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

Zelda Coetzee
zelda@sun.ac.za
WFOT 2018
CAPE TOWN
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 lighting 99%
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)
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.
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
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.

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).
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 PROTECTTIVE WORKSHOPS

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

CLASSROOM CONTEXT

ELECTIVE/PRACTICAL IN SCHOOL CONTEXT

TRANSITION 2

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, can’t 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 (Selankiy 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