


TRAC & PATHSS BRIDGE OVERVIEW AND UPDATE

Where are we now and
where are we going?



Presentation Objectives

We will review the following:

TRAC and PATHSS Bridge Program Elements

What is this program about?

This year: How did things go?

- TRAC
- PATHSS Bridge

Next year:

- TRAC:
- PATHSS Bridge

Transition Ready Agency Collaborative (TRAC)

- TRAC is a comprehensive transition program
- Adaptive Curriculum and Occupational Course of Study Programs
- Employment skills and/or post-secondary education goals.

TRAC: Supplementary Service

TRAC is a supplementary service to the Transition Services provided at each school.

TRAC provides added manpower and services that will further enrich your child's experiences under the guidance and coordination of the transition facilitators.

Community Partnerships

- NC Department of Vocational Rehabilitation
- CHCCS and TEACCH
- Collaboration and ongoing cultivation of worksites on UNC-Campus, UNC Human Resources and Community Businesses

School-Based Partnerships

- Transition Facilitators
- Adaptive Curriculum Teachers
- Occupational Course of Study Teachers
- Program Facilitators
- School Based Administrators
- District Administrators

Parent Partnerships

Parent involvement:

- TTAP
- Input on goal setting
- Updates and information sharing

TRAC Program Elements

- Transition Assessment Profile (TTAP)
- Job Explorations Counseling
- Self-Advocacy 101 & 201 Lessons
- Work Place Readiness Lessons
- Work-Based Learning (on the UNC- Chapel Hill campus & in the community)

TRAC Implementation

2017-2018

Seniors → Juniors
Sophomores →

Natural student groupings.

2018-2019

Deliberate scheduling and coordinating
with school based teams.

Externships will be scheduled and
coordinated with the teachers and
transition facilitators.

TEACCH Transition Assessment Profile (TTAP)

The TTAP helps determine life skills that are important for successful adult outcomes.

- Looks at major life domains:
 - Vocational Skills
 - Communication
 - Interpersonal Skills
 - Vocational Behaviors (work habits)
 - Independence
 - Leisure
- Consists of two parts:
 - Formal Section
 - Being used at the Beginning of TRAC
 - Direct Work with Student and 2 interviews
 - 1 w/ parents and 1 w/ teacher
 - Informal Section
 - Used to follow student throughout the later stages of TRAC (work experiences)
 - Can be used for all of IDEA activities as well

TTAP



TTAP Assessment

Three environments:

1. School/work scale (1 hour)
 - a. Interview with teacher or job coach
2. Home scale (1 hour)
 - a. Interview with parent, family member or residential staff
3. Direct observation (1.5-2 hours)
 - a. Work with student

Career Counseling

Help the student improve awareness of vocational options in relationship to their own interests, skills, and abilities.

1. The TTAP is a starting point.
 - a. Gather information from the student and others that know them best
 - b. Helps categorize it.
2. We need to explore options further
 - a. Questionnaires
 - b. Worksheets
 - c. Watching students at work sites
 - d. Interviews with parents and teachers.
3. Set Goals

Career Counseling - Sample (Office Clerk)

Description

Office clerks are generally responsible for maintaining files and records so they remain updated and easily accessible, sorting and distributing incoming mail and prepare outgoing mail, answering the phone to take messages or redirecting calls to appropriate colleagues.

Skills

- **Communication:** Office clerks might receive incoming calls or other information that needs to get to the right people. They work closely with many people in the office and must speak clearly and have good people skills
- **Computer Skills:** Office clerks will have to work with computers to create word processing documents, spreadsheets, input data and many other projects.
- **Customer Service:** Office clerks will have to speak with people outside the company, including potential clients.
- **Attention to Detail:** When performing data processing or writing letters or other documents, office managers need to keep their work free of mistakes.
- **Multi-tasking:** Office clerks have many different jobs at once. Keeping them organized and straight is important.

Career Counseling Goal Setting

Career Counseling/Planning/Goal Setting Worksheet						
Goal Area	Where do we start	Steps or short-range progress goal along the way				What is our end goal? Long-range goal

Career Counseling Goals

Job Seeking Goals Examples:

- Work in a specific job
- Work part time or full time
- Go to a 2-year or 4-year university to learn how to do a specific job
- Learn more about a job area of interest
- Write a resume or cover letter

Life Goals Examples:

- Have a job
- Live independently
- Live in a group home or with a roommate
- Move to a new area
- Learn a new language
- Learn a new skill or craft
- Learn a new hobby
- Do volunteer work
- Open a bank account
- Save money for a big purchase
- Make new friends
- Spend more time with friends you have
- Travel

ME! Lessons for Teaching Self- Awareness & Self- Advocacy

The Zarrow Center for Learning Enrichment developed the original lessons which teach students to understand their disability and abilities, their rights and responsibilities, and self-advocacy skills.

Goal: Facilitate successful secondary and postsecondary educational, vocational and personal outcomes for students and adults with disabilities.

Work Resource Kit

Web-based Occupational Resource Kit (WORK) customizes course content to students learning.

Self-assessments and practice simulations generate dynamic reports summarizing results and providing personalized feedback.

Self-paced, each lesson includes interactive activities and quizzes.

Work Resource Kit

There are a total of six modules included in WORK, each with its own set of lessons.

- How Things Work in the Workplace
- Finding the Job for You
- Building Social Connections
- Working with the Boss
- Managing Everyday Challenges
- Advocating for Yourself

Work Based Experiences

- Additional staffing to support the students in work based experiences.
- Focus is on work based training. Experiences will last between 10-24 hours total.
- Community and UNC campus

Reflections on TRAC

Implementation:

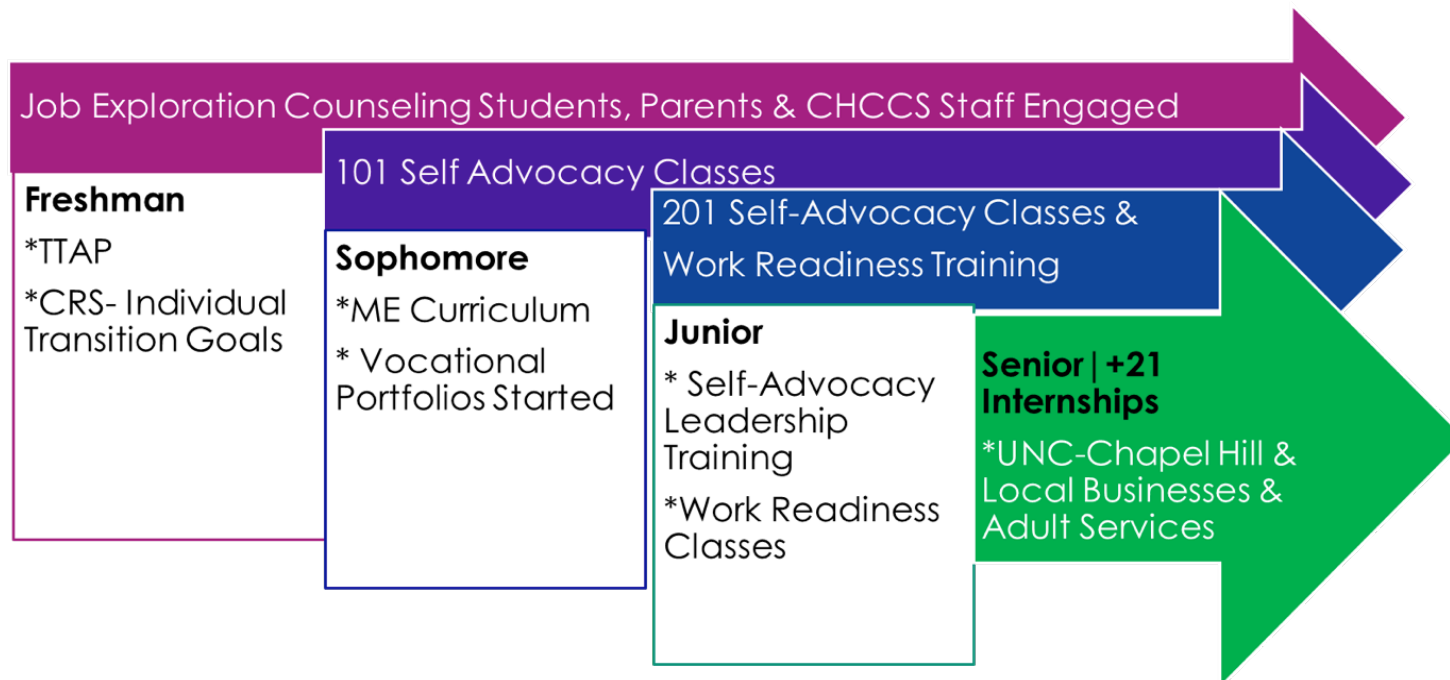
- Ongoing planning and collaboration.
- Need for an organizational structure.
- Dedicated staff
- Flexibility within and between academic years
- Co-teaching and collaboration for teaching lessons

Celebrations

- Open dialogue for self advocacy
- Work based experiences
- Student interested in bringing career counseling work to his IEP
- An IEP team using the results from the TTAP to generate data driven goals.
- Providing the means for cross school and teacher collaboration

2018-2019 TRAC Structure and Implementation

Add in slide with flow chart



PATHSS Bridge: 2017-2018

- On-campus experience.
- TRAC Elements- TTAPs,
Career Coaching, Me!,
Work Resource Kit
Externships
- Additional: Best Buddies,
Speakers

PATHSS Staffing Support

Career Coaches
supporting the program
this year.

Students in PATHSS Bridge 2018-2019

Student selection:

- Rubric created by founding PATHSS team
- Input provided by classroom teachers, transition facilitators, and families

Work Based Learning Experiences 2018-2019

- Community
- UNC-Chapel Hill

Reflections on PATHSS Bridge

PATHSS Bridge Needs:

- Needs are being identified with a current programmatic review since initial inception until now.
- We are currently completing a systematic, program review to determine next steps.

Questions?

We would like to provide you with the most accurate information. If your question was not addressed please feel free to add it to our parking lot and we will answer the questions as soon as possible.

References for Further Review

ME! Lessons for Teaching Self-Awareness & Self-Advocacy

<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy>

Work Resource Kit

<http://www.workresourcekit.com>

Contact Information

Mike Chapman

Director of Supported Employment
UNC TEACCH Autism Program
mikechapman@unc.edu

Jen Michalenok

TRAC Curriculum Coordinator
Chapel Hill-Carrboro City Schools
jmichalenok@chccs.k12.nc.us

Su Wannamaker, MS, OTR/L

TRAC/PATHSS Bridge Coordinator
swannamaker@chccs.k12.nc.us

Thank you for
coming!

**We appreciate your time,
interest, and participation.**