

Handbook For Your Individual For New Adult Workers	<i>Place photo here</i>
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Step #1: What is your role?

- View the video "Transition To Adulthood", which can be downloaded from the PISP website at www.pisp.ca
- Read "Why This Individual Is In Your Program" in this handbook.
- Read "What Is Your Role?" in this handbook.

Step #2: Learn how your non-verbal individual communicates.

- Read through your individual's **Personal Dictionary** in this handbook.
- Share this personal dictionary with others and arrange to have it posted somewhere in the classroom or on her wheelchair for easy access.

Step #3: Find out what kinds of skills your individual is working on as a life long learner.

- Read the one-page summary list called "**Skills**" for your individual in this handbook.

Step #4: Learn about Your individual's motivators.

- Read through your individual's "**Motivators**" list in this handbook. Which kinds of activities, sensory experiences, people, or places motivate your individual?
- Arrange for **other adults** to work with your individual. Peers are one of the most powerful motivators for all of us. Working in small groups with others will help motivate your individual to continue to work on skills as a life long learner.

Step #5: Plan modifications for your individual to be an active participant.

You can **provide opportunities** for your individual to work on skills with others in either small groups or in large group activities.

- Establish regular planning time with your individual's therapists when needed
- Read the handout called "**Parallel Activities**" in this package, also found at <http://www.pisp.ca/strategies/strategies69.pdf>
- Read through the "**Environmental Scan**" for a list of jobs as examples, and brainstorm with your worker ideas for clubs or jobs.
- Review ideas for your individual to participate in the community when using
 - a **voice output** device at <http://www.pisp.ca/strategies/strategies88.pdf>
 - a **switch and Powerlink** at <http://www.pisp.ca/strategies/strategies89.pdf>
- Select only the adult related "**Participation Kits**" on the PISP website at: <http://www.pisp.ca/kits/index.html>
- Refer to the Community Activity Matrix developed for this individual in this handbook.

(A generic Sample of a Community Activity Matrix can be found at <http://www.pisp.ca/strategies/strategies84.pdf>)

Step #6: Model interactions with your individual for others

- Try offering your individual a choice (Refer to the "How I Make Choices" sheet in this booklet)
- Encourage your individual when using a switch
- Interpret your individual's non-verbal communication, in front of others (e.g., vocalizing, facial expressions, gestures referring to scripts from your individual's personal dictionary)

Step #7: Help to continue to note your individual's progress

- Provide anecdotal information to your individual's therapists and family on how s/he interacts with friends within Adult Day Program & community activities.
- Make time to interact one to one with your individual, around specific skill areas as identified in this booklet on the skills sheet.
- Refer to the "Reporting Progress Guidelines" in this handout to note when and where your individual may be making progress.



Why I Am in Your Program

My learning might include...

- interacting with a wider circle of peers.
- participating in program activities (with whatever level of support is required).
- engaging with you and others
- coping with new settings and new people.
- practicing my skills in natural settings.
- making choices in a variety of environments.
- accessing resources in the day program and community.
- using different methods to communicate my wants and needs.

Your role as my worker...

You can provide opportunities for me to continue to learn what I need to learn. The worker is there to help me, and others in the program as needed.

- My participation is very different and designed to meet my specific learning needs.
- You will need to follow through with my program and prepare some of the materials.

Here's how you can help me...

1. *Take time to get to know me.*

- Talk to me and learn about how I can respond.
- Talk to me about things you know I'll be interested in. (A list of my interests or motivators is included with the materials in this booklet.)

2. *Remember that I do not communicate in a traditional way.*

- A copy of my "Personal Dictionary" is included in this booklet. (This describes ways that I communicate my wants and needs, what these mean, and ways for you to consistently respond so that I know you understand me.)

3. *Friends are great!*

- Friends are the greatest teachers! I learn simply by being around others. (You can use other people to model, prompt, and assist, reinforce, and sit beside me).

4. *The importance of reinforcement cannot be overemphasized.*

- I enjoy greetings, interacting with others, and hearing that I'm doing a great job!

5. *Keep me actively participating.*

- I like to participate in meaningful routines so I can practice my own skills with others, out in the community!

What Is Your Role?

Sometimes workers are not clear about how they can help people with severe multiple disabilities be on-going learners and participants in their activities. The following are some guidelines...

- Model interactions with your individual for others (e.g., providing opportunities for choice making; facilitating switch use and hand over hand or hand under hand participation; interpreting vocalizing, gestures, facial expressions and body language using scripted routines from the individual's Personal Dictionary.)
- Provide opportunities for your individual to work on skills with others in either small group or large group activities.
- Help plan modifications for activities with others (such as consulting with therapists - e.g., speech & language pathologist)
- Inservice others through informal opportunities. Teach others how to interact meaningfully with your individual regarding skill development and how to interpret the personal dictionary.
- Help assess and report on your individual's progress within community activities in collaboration with therapists and family.

View the video - Transition To Adulthood - at www.pisp.ca



This music facilitator has asked our friend to walk with assistance to the front of the adult activity to listen to the others sing. She can give them her response on her voice output.



This worker has arranged for our friend to use his voice output device to give questions and make conversation in a small group such as a craft activity or game.

Insert your individual's updated Personal Dictionary here...

FOR MORE INFORMATION REFER TO YOUR INDIVIDUAL'S PISP BINDER

Insert a list of your individual's skills and means of participating here.

Insert A Current List Of Your Individual's Motivators Here...

Insert if appropriate to the new adult setting, the handout called “Parallel Activities” in this package, also found at
<http://www.pisp.ca/strategies/strategies69.pdf>

Insert a list of your individual's environmental scan here, by interviewing:

- *individuals from the home setting*
- *local adult day programs to see what they offer*
- *businesses or places of leisure as community activities*

Refer to the PISP website for an example called "Interviewing People From Future Environments" at

<http://www.pisp.ca/strategies/strategies99.pdf>

*Insert here - the handout for using a **voice output** device in the community at...*

<http://www.pisp.ca/strategies/strategies88.pdf>

*Insert here, ideas for using a **switch and Powerlink** in the community at...*

<http://www.pisp.ca/strategies/strategies89.pdf>

Kits For Jobs And Social Clubs

Routine jobs can often be found within adult day programs, community and home environments. Jobs can offer our individuals wonderful opportunities to contribute to others, while also providing functional ways to practice their skills.

Many adult day programs and some group homes may offer clubs. Clubs can offer all individuals opportunities to learn something new, while strengthening social skills. Clubs are great ways to draw in peers to interact with individuals with special needs.


Contents Of Participation Kits

It is often helpful for workers to have a package of materials and strategies ready to use. Check out the participation kits, which have been developed to illustrate the concept of practicing skills within functional and fun jobs and clubs. Go to <http://www.pisp.ca/kits/index.html>

They include the following...

- Sample skills, which can be practiced within the activity
- Conversational comments, which can be programmed on a Step-By-Step Communicator, or similar voice output device
- A list of possible equipment and materials to create this kit
- Photo of the activity set up for use
- Photo of the kit in a zippered bag for storage
- Photo (where available) of a individual demonstrating the activity
- Directions to program a Step-By-Step Communicator to operate as a voice output device as well as an access switch for the AbleNet Powerlink
- Sample picture communication activity board

You may select the activities, which would be most appropriate to your individual and print off the relevant pages for your own kit. The following are some examples...

			
Dog Biscuit Job	Twister Game	Shredding Job	Cooking Club

Insert the Community Activity Matrix created for your own individual. A generic sample can be found at...

<http://www.pisp.ca/strategies/strategies84.pdf>

Insert your summary of how the individual makes choices. For an example, refer to the PISP website at...

<http://www.pisp.ca/strategies/strategies91.pdf>

and...

<http://www.pisp.ca/strategies/strategies105.pdf>

Guidelines for Reporting Progress To Therapists & Family

The following are some areas where we can continue to note progress.

- Degree Of Active Participation From Your individual.

How much assistance or prompting (physical and/or verbal) does your individual require overall? Has the prompt level changed? (e.g., physical cue paired with verbal cue, to just the visual cue)

- Frequency Of The Behaviour

How often does your individual perform the activity as desired? (e.g., How many times does your individual request “more” for an interrupted favorite activity?)

- Accuracy Of The Behaviour

How precisely does your individual perform the behaviour? (e.g., during switch work, how many “false hits” (i.e., hitting the switch involuntarily) occurred? Did your individual gaze/reach accurately at the object choice?)

- Appropriateness Of The Behaviour

Does your individual demonstrate the desired behaviour in appropriate situations? (e.g., your individual vocalizes when requesting attention, but is quiet during designated times within the activity as needed.)

- Duration Of The Behaviour

How long does your individual engage appropriately in the desired behaviour? (e.g., does your individual hold his/her gaze for longer periods of time?)

In short, the following are some areas where your individual may continue to experience growth and change as an adult learner:

- through increasing levels of partial participation in activities
- through less prompting or facilitation required over time
- through generalization of the same skills to new people
- through generalization of the same skills to new activities
- through fewer false hits for some responses such as switch work
- the amount of time it takes the individual to accomplish the task, may decrease
- the amount of time the individual engages in the activity may increase

As adult workers, you can continue to provide valuable input on your individual's participation in community and day program activities.

Your individual is a life long learner!