

**AOTA/NBCOT Student Conclave
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**Occupational Therapy Interventions during the
Transition from School to Adult Life**

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Transition Evaluation Tools

- **McCarron-Dial System**
P.O. Box 45628
Dallas, TX 72545

- **Reading Free Vocational Interest Inventory – Revised**
Elbern Publications
P.O. Box 09497
Columbus, OH 43209

- **Arc's Self-Determination Scale**
The Arc of the United States
1010 Wayne Avenue, Suite 650
Silver Spring, MD 20910

- **BRIGANCE® Life Skills Inventory**
Curriculum Associates, Inc.
P.O. Box 2001
North Billerica, MA 01862

- **Life Centered Career Education (LCCE) Knowledge and Performance Batteries**
Council for Exceptional Children
1920 Association Drive
Rston, VA 22070

- **Transition Planning Inventory**

PRO-ED, Inc.
8700 Shoal Creek Blvd.
Austin, TX 78757

- **Assessment of Motor and Process Skills (AMPS)**

AMPS Project
Occupational Therapy Building
Colorado State University
Fort Collins, CO 80523

- **Cardinal Hill Healthcare System Protocol for Pediatric Occupational Therapy Evaluation**

- **Kohlman Evaluation of Living Skills (KELS)**

American Occupational Therapy Association, Inc.
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220

- **Children's Assessment of Participation and Enjoyment (CAPE) and Preferences for Activities of Children (PAC)**

The Psychological Corporation, Canada
55 Horner Avenue
Toronto, ON, Canada M8Z 4X6

ECOLOGICAL INVENTORY – DIRECTIONS

An ecological inventory should be done for every job site, whether or not a student is already designated for that location.

Ecological inventory includes:

- Information about the job site, including location, hours of business, and names of supervisors and co-workers.
- Physical and other important characteristics and features. Important physical elements include:
 - a. Location of fire/emergency exits;
 - b. Bathrooms;
 - c. Stairs;
 - d. Hot stoves;
 - e. Water fountains; or
 - f. Employee break areas.

Other elements include information such as:

- a. Shift schedule;
 - b. Opportunities for socialization;
 - c. Uniform;
 - d. Busy vs. light hours.
- A detailed list of possible tasks and activities that the student(s) can perform.
 - Accessibility map.

ECOLOGICAL INVENTROY

Business name: _____

On-site manager/supervisor: _____

Address: _____

Telephone: _____

E-mail: _____

Directions: _____

Co-Workers:

Name	Role

Business Hours:

Characteristics and Features:

(Include elements such as location of fire/emergency exits, bathrooms, stairs, hot stoves, water fountains, employee break areas, shift schedule, opportunities for socialization, uniform, busy vs. light hours, among others.)

Tasks/Activities:

(A detailed list of possible tasks and activities that the student(s) can perform.)

Accessibility Map:

TASK ANALYSIS

A task analysis should be written for every task or activity that the student is expected to perform on the job. The student's ability to perform the task or activity should be recorded every time the student is expected to perform it.

Completing the task analysis:

1. Perform the task yourself, or watch someone else perform it. Write down everything you do.
2. Try to perform the task according to what you wrote in Step 1.
3. When you uncover errors, correct the analysis, and repeat steps 1 and 2 until the analysis can be understood and followed for the task to be carried out correctly.

Training the student to perform the task using the task analysis:

1. Ask the student to perform the task, and assess his/her ability to perform each step. Use the following codes to document the student's ability to perform each step:
 - + - independent/correct**
 - P - physical prompt** (when you provide the student with physical guidance, he/she is able to complete the step)
 - M - model/visual cue** (when you perform the step, the student is able to imitate you)
 - V - verbal prompt** (the student is able to perform the step after being provided with exact verbal directives)
 - - incorrect** (the student is unable to perform the step, even when provided with physical prompt, visual cue or verbal prompt)
2. When the student has difficulty performing a step, identify the specific problem that prevents the student from performing the step correctly.
3. Select training strategy, including:
 - a. Train the student to complete the step
 - b. Eliminate the difficult step
 - c. Suggest a different method to perform the step
 - d. Change or adapt the tools
 - e. Provide assistive devices
4. Revise the task analysis to include the methods being used in order for the student to complete the step.
5. Train the student on completing the entire task.

When the student is able to complete the entire activity or task independently, the job coach can either fade or introduce a new activity or task.

TASK ANALYSIS RECORDING SHEET

Student Name: _____

Job Coach: _____

Job Site: _____

Task/Activity: _____

Prerequisite Steps:

Component Steps:												
Date:												
Total Correct Steps:												
Percent Correct Steps:												

Key:

+ - independent/correct

M - model/visual cue

- - incorrect

P - physical prompt

V - verbal prompt

References

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