

Ivymount School Building Meeting Agenda 2/21/18

- WELCOME
- STAFF SERVICES UPDATE
- PERSONNEL COMMITTEE UPDATE
- COMMUNICATION STORIES
- GONOODLE
- EMERGENCY PREPAREDNESS

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Paychexflex Login

- Ensure you login and know your username and password
- Customer Services provides great support if needed


Tax Forms are now available:

- Log-on to www.paychexflex.com and they are available on the main dashboard
- Reminder to Outreach employees: Anyone who worked for Outreach prior to July of 2017, will have **BOTH a 1099 form and a W2 form**
- Affordable Care Act (ACA) – 1095 forms will be out by February 28th, you do not need these documents to file your taxes

To make changes due to a change of life event:

- Log-on to www.paychexflex.com and use the “Benefits Administration” tab
- We'll let you know if additional paperwork is required or if we need to put you in touch with a benefit representative

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Staff Services Updates

TINA BRODRICK


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403b Retirement Plan Updates

- **Reminder: You can always start, stop, increase or decrease your 403b retirement plan contribution**
- **No “change of life event” is needed**
- **The IRS has increased the maximum contribution to \$18,500 annually**
- Use www.paychexflex.com and find the “Benefit Administration” tab

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Wellness

- More wellness events coming in 2018
 - Kaiser Health Van – April 4th from 12:00-4:00pm
 - Annual Benefits Meeting & Fair – May 16th

Don't forget about Ivymount's Employee Assistance Program!


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Personnel Committee

MATT BRADY

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Annual Staff Party

The Annual Staff Party will be at Matchbox on Rockville Pike!

DATE: Wednesday, April 11th
TIME: 3:30pm-6:30pm

(Shuttles to Cabin John will start at 3:15pm)

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What Is a “Communication Story”?

A personalized, digital story (on an iDevice, tablet) used by an individual as a self-advocacy tool to support transitions


Includes:


- General information about how an individual with an intellectual and/or language disability communicates
- Strategies to support language comprehension, use of language, and social interaction
- Video and picture examples of the individual communicating and using strategies
- Other pertinent information: medical needs, supports for best learning environment, interests and preferences



“Communication Stories” An Electronic Self-Advocacy Tool

ANN KERN
DANIELLE EVANS

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Can I tell you about myself?

This story is about how I talk and listen.

How to Talk to Me

I have a hearing aide folder in ProLoQu2Go to help me talk about my hearing.

It is hard for me to understand words. Here are ways to help me.

Bring my name to get my attention. Wait until I look at you to begin.

I need to see your face when you talk to me.

Speak slowly.


Point while you speak.

Use 2-4 words when asking me questions and giving directions.

Give me a checklist with 1-3 words per step with pictures.

I have a self-advocacy strategy badge. I have a back-up copy on my camera roll.

I am learning to say “I don’t understand” and ask “please show me”




Our “Communication Story” Tool





Why Did I Develop this Tool?

- Self-advocacy skills are difficult to learn and generalize
- Young adult’s expressive language is limited
- Institutional knowledge is lost over time
- Transitions may happen quickly without time for close collaboration with other providers
- Breakdown when reading about communication information or strategy vs. seeing communication or strategy in action



Disabilities and Communication in the Workplace

With appropriate supports, employees with ID or ASD and language impairments can achieve workplace success (Brown et al., 2006; Hillier et al., 2007)

Appropriate *communication* supports result in:

- Increased number of workplace interactions
- Employers more likely to report satisfaction with employees' performance (Mautz et al., 2001; Purcell et al., 2000)



Structure of "Communication Story"

- Introduction
- Receptive Language → "How to Talk to Me"
- Self-Advocacy Strategies → "Speaking up for Myself"
- Expressive Language → How I Talk to You
- Pragmatic Language → How I Interact
- Organization → Tools to Help Me Remember
- About Me
- Conclusion



Foundations of the Tool

Involves the individual throughout the development process to foster self-advocacy and self-determination

Provides communication partners with information on how to adjust their communication style to meet the student's needs

Increases workplace supervisors' disability awareness levels

Utilizes assistive technology that minimizes the potential of social stigma



Other Potential Sections

- Medical Information
- Behavioral Strategies
- Auditory Needs
- Strengths
- Classroom Supports
- Compensatory strategies



Who can use a "Communication Story"?

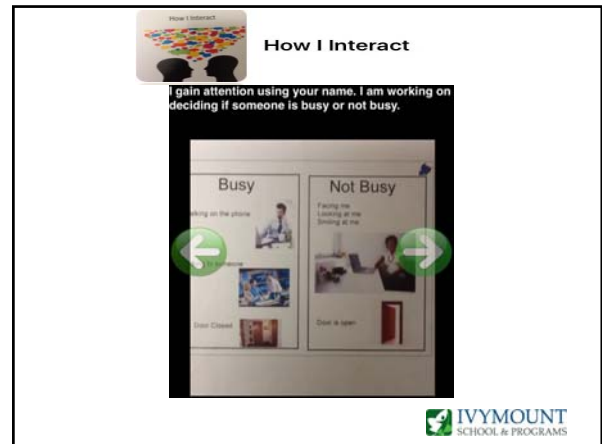
- A student with an intellectual or language disability
- A student that is transitioning from one environment to another (e.g. middle school to high school, Autism program to PHS program, PHS to adult services)
- A student that is working with different or new communication partners (e.g. new staff, team members, supervisors)



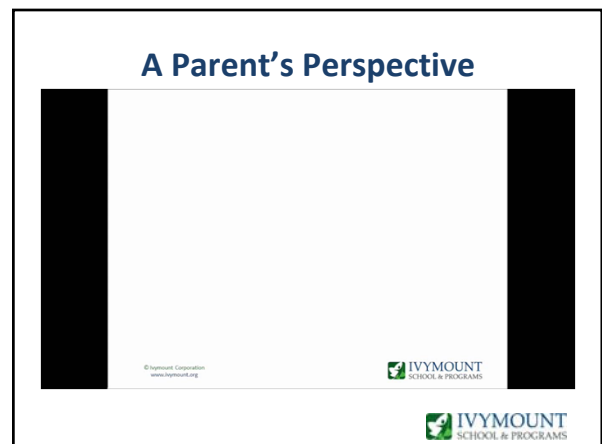
Example Strategy List

If the young adult experiences one or more of the following:	You might include a strategy script such as:
Comprehension (e.g., Grow & LeBlanc, 2013)	
Appears not to listen to directions.	"Say my name to get my attention. Wait until I look at you to speak."
Needs a longer time to process information.	"Give me time to think."
Has trouble following verbal directions.	"Sometimes I have trouble understanding words. Please use (insert maximum #) words when giving me a direction."
Processes visual information better than verbal information.	"I am a visual learner. Show me a picture to help me follow a direction."
Has trouble understanding directions presented with a fast rate of speech.	"Please speak slowly."
Has trouble completing multi-step tasks.	"Give me a checklist with (insert maximum #) words per step with pictures."
Has trouble completing novel tasks.	"Show me how to do the job task. Help me do each step until I can do it by myself."





- ### Parent Involvement
- Parent is likely the young adult's strongest advocate
 - Involve the parent from initial development by sending a letter home notifying them that the story is being created
 - Have young adult share the story at their IEP meeting
 - Train parent to support young adult using story
- IVYMOUNT SCHOOL & PROGRAMS



Our Research

Article 1: A tool for supporting communication in the workplace for individuals with intellectual disabilities and/or autism (Career Development & Transition for Exceptional Individuals)

Article 2: Stakeholder perceptions of the impact of individualized electronic "Communication Stories" on workplace communication (Journal of Vocational Rehabilitation)



A Supervisor's Perspective



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Pilot Study Overview

Purpose: Identify key stakeholder perceptions regarding impact of CS on participants, job coaches, and workplace supervisors

Participants: N=9 young adults w. ID/ASD and language impairments

Methods: Pre/post assessment of job coaches, interviews with key stakeholders (Muller et al., forthcoming; Pouliot et al., forthcoming)



Future Directions

- Broaden the use with a larger variety of students
- Provide trainings in house and possibly through Outreach to the community
- Further develop the manual
- Develop our own App for the tool (very exciting!)
- Conduct follow-up research
- Explore how tool can be used in a variety of ways here at Ivy mount & gather data – focus being an ADVOCACY tool



Qualitative Findings

Impressions of overall effectiveness of Communication Stories:

- Enthusiasm for "Communication Stories"
- "Communication Story" used as efficient/effective means of "getting to know" employees
- Like that "Communication Story" gives employees w. disabilities control over sharing process
- Value of sharing "Communication Story" across multiple contexts



THANK YOU


- Please feel free to reach out to us
- Complete presentation will be available to staff



GoNoodle

TIM BUSCH
ANTHONY MONESCALCHI


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REMEMBER APRIL 6, 2017

- Alert was received of a tornado warning in the area
- Announcement was made that we were in Shelter
- Front office immediately began monitoring weather radar
- What were our biggest challenges:
 - What do we do with students who are out of the building
 - Where do we take our classes if we need to go into the hallways
- Tornado warning was called off
- Tree branch lands on Annex – shaking the building


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Emergency Preparedness Severe Weather Drill

LEE OPPENHEIM


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Weather Safe Zones and Position


Safe Zone	Weather Safe Position
<ul style="list-style-type: none"> • During weather emergency there are NO safe zones on the top floors. • Go to the lowest most interior portion of the building, i.e. hallways or small offices without windows. • Put as many walls as possible between you and the outside. • Stay away from the gym, APR, library, fitness room and OT room. 	

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SEVERE WEATHER SHELTER

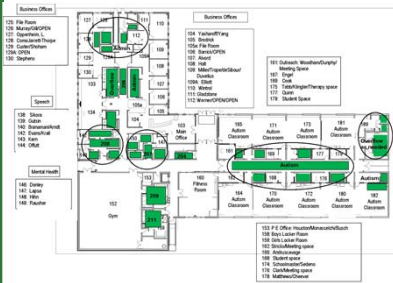
- **Severe Weather Shelter – High wind event...**
- **Bring Students/staff/visitors into the main building**
- **Move to identified weather-safe areas**
- **Get into weather safe position**




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- Administration Wing
- Mail Room
- Speech Suite
- Social Work Suite
- Center staircase
- Locker Rooms
- Autism Wing



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Room 253
Hallway outside 253
Hallway by ramp
Ramp
Hallway to Vocational Center
Vocational Center
Hallway by Art Room
Curriculum Lab

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REMEMBER...

YOU ARE A VERY VALUABLE MEMBER OF THE IVYMOUNT FAMILY. OUR STUDENTS ARE ENTRUSTED INTO YOUR CARE AND IT IS IMPERATIVE THAT YOU KNOW WHAT TO DO AND WHERE TO GO IF AN EMERGENCY ARISES. REMEMBER TO BE PREPARED, BECAUSE THE STUDENTS WILL LOOK TO YOU FOR DIRECTION.

THANK YOU

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LE3

Time Out Room lower level

Ivymount School Annex—Lower Level

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FOR MORE INFORMATION ABOUT IVYMOUNT:

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Weather Safe Position

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