Project TEAM: Virtual Learning Tips

Project TEAM helps young adults with disabilities:

- identify environmental barriers & supports,
- generate solutions to resolve barriers, &
- request accommodations…

to achieve work, school, & independent living goals.

This tip sheet will provide suggestions for implementing the manualized curriculum, called "Project TEAM," using synchronous or asynchronous virtual instruction/telehealth.

WHAT DO YOUNG ADULTS LEARN IN PROJECT TEAM?

THE GAME PLAN

- An evidence-based approach to teaching and generalizing problem solving skills, taught in Project TEAM.
- Uses universal design to support accessibility for all learners.
- "Goal- Plan-Do-Check" turns abstract problem solving into an easy to follow, step-by-step process.

11 ENVIRONMENT CATEGORIES

Things	Rules
Technology	Inside places
Light, Sound, & Smell	Entrances & exits
Signs & information	Outside places
People	Ground
Services & organizations	

6 MODIFICATION STRATEGIES

Plan ahead
Change spaces
Change the rules
Ask someone for help
Use technology or things
Teach others about abilities & needs

PROBLEM SOLVING QUESTIONS

What activity would I like to do?
What parts of the environment help me and make it hard for me?
What strategy can I use to change the environment?
Who do I talk to about making this change?
Can I do this activity now?

"It's been drilled ever since I was little just to do what I'm told … Learning how to stand up for myself was really hard for me. Now I have the tools to be able to do it."

Tips for virtual instruction/ telehealth

SYNCHRONOUS WEB DELIVERY

- Use web-conference rooms to present one of the pre-made slide decks from the curriculum.
- Deliver an activity to several young adults simultaneously. For example:
  o Facilitate group discussions from the curriculum such as "what helps me and what is hard for me?" (module 3) and "why do we need disability laws?" (module 6).
  o Play "environment scattegories" (module 2) and young adults can type responses into a web-chat.

SYNCHRONOUS PHONE DELIVERY

- Follow the "peer mentor" scripts to implement 8, 30-minute problem solving sessions over the phone.
- Provide 1:1 support to a young adult to complete each step of the game plan to achieve a new educational, vocational, or independent living goal.

ASYNCRONOUS LEARNING

- Assign individual activities to young adults to complete at home. For example:
  o Have young adults complete the strengths & difficulties checklist (module 1) to reflect on their needs.
  o Assign young adults the "environment scavenger hunt" (module 2) to identify supports and barriers in their home environment.
  o Young adults can complete example advocacy scenarios using the web-based, interactive "disability law database."

"I like learning about the strategies because it could help me in real-life situations."

"There is… stuff that I'll need to know in the environment and the future, because you don't know what's coming up ahead."

"My teen learned how to use the possibilities and environment around him."

PROJECT TEAM IS AVAILABLE FOR FREE DOWNLOAD!

To learn more, visit: https://yell.ot.phhp.ufl.edu/research/project-team/

To request materials, please email us at yell@phhp.ufl.edu

In your email, please provide the following information:

- Name
- Your phone number
- Professional information (training, degree)
- Workplace/affiliation
- Youth/young adults served (age, disability, other relevant information)
- Anticipated use
- Number of professionals who may use Project TEAM
- Number of youth/young adults who may use Project TEAM
- Where/How you heard about us