

DEVELOPING AN INNOVATIVE PRE and VOCATIONAL PROGRAMME IN A SPECIAL SCHOOL FOR LEARNER'S WITH INTELLECTUAL DISABILITY in CLOETESVILLE, STELLENBOSCH , CAPE TOWN



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HISTORICAL CONTEXTUAL SITUATEDNESS

- **Politically** Area began in 1970 after political removal from inner city site of town of Stellenbosch, called “Die Vlakte
- **Population of Cape Coloured persons** approximately 15,370
- **Education**
 - Higher education aged 20+ 5,9%
 - Matric aged 20+ 25,7%
 - **DOROTHEA SPECIAL SCHOOL**
- **Households**
 - Number of households 3,204
 - Average household size 4,4
 - Female headed households 38%
- **Infrastructure**
 - Formal dwellings 91,2%
 - Flush toilet connected to sewerage 93,4%
 - Weekly refuse removal 97,3%; Piped water inside dwelling 86%; Electricity for light





EMPLOYMENT PROSPECTIVES

- 27,7 % unemployment in SA (Stats SA, 2011)
- In the Western Cape there are an estimated 180,000 PWID of varying levels. Of these only about 2% have a place at specialised day care or in a protective workshop. (Western Cape Government, 2013. Service delivery for persons with Intellectual disability, Draft policy October, 2013).
- Prevocational programs at special schools are isolated within schools, using school-based culture and not a business culture
- SE- IPM successful in first world countries
- SA Constitution – right to decent work and sustainable livelihoods (UN)
- Employment Equity Act (1997)

Bouck E. Secondary students with moderate/severe intellectual disability: considerations of curriculum and post-school outcomes from the National Longitudinal Transition Study-2. Journal Of Intellectual Disability Research [serial online]. December 2012;56(12):1175-1186. Available from: Academic Search Premier, Ipswich, MA. Accessed May 10, 2018.

- Results suggest the majority of students with moderate/severe ID received a **functional curriculum** as well as instruction in core content areas; however, their instruction primarily occurred in pull-out educational settings.
- Students also reported **low rates for the post-school outcomes** examined (i.e. independent living, employment and post-secondary attendance).
- curriculum (functional vs. academics) was not related to any post-school outcome examined (e.g. independent living, employment).
- The data suggested additional research is needed to understand what factors impact post-school outcomes for students with moderate/severe ID.
- additional work is needed to help students achieve better post-school outcomes, including further examination of curriculum and instructional environments

FIRST QUESTION

In a resource-constrained context,
with huge inequalities (MACRO ENVIRONMENT)
could we maximize the capacity and potential of
existing resources
AND HOW?

Garnering existing & valued community resources

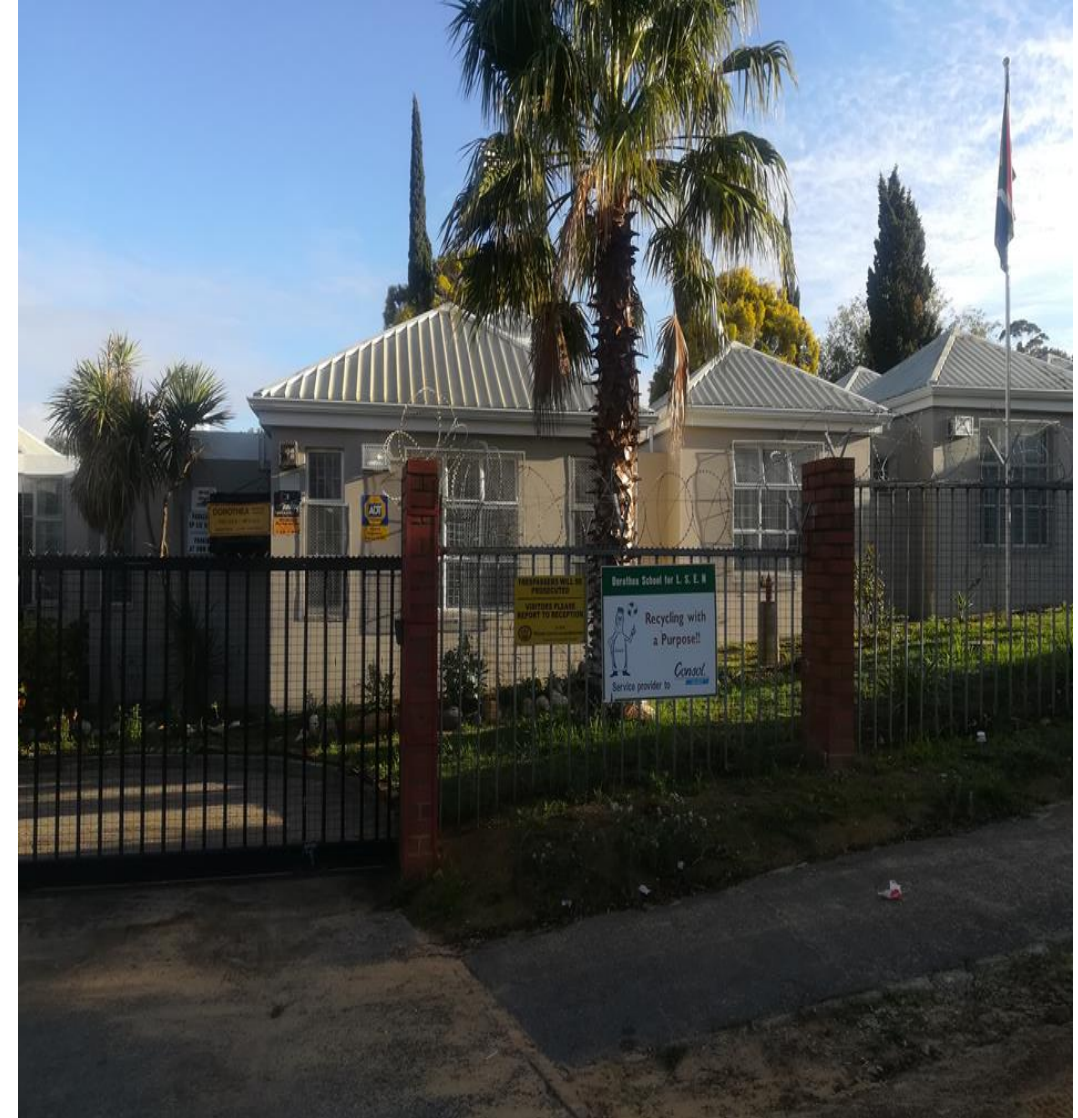
- **OT- Crystal Ehrenreich (Programme developer)**
- School team and SU collaboration and partnership building
- Occupational therapy students- undergraduate and post graduate
- Learners
- Community resources
- Community culture
- High standing of the school in the community- promoting goodwill and co-operation





Dorothea Special school – Department of Education

- 1 Occupational Therapist: Capacity 1: >800 = 0,125 per 1 learner
- Multiple programmatic approach and individual assessments
- Mild-moderate intellectual disability, autism
- Grade 1-Grade 5 adapted academic curriculum: literacy, numeracy, life skills
- School nurse: Contraception, life skills and sexual health
- Transportation to and from school and to work placements
- Last 3 years-occupational phase: vocational focus(OT programmes)
- Phase 1: Initial student practice learning: classroom and electives within the safe, protective school environment
- Phases 2-3: Additional work placements at various organization, companies in the community



PRE VOCATIONAL SKILLS- WHAT THEY ARE EXPECTED TO DO

- motivation to work,
- work habits and work endurance,
- task concept,
- ability to read, write and use a calculator/computer,
- manage finances,
- drive car, use public transport,
- job seeking skills (ICF- locating and finding employment, preparing CV, undergoing a job interview (WHO 2001), making choices and decisions, effective use of supervision/support

OUTCOMES OF THIS EDUCATIONAL AND FUNCTIONAL HISTORICAL APPROACH

- Level of support and supervision
- Protective work and work environment
- Trainees in protected workshops

WHAT THEY ARE EXPECTED TO BECOME- OCCUPATION-BASED PRACTICE- ROLE TRANSITIONING OF LEARNERS WITH ID

Role transitions often involve a new matrix of relationships, which can bring about new expectations and opportunities that may require a substantial reassessment of the self

Transitions affect both youth and their families and community population and resources

Transition is a process of gradual adoption of new roles and modification of existing roles.

[Hill, Kline, and Richards. Preparing Transition-Age Youth with Disabilities for Work: What School Leaders Need to Know About the New Legal Landscape. Accessed: 22 May 2018)

file:///C:/Users/zelda/Desktop/WFOT%202018%20presentation/Preparing-Transition-Age-Youth-with-Disabilities-for-Work.pdf]

EXPECTED OUTCOMES FOR SUCCESSFUL TRANSITIONING

Successful negotiation of transitions is thought to lead to better outcomes for youth WITH:-

- enhanced self-determination ,
- higher success in postsecondary education,
- higher rates of employment, less poverty,
- Greater happiness
- Greater participation in life situations (i.e., recreation and leisure, volunteerism).

REVIEWING THE MAIN QUESTION

In a resource-constrained context, with huge inequalities (IN RELATION TO THE MACRO ENVIRONMENT)

BUT WITH A VERY STRONG, PROUD COMMUNITY AND STRONG SCHOOL COMMUNITY,

could we maximize the capacity and potential of existing resources

to promote TWO successful transitions for PWID from school to work
and how?

Current gap

- Publications show in-house work simulations or post-school training in real jobs with adaptations AND/OR PROTECTIVE WORKSHOPS



- None show a transitioning phase from classroom context to elective placement and to job shadowing, becoming real work- sequenced, graded transitioning and habitation



MODIFYING THE QUESTION

What could A school to work transitioning programme for learners at Dorothea Special School in Cloetesville community, in Stellenbosch municipality look like?

Two-phased TRANSITIONAL programme

TRANSITION 1

TRANSITION 2



**CLASSROOM
CONTEXT**

**ELECTIVE/
PRACTICAL
IN SCHOOL
CONTEXT**

**COMMUNITY
WORK
PLACEMENT**

Criteria for successful transitions

The transition process is successful to the degree that youth are engaged in or able to adopt their **desired adult roles by means of:-**

- roles that are aligned with their strengths and needs and that fit their goals
- Enhanced knowledge of the self and a future vision of the self,
- Enhanced skills,
- Enhanced perceptions of support,
- Enhanced knowledge of the community, and
- More supportive environments.

THESE QUESTIONS TO BE ASKED IN ALL THREE CONTEXTS

CONTEXT 1: FORMAL CLASSROOM

Enhancing work abilities in formal classroom context with an adapted curriculum (B OT 111 Student clinical reports, 2013 -)

- Count to 20 and some adding
- No reading ability, Read words , a few read sentences slowly
- Remembering, repetition , structure, organization
- Routinized learning context with familiar teacher, learners and content
- Offered opportunities to assume different roles in the group
- Satisfied- bored
- Behavioral modeling and correction: one level authority and peer IPR's
- Didactic teaching
- Struggle to write names, can't write addresses, cant recall telephone no's (Safety needs)

HOW DOES ONE ENHANCE learning opportunities in the classroom context?

1. By enhancing the approach to teaching and content of teaching to meet additional behavioural and participation expectations into COMMUNICATING , CHOOSING, INITIATING (Selanikyo E, Yalon-Chamovitz S & Weintraub N (2017)).
2. By creating awareness of what a work ability is and how to facilitate that attitude, adapted skill and behavior in the classroom context
3. By providing training about needed adaptations

TRANSITION 1. FROM THE CLASSROOM TO THE ELECTIVE IN THE SCHOOL

Developing a **pre-worker identity** by

exploring interests and developing a repertoire of work performance skills AND MARKETABLE SKILLS that can be developed in the elective context

OT: Occupational trajectory in worker role

Adapted interest checklist

Workshop Unlimited Pre-vocational Skills

Assessment (WUPSA)

TRANSITION 1. FROM THE CLASSROOM TO THE ELECTIVE IN THE SCHOOL

- Awareness building about role as worker
- Decreased supervision and support
- Increased independent task performance
- Developing task concept on potential career choices
- Building the repertoire of skills and tasks with adaptations
- Developing choice and self-efficacy

CONTEXT 2: THE ELECTIVE (IN THE SCHOOL BUT OUTSIDE THE CLASSROOM)

THE ELECTIVE

- Crafts, meal preparation, cleaning chores, gardening
- In future will offer choices of activities in line with personal interests and possibly future career options
- Student OT inputs: task concept and upgrading expectation for increased activity participation and occupational performance in a greater variety of activities
- Making a product using productive standards- offering different levels of entrepreneurial activities







TRANSITION 2: TRANSITIONING FROM THE ELECTIVE TO COMMUNITY PLACEMENT

Conceptualizing school to adult-world transition

as a process involving roles

is a useful approach to understanding the complexities of transition, which may involve alterations

of identity, relationships, day-to-day activities, and lifestyle (Kielhofner, 2002).

**CONTEXT 3: FROM THE ELECTIVE (IN THE SCHOOL BUT
OUTSIDE THE CLASSROOM) TO A COMMUNITY PLACeMENT**

Demands and Expectations

- Graded from task shadowing to supported task performance or independent task performance in a SPECIFIC JOB e.g. AND COMPETITIVE EMPLOYMENT
Creche, library, hair dressing salon, gardening,
- Using cuing , prompting, direct communication
- Educating and training the employer
- OT sources potential community/job placements near Dorothea school
- Attempting to match personal interests and career interests
- Contextual demands are new, requiring adaption
- Builds role as potential adult worker

OT approach- SE

- Occupational trajectories assessed
- Evaluate job demands and range of allocated tasks to ensure sufficient variation to develop a repertoire of skills for work
- Assess and develop work abilities, create adaptations (RA) and make compensations with consent of client and supervisor
- Education supervisors/managers- health condition, RA, handling principles
- Job seeking skills
- Communication in the workplace
- Evaluation of work performance by client and supervisor
- Provide ongoing support to client and supervisor
- Work ability framework- PLM or OLM with support

Development, planning and evaluation of programme 2019

- B OT 111 individual work
- B OT 1V Service learning- group and population development re RA
- Research projects – programme plan for each of 3 contexts, and 2 transitions
- Theorizing about contextually situated interventions

FINAL AIM:

Enhancing capacity and capabilities in all three contexts to maximize the resource and its utility for facilitating TWO successful transitions between school and work for learners with intellectual disability, DURING the occupational phases at Dorothea Special School

THANK YOU

