



Sunday, August 4, 2019

Breakout Session G42 • 2:45-3:45 pm • Governors Lecture Hall

Organizing Contexts for Adult Life Activities During Transition Planning

David Wiley, Texas School for the Blind and Visually Impaired
and Texas DeafBlind Project

Presenter Information

David Wiley has been working with students with DeafBlindness since 1985. For over 25 years he has been the Transition Specialist for the Texas DeafBlind Project. In this role, he provides information and training about deafblindness to schools, agencies, and families of children who are deafblind. The Project offices are at the Texas School for the Blind and Visually Impaired in Austin. Mr. Wiley has been the co-chair of the Texas Interagency Task Force on DeafBlindness for 18 years. He is a longtime member of the Deaf-Blind Multihandicapped Association of Texas (DBMAT), a family and professional organization. In his role with the Project, Mr. Wiley has frequent contact with students with CHARGE Syndrome, and annually attends the Texas Chargers Family Retreat.

Presentation Abstract

Transition Planning in schools often centers around a one-dimensional focus on preparation for college and career. Though this is important, for some students this traditional focus does not seem like a good fit. These students, especially those who expect to need long-term support or care in adult life, need a different focus and way to plan. For all students, adult life is much more wide-ranging than any narrow focus. In addition to career and learning opportunities, people typically find purpose, satisfaction, and joy in forming social relationships; joining organizations; doing community service; developing hobbies; engaging in group and individual recreation and leisure activities; and actively participating in family and home life. All these contexts are important. Student may experience sensory barriers to easy information gathering or limited opportunities to explore new activities. In such cases, students may have conceptual gaps in understanding community roles and finding contexts to pursue personal interests. For transition to be most meaningful, students must have support to explore and discover personal interests, and support in organizing those interests into achievable contexts.

Learning Objectives

- Participants will understand the principles of student/person-centered planning strategies.
- Participants will recognize and identify community roles and contexts for pursuing interests in adult life.
- Participants will learn strategies for translating students' interests, preferences, and abilities into opportunities for meaningful adult life activities.



Texas School for the Blind and Visually Impaired

Outreach Programs

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Organizing Contexts for Adult Life Activities During Transition Planning

“Deep in the Heart of CHARGE”
14th International CHARGE Syndrome
Conference

August 2-5, 2019
Dallas, TX

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Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs

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“Deep in the Heart of CHARGE”
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Meaningful Transition Planning for Students with CHARGE Syndrome

Transition Planning in schools often centers around a one-dimensional focus on preparation for college and career. For some students, this traditional focus does not seem like a good fit. These students, especially those who expect to need long-term support or care in adult life, need a different focus and way to plan.

For all students, adult life is much more wide-ranging than any narrow focus. In addition to career and learning opportunities, people typically find purpose, satisfaction, and joy in forming social relationships; joining organizations; doing community service; developing hobbies; engaging in group and individual recreation and leisure activities; and actively participating in family and home life. All these contexts are important.

When sensory issues or limited opportunities create barriers to easy information gathering, students may have conceptual gaps in understanding community roles and finding contexts to pursue personal interests. For transition to be most meaningful, students must have support to explore and discover personal interests, and support in organizing those interests into achievable contexts.

Some Themes for Our Conversation

- Principles of student/person-centered planning strategies.
- Community roles and contexts for pursuing interests in adult life.
- Translating students' interests, preferences, and abilities into opportunities for meaningful adult life activities.

What happens when the school bus quits coming?

- Full disclosure:
- I don't know.
- The answer should be different for each student.

Everyone strives for a good quality of life.

- The details of what makes “quality of life” is different for each of us, and for each of our children or students.
- The details of personal life goals for some young people may not be clear, but we should be working to identify them.

What does successful student-centered transition planning mean?

Here are some words to think about:

We may need to support students or graduates with organization tasks related to finding contexts for meaningful life activities involving their interests.

Interests

- Preferences
- Abilities
- Personality
- Connections
- Passions

Meaningful

- Understanding
- Purpose
- Satisfaction
- Joy

Organization

Students who are DeafBlind may find barriers to organizing life activities related to:

- Gathering incidental information
- Concept development

DeafBlindness creates barriers to incidental learning.

- How do we know what we know?
- Direct Learning– Hands-on personal experience
- Secondary Learning – Others purposely sharing information using communication forms and methods we understand.
- Incidental Learning – Casually observing surroundings and other people. (How typical people get most information, but is unreliable for people who are DeafBlind.)

[Pyramid of Learning](http://intervener.org/deafblindness) <http://intervener.org/deafblindness>

- Understanding of community and social roles

Context

- What things can be done,
- Where can you do them, and
- Why would you do them?

Unrealistic

- When is something unrealistic?
- Sometimes a person labeled “unrealistic” is more accurately labeled “uninformed.”
- If we consider all contexts for activities, they are less likely to seem unrealistic.

Contexts for Preferred Activities

- How can it be a job?
- How can it be a business/self-employment?
- How can it be a community service?
- How can it be a subject of study?
- How can it be a hobby or recreational activity?
- How can it be a social activity?
- How can it be used in home and/or self-care?

Interest: Gardening

- How can it be a job?
- How can it be a business/self-employment?
- How can it be a community service?
- How can it be a subject of study?
- How can it be a hobby or recreational activity?
- How can it be a social activity?
- How can it be used in home and/or self-care?

Interest: Pets

- How can it be a job?
- How can it be a business?
- How can it be a community service?
- How can it be a subject of study?
- How can it be a hobby or recreational activity?
- How can it be a social activity?
- How can it be used in home and/or self-care?

Interest: Music

- How can it be a job?
- How can it be a business?
- How can it be a community service?
- How can it be a subject of study?
- How can it be a hobby or recreational activity?
- How can it be a social activity?
- How can it be used in home and/or self-care?

Interest: Coffee

- How can it be a job?
- How can it be a business?
- How can it be a community service?
- How can it be a subject of study?
- How can it be a hobby or recreational activity?
- How can it be a social activity?
- How can it be used in home and/or self-care?

Texas School for the Blind & Visually Impaired

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Figure 1 TSBVI logo.

Texas School for the Blind & Visually Impaired
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1100 West 45th Street
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This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 2 IDEAs that Work logo and OSEP disclaimer.



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Planning future life activities that are purposeful, meaningful, and enjoyable.

Planning for (name): _____

Some people benefit from help in:

- organizing current skills, interests, and preferred activities into a variety of contexts for meaningful life experiences; and
- finding the opportunities and support needed to regularly enjoy these experiences.

What are some activities this person currently enjoys or shows an interest in?

Are there other life activities these interests could lead toward?

- How could these interests and preferences be used in a job?
- How could these interests and preferences become a business?
- How could these interests and preferences help others as a community service or in a place that needs volunteers?

- How could these interests and preferences bring the person together socially with friends, family, neighbors, or others in the community?
- In what new contexts could the person do these preferred activities recreationally for fun? What adaptations would help?
- How could these interests and activities help the person manage his or her home?
- How could these interests and activities help the person with personal care?

Next step: Help discover new interests and preferences by encouraging and supporting the person to try new activities for the first time.

New interests and preferences are often discovered by having opportunities to try new things. Past experiences can guide us to try new activities that are more likely to be successful. What are some new experiences and activities to try?



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