Transition Planning Tool

Student Name: NB .
Graduation Date: June 12, 2015 21st Birthday: June 2, 2015

Expected Funding: Consolidated Waiver

Transition Team:
Student: NB . (Modified)
School Team: Jessica Zawacki, Avi Glickman, Gloria Satriale
Parents: Karen and Rich
Home Team: PRN
Outside Behavior Specialist: Claire
Case Manager: Leann
OVR: Invitation Made
Medical: PRN
Other: N/A

Transition Meeting Benchmarks: February 10, 2014
August 18, 2014
November 19, 2014
February 9, 2015
May 4, 2015

Transition Goal Benchmarks:
Video Resume:
Initial Home Visit:
Community Assessment:
Community/Vocational Outreach:
Titrated Schedule:
Guardianship:
Life Plan Document:

Discharge Meeting: June 8, 2015

Vision Check List:

Daily Schedule: ☒1PAAL ☐3Parent Run ☐2Agency Run (describe): _____ ☐Other (describe): _____

**Supervision: ☒24/7 ☐Daily ☐Intermittent Schedule (describe): _____ ☐Overnight

☐Support within Activities ☐Support for Employment ☒Remote Monitoring *transportation*

☒Ratio (describe): *1:1 Enhanced Day (specific training for med needs), 1:2 Habilitation and Companion Afternoon/Overnight*

**Medical Supervision: *See Above* ☐24/7 ☐Daily ☐Specified Schedule (describe): _____

Living Arrangements: ☐Parent's Home ☒1Individual's Home ☐2Agency Home ☐Other: _____
Comments: *Shared Home/Apartment within a Nuclear Community which has easily available resources NB enjoys with Peers*

Hygiene:

☐Dependent ☐With Assistance (describe):_____ ☒Adaptive Supports (describe): _____ ☐Independent

Domestic Skills:

☒Dependent ☒With Assistance (describe):_____ ☐Adaptive Supports (describe): _____ ☐Independent

Safety:

☒Dependent ☐With Assistance (describe):_____ ☐Adaptive Supports (describe): _____ ☐Independent

Self-Management:

☐Dependent ☒With Assistance (describe):_____ ☐Adaptive Supports (describe): _____ ☐Independent

Transportation Needs:

☒Describe: *Will NOT independently utilize; to and from employment, community needs/access*

Options: Walk Distances, Public Transportation, Private Vehicle

Community Access/Navigation:

☐Dependent ☒With Assistance (describe):_____ ☐Adaptive Supports (describe): _____ ☐Independent

Leisure:

☐Dependent ☒With Assistance (describe):_____ ☒Adaptive Supports (describe): _____ ☐Independent

Employment:

☐Competitive (20+hours) ☒Part Time (describe): *Daily* ☐None

Narrative Summary:

NB is a highly receptive learner who is able to complete multi-step directions. She is able to read functional text (detailed schedule, and in complete sentences/phrases) and then respond appropriately. NB displays high levels of perseverance and will attempt a task multiple times before requesting help. She has clear, intelligible, expressive language and will request items, assistance, tact (label) her environment, and can engage in simple conversation about a preferred topic or causal conversation (what did you do last night, how are you, where are you going, etc.). She is able to answer yes/no, WH, and recall questions. She is aware of general information including her address, the current president, and basic information concerning sports and television as well as a plethora of preferred topics. She is able to use a computer with a keyboard and mouse and operate an IPhone and IPad. She is capable of preparing basic meals, can feed herself and use a napkin, navigate a grocery store and obtain preferred and necessary items (personal care, household), wash her face, complete basic leisure activities (puzzles, drawing, simple games, computer/IPad games, etc.), and complete a workout and shower routine. NB can complete a variety of vocational tasks (see below), is able to be monitored from a distance (using a Bluetooth Device), and can work for extended periods of time without a break (over an hour).

NB struggles most frequently when tasks require high levels of fine motor skill, strength, or balance. Buttons, certain locks, heavy doors, and zippers are difficult for NB to access independently. NB is able to complete, but does take her a longer time than a typical individual of the same age tasks that have a large number of steps (20 or more). She is however, often able to complete the tasks herself. With reminders and assistance, NB is able to brush her teeth, utilize the restroom, complete purchasing and ordering routine, dress, prepare more complex multi-step meals, and cross the street.

Recommendations for the next six months include: targeting potential job matches from the information below and direct consultation with NB and her family and use the information gathered to determine the best fit for generalization into NB's home environment. In compliance with the most recent IEP, programming has begun to increase NB's ability to self-monitor her own behavior, deliver her own reinforcement, select, initiate, complete, and transition from independent leisure tasks, reach fluency in purchasing and

brushing teething, increase safety skills in the restroom and street safety, chain current tasks into longer routine and systematically fade supervision from direct to remote.

Behavior Summary:

Affect:

NB is a happy and highly engaged individual who Is often happy when singing, dancing, and listening to music. She enjoys being with people, and often seeks attention from specific individuals. She shows preference to particular staff, peers, and is highly specific in her choices of tangible reinforcement. She is generally positive but often will attempt to negotiate for items and activities that she knows are unavailable. She will also attempt to distract staff from the task at hand by engaging in irrelevant conversation or asking repetitive questions. NB is able to communicate her feelings effectively.

She frequently displays positive affect when/during:

- Discussing, transitioning to, and engaging in both of her current vocational sampling environments (Government Services Center and ACAC Laundry Department).
- Seeking out social attention with peers, co-worker, and community members
- Engaged in preferred leisure opportunities in which peers and staff are present
- Workout routine
- Completes a task or activity independently
- Is given social praise or access to a reinforcer

Maladaptive behaviors:

- Active Non-Compliance: Responding in opposition to a request for performance by engaging in any other motor behavior than requested.
- Inappropriate Intonation: Tone of voice that by it's pitch, rhythm, or intensity is incongruous with the presenting situation, or involves an affective response which is either out of context or inappropriate; referred to as "whining"

Antecedents:

- Transitions are often difficult for NB (exiting the van, ending a preferred activity) as well as changes in schedule (if an environment closes, or there is not enough time for an activity).
- NB will often engage in repetitive question asking and seek explanations after having already been provided an answer (ex. But why? I don't understand? It doesn't make sense).
- She often will begin speaking to fictional characters and change the intonation of her voice (deepening it to imitate a male voice) and will discuss her feelings and behaviors with this fictional character.

Hypothesized functions of maladaptive behavior:

- Attention is the hypothesized function of NB's behavior

Interventions/De-escalation: (see attached PBS for full program & comprehensive behavior history)

- In order to de-escalate NB we often present the consequence to NB verbally, and give her a timer and space in order to de-escalate on her own.

- After the timer, staff re-approach NB and provide her assistance if necessary to transition

Self-management Strategies:

- ☑ Timers (on Phone) ☑ Technology ☑ Visual Schedule ☑ Token Economy ☑ Breaks
  ☐ Coping mechanisms Name: _____.

Communication Modality:

- Primary: ☑ Vocal Speech ☐ Sign Language ☐ PECS ☐ Technology Name: _____.
- Secondary/intermittent: ☐ Vocal Speech ☐ Sign Language ☐ PECS ☐ Technology
  Name: _____
- Conversational: ☑ Yes ☐ No ☐ Partial # exchanges: 3-5

Adaptive Behavior:

- Toileting skills:
  - Urinating: ☑ Independent (does not always initate) ☐ Assisted ☐ Dependent on adult
  - Bowel movement: ☑ Independent (does not always initate) ☐ Assisted ☐ Dependent on adult
  - Menstrual care: ☐ Independent ☑ Assisted ☐ Dependent on adult ☐ Not applicable

- Toothbrushing: ☐ Independent ☑ Assisted ☐ Dependent on adult for completion
  - Type of equipment: ☐ Manual ☑ Battery powered ☐ Other Name: Basic Electric Tooth Brush; is Nearing Independence, Needs Prompts for Thoroughness

- Shaving (face): ☐ Independent ☐ Assisted ☐ Dependent on adult ☑ Not applicable

- Shaving (legs): ☐ Independent ☐ Assisted ☐ Dependent on adult ☑ Not applicable

- Shower: ☑ Independent ☐ Assisted ☐ Dependent on adult
  - Hair washing (multi-step): ☑ Independent ☐ Assisted ☐ Dependent on adult ☐ Not applicable

Meal Prep:

- Microwave: ☐ Independent ☑ Assisted ☐ Dependent on adult
- Toaster Oven: ☐ Independent ☐ Assisted ☑ Dependent on adult
- Electric Grill: ☐ Independent ☐ Assisted ☑ Dependent on adult
- Stove: ☐ Independent ☐ Assisted ☑ Dependent on adult
- Cold Meal: ☑ Independent ☐ Assisted ☐ Dependent on adult

Purchasing:

- Type of list: ☐ Pictures only ☐Pictures + Text ☑ Text only ☑ Technology
  Name of app: Uses the Notepad
- Preferred items:
  - Navigation: ☑ Independent ☐ Assisted ☐ Dependent on adult
  - Production: ☑ Independent ☐ Assisted ☐ Dependent on adult
  - Max # items: 5-6+
- Non-preferred items:
  - Navigation: ☑ Independent ☐ Assisted ☐ Dependent on adult
  - Production: ☑ Independent ☐ Assisted ☐ Dependent on adult
  - Max # items: 3-4+

Transportation Training:

- Type of vehicle: ☑ Any ☐ Van ☐ Car
- Location of seat: ☐ Front seat ☐ Back seat ☐ 3rd Row ☑ Any
- Type of belt restraint: ☑ Shoulder harness (sash); Check for Correct Use ☐ 3 Point Harness (Y shaped) ☐ Belt in Seat (attached to seat)
- Duration of ride: No Limit
- Other accommodations: ☐ Music ☐ A/C ☐ Heat ☐ Other: _____ ☑ Not applicable

Community Considerations:

- Bathroom Safety:
  - Shut/Lock Door: ☑ Independent (Not Always Consistent) ☐ Assisted ☐ Dependent on adult
- Level of supervision required: ☐ Arm's length ☑ Visual ☐ On-site ☐ Remote (e.g. bluetooth, FaceTime)
- Street Crossing: ☐ Independent ☑ Assisted ☐ Dependent on adult

Production Profile:

Previously **functionally mastered** tasks include:

Desmond Hotel
- Folding Towels (3 Sizes)

French Creek Country Club/Downingtown Country Club
- Fill Ketchups and Butter
- Brew Coffee/Tea
- Fill Sugar Caddies
- Roll Silverware (Partially Mastered)
- Clean Small and Large Trays
- Set Up Soda Fountain (Attach Nozzles)

ACAC Fitness Center
- Navigate Large Fitness Facility
- Collect and Deposit Dirty Towels
- Fold Clean Towels
- Access and Utilize Elevator

Wawa
- Stock the Cooler (Partially Mastered)
- Clean Windows (Cooler)
- Empty Trash (Unable to Tie Bags)

Government Services Building
- Multi-Step Intake Packets
- Stock Colored Paper in 3 Large Offices Using a Cart
- Navigate Between 3 Floors and Using the Elevator
- Multi-Digit Key Code Access
- Additional Projects (Labels, Stamping, Sorting)

Vocational Profile

- Required level of activity:
  - ☑ Sedentary If yes: ☑ Sitting ☑ Standing

    ☑ Mobile If yes: ☑ High ☑ Moderate ☐ Low
- Level of endurance: ☑ High ☐ Moderate ☐ Low

- Environment:
  - Temperature: ☐ Hot ☐ Cold ☑ Non-factor
  - Volume of environment: ☐ Loud ☐ Quiet ☑ Non-factor
  - Required volume of student: ☐ Low ☐ Moderate ☑ Non-factor
  - Size of environment: ☐ Small ☐ Medium ☐ Large ☑ Non-factor
  - Potential for frequent changes in job tasks: ☑ High ☐ Moderate ☐ Low (e.g. #tables, order of tasks, etc.)
  - Other factors: ☐ Smells ☐ Visual ☐ Auditory If yes: explain: ☑ Non-factor
  - Level of community exposure: ☐ Isolated ☑ Exposed
  - Potential for customer interaction: ☐ High ☐ Moderate ☑ Low
  - Ability to exit quickly due to behavior: ☐ Yes ☐ No ☑ Non-factor
    - De-escalation: ☑ On-site ☐ Van
- Social
  - ☑ Greeting/check-in only
  - ☑ Interaction with coworkers/community members
  - ☐ Interpersonal boundaries
- Navigation
  - Task requirements: ☑ High ☐ Moderate ☐ Low
- Adaptations:
  - ☑ Timer ☐ Color coding ☑ Visual schedules/templates ☐ Self-management ☑ Technology ☐ Adaptive equipment Name/describe: IPhone
- Required tasks:
  - ☐ Food prep ☑ Assembly ☑ Set up ☑ Clerical ☐ Custodial ☑ Stocking
- Duration of time on task:
  - Average: 60+ minutes, # of breaks: 0
- Skills Sets:
  ☑ Matching ☑ Reading ☑ Reciprocal communication ☐ Operation/manipulation of equipment ☑ Counting ☐ Writing ☐ Fluency ☐ Hand/eye coordination ☑ Sorting ☐ Orientation ☐ Neatness ☑ Time on task ☐ Preciseness ☐ Accuracy ☐ Balance ☐ Strength ☑ Tacting ☑ Manding ☐ Presentation of product ☐ Fine motor skills ☑ Discrimination ☑ Generalization ☑ Independence ☐ Spatial awareness

Motivation Profile:

- NB will work for social praise from preferred adults/staff
- NB is highly motivated by Glee and anything related to it (TV Show) including but not limited to stickers, music videos, photographs, tv shows
- She is also motivated by preferred activities such as; water balloons, bowling, outings with peers (lunch and picnics)

Aversives:

- Change in Schedule
- New Staff
- Physical Prompting (Hand Over Hand)

Going Forward:

Suggested activities/goals for adult services:

1.

2.

3.

4.

5

Materials Provided			
Item	*Format*	*Utilized*	*Comments*
Shower Schedule	Laminated	Showering	
Daily Schedule	G-Tasks	Across Environments	
Teeth Brushing Video	Video on IPhone	Teeth Brushing	

Transition Meeting Summary Note:

February 10, 2014
Attendance:
Jessica Zawacki
Avi Glickman
Gloria Satriale
Karen & Rich
Claire
Leann
Chris

Parking Lot

- Revisit Overnight Exposure/Skill Building
- Real-estate
- Acquisition and Insurance of Transportation

Gloria discussed and explained to the team the administrative piece and the potential possibilities and important key information to consider when discussing and planning for transition into adult programming. Input was solicited from the family as to their vision for NB. Possible funding options and placement options were discussed with People's First, and all members of the team were assigned action items with specific deadlines to complete. The team will communicate through group email (where indicated) and any questions, suggestions, feedback, and input are welcome from all team members at any time.

Color Coding System:
February 10, 2014 Meeting is coded in Red
Parent Input is coded in Blue
Analyst Input in coded in Purple

Next Meeting is Coded in Green:
August 18, 2014

Next Meeting Action Plan:

Item	Resources	Responsible	Deadline	Report to	Comments
Feedback on Process		Claire/Leann	February 14, 2014	Gloria via Email	
Medical Inquiry: AE		Leann	February 24, 2014	Global Email	
ISP Update Medical		Leann	April 2014	Review @ Meeting	
NB Big Picture Input		Karen/Rich	March 10, 2014	Review @ Meeting	
OVR Invite		Leann	March 10, 2014	Review @ Meeting	
Adult Prog. Slot Check In		Gloria	@ISP in April	Review @ Meeting	

Confirm Meeting Dates		Karen/Rich (Then ALL)	February 17, 2014	Global Email	
Meeting with Jen		Gloria	March 2014	Global Email	
Other Prog. Options		Leann (Post Gloria/Jen)	April 2014	Review @ Meeting	
"Describe" please detail (vision)		Rich and Karen	March 10, 2014	Annotations on Tool (Blue)	
Review/Comment Life Plan Doc		Rich and Karen	August 2014	Review @ Meeting	
Guardianship/POA		Rich and Karen	August 2014	Review @ Meeting	
Review/Comment Compare ISP Feedback		Leann Rich and Karen	March 10, 2014	Global Email	Feedback to be Incorporated in Tool 3/24/24 (Purple)

Feedback From NB

1.
2.
3.
4.
5.