transportation
* Difficulty completing forms
* Trouble Calculating Money
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| Interpersonal Engagement/Social Skills | * He likes to help others in small group settings
* Positive Personal Profile indicates he values his family
 | * Juan prefers to work alone
* Juan does not like to eat lunch in the cafeteria because it gets too loud and his classmates “act stupid”
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| Critical Thinking | * Juan is able to complete Art projects and construct different objects and sculptures which demonstrates critical thinking skills.
 | * Juan has not had much experience with critical thinking skills needed for completing tasks within a group.
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**Section 2: Peer and Work-Based Mentoring**

According to Juan’s Positive Personal Profile, IEP, and other case study documents, we know Juan’s need for work-based supports include physical and verbal demonstrations when learning a new task, prompts/reminders when completing multi-step tasks, breaking down tasks into smaller steps, filling out forms, strategies to remain calm when frustrated or upset, reminders regarding “personal space”, identifying unfamiliar words, travel training for using the bus and the train, identifying his emotions, time management, and remaining on task. Additionally, through examining the case study documents and watching the videos, it appears that Juan needs support integrating himself socially both inside and outside of the work environment. He appears to struggle with conversational exchanges and appears to be socially isolated as evidenced by his preference to spend free-time alone in his room, exercise alone, and work alone.

Peer and work-based mentoring could help Juan develop important college and career readiness skills including addressing some or all of Juan’s needs as described above. Timmons, Mack, Sims, Hare, and Wills (2006) explained that the “establishment of a supportive adult or peer relationship through mentoring is critical to the ability of youth to link to the world of work or to education and training, and to engage in other productive activities that help them grow” (Timmons, Mack, Sims, Hare, & Wills, 2006, p. 1). This quote highlights that mentoring for Juan and other students like him isn’t simply helpful, but could be essential to his post-secondary educational and employment success. Additionally, peer and work-based mentoring may be most effective if implemented concurrently because no single person, institution, or organization can provide all of the services needed for a successful transition (Timmons et al., 2006). In other words, the more people who can help support and mentor Juan across multiple contexts, the more likely he will be able to lead a fulfilling and successful life.

Timmons et al. (2006) discuss five areas of essential youth development in which a combination of peer and work-based mentors could help support Juan. In the developmental area of learning, a peer mentor could tutor Juan to help him improve his ability to count money and identify unfamiliar words from a job task list. A peer mentor could also help Juan accommodate his learning weaknesses by using his phone to identify words he doesn’t know or by using a calculator to count change. In the developmental area of working, a work-based mentor could provide job coaching to demonstrate the specific tasks Juan will need to complete and help develop reasonable accommodations for Juan to remember “next steps” and manage his time appropriately. In the developmental area of leading, a work-based or peer mentor could help Juan identify therapeutic strategies for remaining calm when he gets upset. Additionally, either kind of mentor could help him identify and role-play situations where he’s likely to get upset in order to appropriately avoid the situation. In the developmental area of thriving, a peer mentor could help Juan learn to use the bus or train to get around his community. A work-based mentor could specifically help Juan ensure he can navigate transportation to and from work independently, including having a backup plan in case his primary mode of transportation falls through for any reason. In the developmental area of connectedness, both peer and work-based mentors could help Juan practice active listening and conversational exchanges. Both types of mentors could also help him to network and socialize by bringing him to community events and social gatherings. Either kind of mentor could role-play situations and develop strategies for Juan to maintain appropriate personal space too.

**Mentor Programs:**

<https://craftalliance.org/crafting-future>

Craft Alliance is a non-profit art center in St. Louis, MO. I think their Crafting-A-Future program could be a great fit for Juan because it is a mentoring program that teaches craft media to students throughout the St. Louis area. Juan would get to work with local artists in the areas of jewelry/metalsmithing, fiber, clay, technology, and wood. He would also get to interact with teens in the area who have similar interests. Since Juan doesn’t yet have a specific kind of art he would like to do for a job, I feel like this could be a good opportunity to do an artistic survey for the purpose of career exploration. I also think it would be a great way for him to socialize with like-minded peers and get out into the community. My only concern is if Juan would be appropriately accommodated, but it looks very possible that a Craft Alliance volunteer may be able to provide additional support if needed. Also, through reading about this organization it is very likely that the instructors would be accommodating.

**References:**

Timmons, J., Mack, M., Sims, A., Hare, R. and Wills, J. (2006). Paving the way to work:

A guide to career-focused mentoring for youth with disabilities. Washington, DC:

*National Collaborative on Workforce and Disability for Youth*, Institute for Educational Leadership.

**Section 3: Guardianship Alternatives and Supported Decision Making**

Supports needed after graduation

* Juan has career goals, he will need support and training to obtain and maintain employment. He can benefit from vocational rehab services
* Independent Living Skills (cooking, traveling, shopping, finances, etc)
* His supports will need to be based on how he can achieve his goals. He has set goals, interests, preferences but he needs assistance on how he can use that information to make decisions including but not limited to: where he wants to live, where he wants to work, what hobbies he can participate in.
* The case study videos showed that he will need assistance in being independent and gaining the skills to do thinks on his own with the support of apps, visuals, etc.

Supports that can be put into place rather than pursuing guardianship

* Financial Assistance
	+ Budgeting and planning
	+ Taxes, savings,
	+ Creation of a savings and checking accounts
	+ Automatic payments
	+ Social Security Income and employment paychecks
* Vocational Rehab
* Medical Advice
* Meal Preparation Services
* Living customizations
	+ Join a community advocacy group/organization where he can meet people and learn
	+ Public transportation card
	+ Mentors or people in his inner circle who will look out for him, check in on him, and offer advice when needed
	+ Apps for reminders, traveling,
	+ Support people giving him specific praise when he is doing things correctly and independently

Secondary School Experiences

1. Joining Best Buddies
	1. Best Buddies is an organization that offers employment services and recreation and leisure through matching people with disabilities with community members and creating a friendship
2. Work Based Learning
	1. During high school, work based learning can provide multiple opportunities to explore career options, build work endurance, develop soft work skills, etc. Work based learning is critical for students to learn what they want to do for employment after high school. The student can use that they know from past career exploration and make sure that they find a job where they can be successful and happy completing the tasks.
3. Leading IEP meeting or self determination meeting (ie. Path meeting)
	1. Leading IEP meetings or self determination meets gives the student condiffence to know their skills, interests, strengths, and areas of growth. Practicing during these meetings, allows them to be able to share this information with future employers and future adult agencies. It also teaches them that they are in control of their life and although there are people to support them, they need to make decisions that will make them happy, as long as they are realistic based on their current skills.

**Section 4: Self-Determination**

Self-determination skills (Based on information in the Case Study):

* Juan is able to express interests, preferences, and aspirations
* He is able to identify things he can do on his own and things that he needs assistance with
* Juan is motivated to find and job and has a clear idea of the work environment that he wants to work in

Recommendations for classroom teacher (Based on information in the Case Study)

* Give praise that Juan is able to identify what work setting that he does not want to work in
* Give praise that even though he did not enjoy the work that he was doing, he still fulfilled his expectations
* Self travel, get travel trained
* Combining conventional and working with his hands
* Providing least to most prompting with faded prompts so that he does not become reliant on another person to complete the task
* Social instruction

Recommendations for work supervisor (Based on information in the Case Study

* Give Juan more specific feedback instead of “very nice”. Use specific verbal praise to give Juan encouragement about something exactly, so he knows what he did correctly, and so he can continue to do it.
* Provide Juan with visual directions that would include pictures, videos, or written directions depending on his present skills level. This would both allow him to learn the steps faster and to be more independent because he would not need someone to tell him what is next.
* Provide pictures or both examples and nonexamples to Juan, so he can know exactly what it should look like when it is done correctly and what it would look like if it was not done correctly.
* Give Juan time to process the questions he asked before starting to give Juan the answer.
* Make sure Juan knows his expectations and what he will eventually have to do by himself. If the expectations are for Juan to do it independently, make sure that he is learning how to complete the steps with only using his body (not letting supervisor hold something while he locks it).

**Formal Curriculum**

“I’m Determined” is a formal curriculum <https://www.imdetermined.org/> that has assessments, checklists, and other resources to lead instruction for students to learn self determination skills. The I’m Determined project, a state-directed project funded by the [Virginia Department of Education](http://www.doe.virginia.gov/), focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger. This curriculum would be appropriate for Juan because it will allow him to practice and problem-solve self-determined behaviors including how to communicate his strengths, needs, and preferences with others.

**References:**

Field, S. L., & Hoffman, A. S. (2012). Fostering Self-Determination Through Building Productive Relationships in the Classroom. *Intervention in School and Clinic,* *48*(1), 6-14. doi:10.1177/1053451212443150

Sarkar, T. (2016). Guardianship and Alternatives: Decision-Making Options. *Health Care for People with Intellectual and Developmental Disabilities across the Lifespan,*1969-1980. doi:10.1007/978-3-319-18096-0\_150