

Montessori Education for Autism
MEFA

Learn 2012

Ashok Kumar

Learn 2012- Inclusive Education and Vocational Options
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Taj Connemara, No 2 Binny Road, Anna Salai, Chennai, 600 -002

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Transition

*All aspects of a young person's life,
and should include planning for further
education and/or employment,
benefit changes, health, housing and
social relationships.*

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Transition means →

**getting ready to leave school
and
thinking about what to do next.**

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Transition involves:

- Process – in the sense of the preparatory work required and period of time necessary for transition
- Transfer – moving from one educational level or life step to the next
- Change – in terms of personal as well as professional situations.
- International Labour Office

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TRANSITION PLANNING

- Education → Employment
- Social Skill → Social Competency

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Transformation

- Student → trainee
- Trainee → worker
- Dependence → independence

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Key times:

- From primary to secondary school
- From Secondary school to further/higher education
- Leaving home and gaining independent living skills
- Gaining employment and staying in employment
- Forming relationships

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Process of change

Anxiety about lack of control of their environment can lead to the individual feeling panicky / knock-on effect on their performance.

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Transition Plan

It is a way of saying:

- What you want to do next
- How you will get there
- Who will help you

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Transition Plan

- First plan - drawn at the age of 14 – transition to adolescence
- Second – age 18 – transition to adult

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What is successful transition?

- What are our measures of successful transition?
- What has been successful transition in the past?
- What will successful transition look like now and in the future?

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Transition pathway

- “The future is not a result of choices among alternative paths offered by the present, but a place that is created - created first in the mind and will, created next in activity.
- The future is not some place we are going to, but one we are creating.
- The paths to it are not found but made, and the activity of making them changes both the maker and the direction” – **John Schaar**

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Stages of preparation

Foundation Phase:

- 0 - 14
- Speech & communication
- Usage of body functions
- Intellectual components

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Orientation Phase

- During secondary school or age 14.
- From school - work places/industries to provide exposure

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Skills building Phase

- 18 years
- Work experience and pre-employment training experience during college education
- Option available - young persons with learning difficulties.
- Subjects include pathway to independence, numeracy, literacy, maths, social skills curriculum and making PDP (Personal Development Plan).

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Having a job is important

Because:

- It is one of the most common things we do
- It provides money to live, brings structure to our days, is a source of social contact & sometimes friendship.
- It helps us to develop and mature as individuals and, if we are lucky, it can give us fulfilment and satisfaction.

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Job Coach (social enterprise job coach)

- Assess the preference, level of ability and support needs with regards to work experience and employment.
- Provide appropriate level of support and guidance to individual service users, their families / carers, employers and co-workers prior to, during and subsequent to placement.

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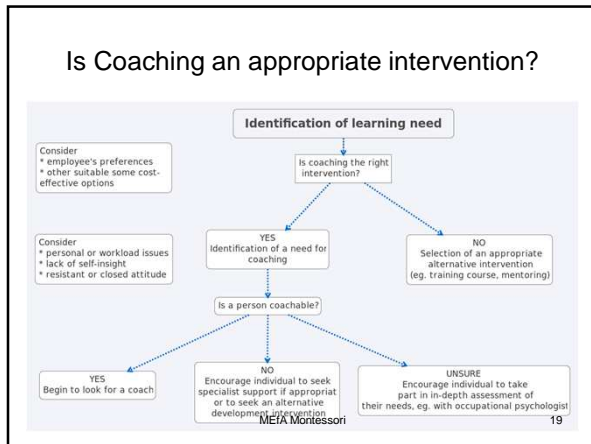
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Job Coach

- To acquire or complete risk assessments where appropriate
- To implement training programmes which will enable the young adults to become competent in work related skills.
- To provide on-the-job training to service users in integrated work settings and/or support to co-workers to become competent and independent, carry out and learn each job prior to designing training programmes and pacing the client.

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1 STAGE ONE: THE TRAINING STOP

You will get training in:

- Assertiveness ■ Safeguarding ■ Catering ■ IT
- Health & Safety at Work ■ Basic Food Hygiene
- Basic First Aid ■ Manual Handling

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2 STAGE TWO: THE WORK PLACEMENT STOP

You will get a work placement of your choice in the pathway you have chosen. Your placement will be with a supportive local employer and we will give you all the support you need to travel to your placement and complete it. A placement will help you to:

- Refresh your workplace skills
- Show employers that you have recent experience
- Feel more confident when applying for jobs

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3 STAGE THREE: THE JOB SEARCH STOP

You will get all the support you need to think about jobs that are suitable for you and apply for them – these may be volunteering or paid work. You will be able to practise interview skills, get any clothing or equipment for work, and get support to learn all the essential parts of your new job. You will receive support in your job for as long as you need it.

You will also get a reference so you have the best chance of finding paid work on the programme.

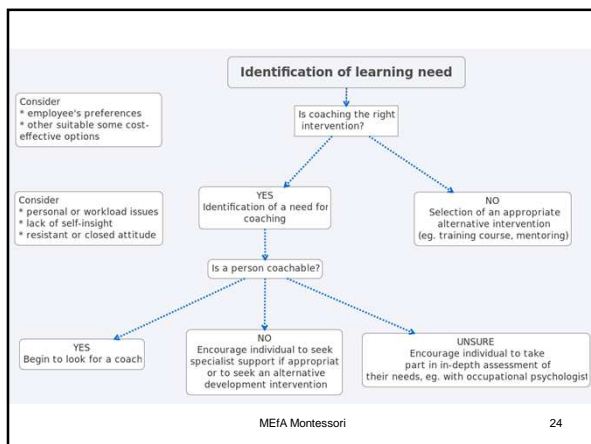
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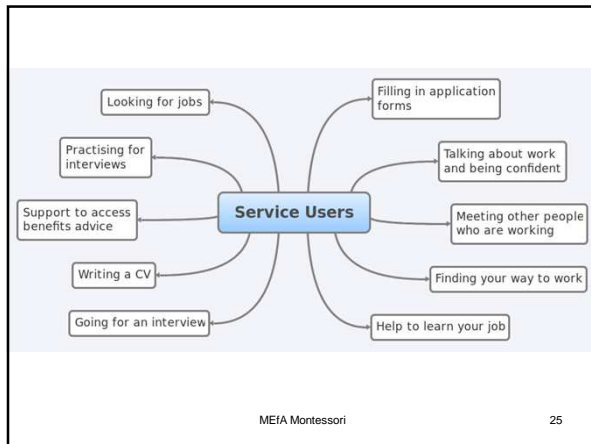
ENTRY POINT **ENTRY POINT** **ENTRY POINT**

1 **2** **3**

THE TRAINING STOP **THE WORK PLACEMENT STOP** **THE JOB SEARCH STOP**

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Personal Progression Qualification

- Part of 'Employ Me' service of Mencap
- 'Employ Me' - purchasable service

PPQ

Personal progression through employment qualification is a unique certificate which supports people with a learning disability to gain valuable skills in the workplace and progress into paid employment

Progression pathway >>>

- Courses support the progression routes for the learners into external work placements, vocational learning and paid employment.
- Personal and social development courses.
- Mencap also supports placements, offer expert advice and guidance to staff and employers.

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Mencap

➔ 3 specialist colleges where this transition period in a young person's life would be supported.

➔ **Transition Officer** - who supports them from age 14/15 with the decisions they need to make about their later life i.e. employment, further training and education.

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Courses offered

- Independent Living Skills
- Numeracy
- Literacy
- Cooking
- Artistic and Creative Handwork

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Learning

- Learning in a classroom setting is different
- Learning in a work place is different
- Learning in a social context is different

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What should learning look like?

- Experiential?
- Formal?
- Informal?

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Percentage

- 70 % Experiential
- 20 % Formal
- 10 % Informal
- Learning by doing!

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Systemic learning – it’s learning not instruction..... a step change

- a technique through which everyone can learn new skill when given the right support.

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Emphasis

“Change the environment for learning and not the individual.”

Wendy Fidler

Montessori Education for Autism (MEfA)

www.montessorieducationforautism.com

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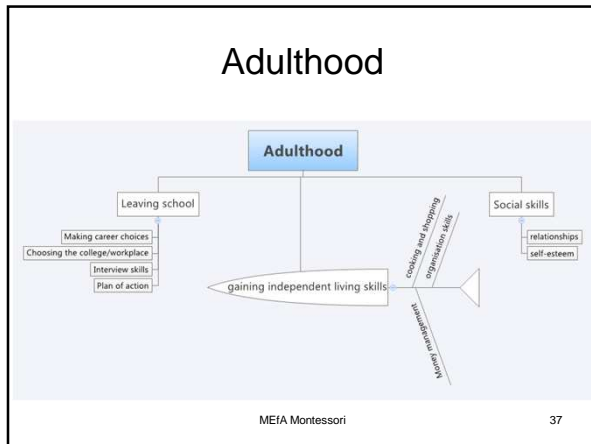
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Check list

| Difficulty | Changing the individual | Changing the environment |
|----------------------|--|---|
| Disorganised | To-do lists Voice recorder Clear pencil case with list attached | Mentor or buddy to help organise Assistance from LSA with planning and organising self and workspace |
| Poor time management | Watch with buzzer alarm / timers / planner for everyday and for home work | Assistance with scheduling |
| Untidiness | Repeating and learning skills to become automatic | Help with colour coding of files, setting up system for the student |
| Cookery | Have recipes photocopied to follow and tick off | Make sure the tools are appropriate Ex: use Dycem under bowls, Rubber handled knives, Butler board for spreading |
| PE & game activities | Ensure clothes are adapted if necessary so that the individual can make a quick change | Look at basic ball skills, Build up shoulder and hip stability; Use exercises that the whole class can do Work on stamina training Be aware that understanding directions and moving is hard to do |

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What are we looking at here?

- Learn through education and vocational curriculum → translate it into real life
- Social skills into social competence

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Short term goals

What to avoid?

- Unsuitable work situations. What is the best setting to work?
- Type of work that will cause difficulties. e.g. working in an environment with a great deal of change
- Working in an environment where there is little direction
- Inflexible working hours or patterns that do not take into account fatigue or poor time management.

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What and where to adapt?

- The home environments e.g. organising the bedroom and clothes, bathroom and shower, adaptations.
- The kitchen – adapted tools, e.g tin-opener, bread spreader, recipes, shopping.
- The work environment e.g. risk assessment in chosen career, ergonomics of the workplace, seating, tools to be adapted (knives in the kitchen, office equipment, use of a keyboard)

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What skills still need to be improved?

- Social skills e.g. learning to be in a new environment
- Learning how and when to modulate the voice
- Learning how to organise self and improving time management skills
- Learning how to be realistic about the goals that are being set, and how many steps are required to see success
- Learning keyboard skills to avoid having to write
- Positive thinking skills

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Strengths/weaknesses of the individual?

- The individual needs to see what he or she is good at e.g. kind and caring, creative
- The need to be realistic about self-skills – this may be too high or too low
- Motivation and concentration may be low and there may be a need to learn to recognise the strengths that are actually there.

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What is the preferred learning style?

What does the individual prefer to do to learn, e.g. listen to instructions or read instructions?

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Long-term goals

- Realistic goals – aspirations that relate to intelligence rather than past experience need to be discussed so that the individual sees what options may be available.
- How long is a long-term goal – one year, five or ten? Does this need to be discussed with the individual?
- What does he or she want in both their personal and professional life and how they can change their short and medium term goals to achieve it?
- What barriers does he or she see and are they real?

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STARR

- Situation – Talk / write about recent experience
- Task – what was your exact task?
- Action – describe the action that you undertook
- Result – what was the effect of such an action that you choose?
- Reflection – This is a way of one looking back on this experience – would you act in the same way if there was a similar situation in future?

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STARR

- It offers opportunities to concretise someone's experiences and makes it possible to also identify areas and competencies that would require training.
- It provides you with some systemic steps to describe relevant experiences of young adults e.g. in relation to employment.
- If service users do not have specific experience with labour related situations, experiences in other areas, such as education or leisure time, will be used to complement the information that was already gathered to determine the kind of training programme that is required for this individual.

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Role of vocational Training

- Work experience
- Work preparation
- Development of work skills courses (In England – many charity organisation give work experience – funded by Government)
- Voluntary work initiatives

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The Purpose

..... of developing work-experience initiatives is to enable job seekers to make a successful transition into paid jobs.

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Pre-placement vocational training can be effective if the following is considered:

- Matching vocational training to local employment needs by understanding the jobs market and liaising with employers and business organisations
- Tailoring training environments, situations and tasks to real workplace environments, situations and tasks available locally.
- Using job tryouts for vocational decision-making and as a means to test learning in reality.
- Organising learning that results in recognised educational qualifications
- Developing a curriculum which covers vocationally relevant content – for example: awareness of the expectations of employers, interview skills, health and safety awareness, employment rights, work discipline, money management.
- Linking with supported employment services
- Monitoring the subsequent job success of graduates

Social skill vs social competence

Social skill stays with making friendships but competence is to manage one's own behaviour in various social situations

Challenges

- Vocational training is not always related to job practice
- Legal frameworks regarding transition to employment in some countries are absent
- Partnership working
- Labour market intelligence
- Academic ability & utility for work
- Breaking down the time units and developing responsibility to create flexibility
- Continuity of learning and progression (Prim – sec and school – life)
- Competitiveness across institutions
- Greater responsibility to learners

To succeed

WE NEED TO CREATE PERSONAL AND PROFESSIONAL SATISFACTION FOR IT TO BE A SUCCESS.

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Solutions

- Qualifications
- Transition plan
- Follow up at work place
- Preparation for real job situation experience
- Competences – general, specific or individual to be acquired

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Solutions (2)

Transition requires close co-operation between

- Schools, and
- Labour market

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Key messages on work experience in Scotland

- It aims to help all those who are involved in planning and delivering learning to reflect on and develop their current work experience practice, so as to bring about the transformational changes in Curriculum for Excellence to improve the life chances of young people.

- 1 Work experience is a vital element in developing - skills for life and - skills for work – particularly employability skills – within curriculum for excellence.
- 2 Work placements provide the best medium for the development of employability skills including alternative settings for those needing targeted support.

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Scotland (2)

- 3 Work experience has a key to play in preparing young people for the future, as flexible, proactive, resilient, lifelong learners.
- 4 Curriculum for Excellence enables an approach to work experience to have the potential to:
 - be flexible and responsive
 - encompass an entitlement to experiences of work at an appropriate time or times during the senior phase.

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Scotland (3)

- Allow for personalisation and choice based on needs, abilities and aspirations.
- Be relevant and integrated into a wider curriculum and to the needs of employers.
- Focus on quality of the experience, with outcomes-based achievement criteria – a shift in emphasis away from the year cohort of young people going on placement.

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Scotland (4)

- Identify broad outcomes that can be personalised for individuals based on and introduction to the adult environment of the world of work, the development of generic employability skills, an introduction to vocational skills and experiences, development of specific vocational skills as part of a course of study or experience of professional fields as a precursor to further study.

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Scotland (5)

- Be fully integrated across the curriculum making learning relevant for all young people in all subject areas.
- Provide a relevant context for the assessment of skills
- Engage all of the resources available, including the knowledge, skills, experience and creativity of – young people, teachers, parents, employers and communities.

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Work capability assessment

- Determines if you are entitled for Employment and Support Allowance (ESA)
- Determines whether you join the 'support group' or the 'work-related activity group'.
- Provides a report for you and your personal advisor that can be used in any work-focussed interviews you may be required to attend.

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WCA is a points-related assessment of the physical and mental health and cognitive functions considered within a range of activities.

Points are awarded on the basis of any limitations with respect to each activity and added up. If the total reaches 15 points or more, you are assessed as having a limited capability for work and are entitled for ESA.

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The physical descriptors:

11 types of activity are assessed

- Walking
- Standing and sitting
- Bending and kneeling
- Reaching
- Picking up and moving things
- Manual dexterity (using hands)
- Speech
- Hearing
- Seeing
- Controlling bowels and bladders
- Remaining conscious

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Mental, cognitive and intellectual function descriptors:

- Learning or comprehension in the completion of tasks
- Awareness of hazard
- Memory and concentration
- Execution of tasks
- Initiating and sustaining personal action
- Coping with change
- Getting about
- Coping with social situations
- Propriety of behaviour with other people
- Dealing with other people

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Future actions

- Communities depend on diversity of talent and aspirations
- Consistency
- Coherence
- Collaboration as well as
- Capacity for confidence

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A final thought

“People with disabilities are at a disadvantage on the open labour market, not because of an inherent capacity associated with their disability, but due to their low level of access to education and training” – ILO

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Thank you!

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