Community/Public Service Worksheet

Service Category: Educational Outreach Programs

Title: CrossingPoints Program

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Community Partner(s) (if any):
- Tuscaloosa City School System (name)
- Tuscaloosa County School System (name)

Local Education Agency (Organization)
Local Education Agency (Organization)

Program Description: CrossingPoints Program: A Collaborative, Post Secondary Experience for Young Adults with Intellectual Impairments
CrossingPoints is a model, transitional program collaboratively operated among the Special Education and Multiple Abilities department, Tuscaloosa City School System, and Tuscaloosa County School System. Work tryouts, related instruction, and social skills development are emphasized to enhance adult life opportunities. Utilizing work sites throughout campus in a variety of vocational areas, young adults served through Individual Educational Program agreements from the school systems develop their work histories. Innovative practices are provided to enhance individual needs.

Objectives/Outcomes:
1. Prepare young adults dealing with intellectual impairments with the skill and knowledge to secure gainful employment.
2. Prepare young adults dealing with intellectual impairment with the skill and knowledge to interact meaningfully in the community.
3. Provide young adults dealing with intellectual impairment with a post secondary life experience.

Assessment Measures: Knowledge Battery from the Life Centered Education Curriculum from the Council for Exceptional Children. This assessment measures student present level of performance in the following areas: Daily Living Skills, Self Determination and Interpersonal Skills, and Employment Skills. Also used The Arc Self Determination Scale developed by Michael Wehmeyer to assess student level of independence.

Results: Results from these two assessments provide teachers with a framework for instruction based on individual student needs. The Life Centered Education curriculum offers specific lesson plans to address student performance over time. The results from The Arc Self Determination Scale were used as a discussion point with each student to help them understand their levels of independence and what areas were to be targeted for improvement.

Conclusions: Measures are taken for learners based upon their individual need as defined in the Individual Education Program developed within the school system. Individual measures are reviewed by program staff to advance effective instruction. As a result of our findings, the
Program invested in the Positive Choices curriculum in order to more precisely develop social and interpersonal skills. Personal observations in work settings led to the conclusion that iChat conferencing would be less intrusive and yield more authentic evaluations. As a result, the literature led us to the use of Covert Audio Coaching to more effectively and efficiently deliver our services.

**Improvement Actions:**

1. Movement toward remote technology observation and feedback, Covert Audio Coaching (Bennett, 2012), to monitor student work productivity. 2. Use of Covert Audio Coaching for social skills development to trigger in the moment instructional guidance. 3. Proposing a tuition driven program model to enhance resources and afford participants an authentic, independent living experience.