

With funding from The Developmental Disability Services of Jackson County—EITAS, the Adult Continuing Education for Persons with Developmental Disabilities (ACED) is a collaboration between the UMKC Institute for Human Development, MCC-Longview, and MCC-Blue River.

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Adult Continuing Education for Persons with Developmental Disabilities

End of the Year Report 2014

**Report Prepared For:
Developmental Disability Services
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ACED

(Adult Continuing Education for Persons with Developmental Disabilities)

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2014 End of the Year Report

ACED Program

January 1 – December 31, 2014

- 1. Describe policies, procedures, processes, and grant funded activities from 2014 that reflect the organization's commitment to person-centered principles, tools, and practices.**

The Adult Continuing Education for Persons with Developmental Disabilities (**ACED**) offers adults the opportunity to attend non-credit classes in an educational and social environment on a college campus. The **ACED** program is designed to teach independent living skills and provide life-enhancing experiences. It is our policy to provide choices to the students, encourage independence, promote self-determination, and treat students like typical adults to the greatest extent possible. Policy is also strongly reflected in the MQ outcomes chosen for the year (See Attachment 1) as well as additional program outcomes such as students achieving gains in ability in certain activities, inclusion of students in the community, and satisfaction with the program and progress towards student outcomes.

The **ACED** Program focuses on providing classes that promote skill development to enable students to live more independently and successfully in the community. Classes emphasize life skills, daily living skills, and interpersonal relationships. Classes also promote healthy life styles and life-enhancing experiences to enable individuals to lead life to the fullest extent possible. In addition, classes provide opportunities to learn how to access community services and agencies important to individuals, to more effectively live in the community, as well as experience a high quality of life. Classes include the instruction and practice of self-determination and person centered planning. Prevocational and employability skills, such as networking, applying for a job, and practicing social skills specific to work and community life are offered as well. Additional leadership opportunities include: (1) membership on the **ACED** Advisory Board, (2) membership on the **ACED** Student Council, (3) student teacher aide-in-training, and (4) paid teacher aide or co-instructor.

Our process for meeting these outcomes is to use the resources/input list in the **ACED** Logic Model in developing classes and activities. (See Attachment 1) We are committed to person-centered principles, tools and practices by keeping abreast of current research in the field of disabilities. (See Attachment 2)

The following three Missouri Quality Outcomes were chosen for 2014 and examples of how the program met these outcomes follows each one.

- People have valued roles in their family and in their community.
- People are connected with their past.
- People are supported to attain physical wellness.

a. People have valued roles in their family and community.

In classes, **ACED** students were introduced to ways that expand their existing roles. They were given choices and practiced self-determination. Recognition and respect for individual differences is an important part of the program.

ACED promoted personal relationships through classes and planned activities throughout the year. The program also recruited volunteers to work with the **ACED** students and had a high number of international student volunteers from UMKC.

Students participated in a wide range of activities which included getting to know their community, welcoming guest speakers, going out, and sharing experiences. Following are examples of ways teachers fulfilled the outcome of: "People have valued roles in their family and in their community".

- A community member who quilts gave a brief history of quilts and symbolism during the Civil War era. She stayed to help sew quilt squares together with the class. During another class period, the students attended a local quilt show. (*Hidden in Plain Sight*)
- Students studied sharks, jellyfish, seahorses, and more during a visit to The Kansas City Sea life Aquarium. (*Commotion in the Ocean*)
- Students visited little libraries around the metro area, as well as designed an **ACED** little library. (*Little Libraries*)
- Students designed and made avatars of themselves and friends and shared them on Facebook. (*Avatars and Other Computer Games*)
- Students interacted with a licensed meteorologist and engaged in question and answer format. Guest speaker was Hallie Shulman, KCTV5 licensed weather woman. (*Calm Before the Storm*).
- Students planned and held parties. (*A Picture Perfect Party*)
- Students from MCC-Longview and MCC-Blue River visited the Burr Oaks Nature Center to further explore wildlife, with an emphasis on insects and spiders. (*Nature Can Be Yucky!*)
- Students designed and made their own disaster kits. (*Calm Before the Storm*)
- Students practiced budgeting and paying for utilities and other expenses. (*Feed the Pig*)
- Students discussed and shared their interests, family photos, as well as made and designed a life book. This class was taught by an adult with a disability in coordination with an EITAS Service Coordinator. (*Life's Journeys*)

- **ACED** students and UMKC international students from India visited an Indian Restaurant to sample Indian food. Participants actively participated in preparing a number of Indian dishes in class. (*Spicy Fingers*)
- Students learned new ways to browse for recipes and discover directions for making crafts or center pieces on the computer. (*Pinterest*)
- Students had the opportunity to design and paint their own flower pots. (*Earth and Fire*)
- Students observed how to make povitica bread, as well as sampled the different varieties offered at the Strawberry Hill Povitica Company. The students also visited Strawberry Hill Museum. (*Mystery Destinations*)
- Students got up close and personal with hundreds of butterflies at Powell Gardens. (*Powell Gardens Festival of the Butterflies*)
- Students received medals for their participation on various national teams competing in the **ACED** Winter Olympics. Students also tried on clothing and equipment from a sports store that was brought in by a guest speaker. (*Countdown to the Olympics*)
- Students interacted with many **ACED** and Burr Oaks staff and volunteers while engaging in a variety of summer, outdoor activities. (*Golf, Fishing, Canoeing, Kayaking, and Air Rifles*).
- Students talked to pilots and other community members at a class held at the airport. One student was able to take a flight with a community member in a 2-seater plane over Kansas City. Students met with Johnny Rowlands, a local celebrity and information was exchanged for him to possibly bring his helicopter simulation van to the Spring Session. (*Lee's Summit Airport Open House*)
- Students helped bake cookies, which were donated to One Good Meal. In addition, they had the opportunity to see the house where one student lives with a companion, as the class used his kitchen for the class. (*Crazy for Cookies*)
- Students selected and enrolled in their choice of classes.

Fall brought new ways to expand students' roles One goal was to change their role from passive audience members to active participants.

- Starting with the Kansas City Symphony Petting Zoo, the guest musician brought in a vast array of musical instruments. Students were allowed to touch and play many of the instruments. The Swiss alphorn player brought in mouthpieces so each student could "try out" the alphorn. The African Drummers combined storytelling and sound effects with help from the percussion instruments played by the students. Lastly, the bagpiper, age 16, performed for the students and answered questions. Our guest recently won a gold medal for his skills in a national bagpiping contest held in Kansas City. (*Rockin' Rhythms*)

- Students talked about personal assets and how to dress for a job interview. The students also completed team building exercises, meeting deadlines, and how to market yourself to an employer. (*Employee of the Month*)
- Students learned about the value of a roommate and shared responsibilities between roommates. Students visited two apartments of UMKC students. The students also discussed money management and how to live economically and with fewer possessions. (*Bachelor #1*)
- Interaction with different animals and their care providers was a highlight in this class. Students gained knowledge about how to care and look after a large variety of animals and pets. Included was a visit by the Kansas City Zoo Mobile and the Kansas City K9 Unit. Our EMT brought in animals, such as chickens, ducks, rabbits, cats, and a Newfoundland dog. The Wings of Love organization was a particular hit as the students could hold birds on their fingers and head. (*Unlikely Friends*)
- Students observed a demonstration and questioned a guest speaker who crochets plastic bags into waterproof sleeping mats for homeless people. (*Upcycling*)
- The *Art in Nature* class visited the Discovery Center twice; once to learn about print making with fruits, vegetables, and other materials. In a second activity, students created holiday swags from weeds, seed pods, grasses, and greenery to take home. Students also had the opportunity to practice painting items found in nature from a professional Chinese Water Color artist. (*Art in Nature*)
- With guidance from one of our instructors who teaches part-time at the Nelson-Atkins Museum of Art, students explored nature in Asian art at the museum. (*Art in Nature*)
- Students interviewed two married couples and about relationships and marriage. A small group of students also attended the Longview Coordinator's daughter's wedding. Students hosted a mock wedding on the last day of class. (*Goin' to the Chapel*)
- Students discussed issues in the community and offered solutions. Students also wrote letters to Representative Emmanuel Cleaver II about specific issues. Students organized supplies and assembled sacks for homeless people that included food and a greeting card. These sacks were donated to the Salvation Army. Students role played being the problem solver when given hypothetical situations. They determined the seriousness and urgency of the given problems. (*I Am Not a Kitchen Appliance/Advocacy and Creating Solutions for Today's Problems*)
- Students worked as a team to decorate and build tipis in the classroom. (*Native American Culture*)
- Students enjoyed attending one of the Cutting Horse competitions at the American Royal. (*American Royal*)

- A field trip was organized and planned by an **ACED** instructor and her husband for those students interested in the exhibit *Mythic Creatures: Dragons, Unicorns & Mermaids* at the Prairie Fire Museum. (tickets were donated) (*Mythical Creatures*)
- **ACED** students volunteered to participate in a courtship dance with the Mic-O-Say Dancers. (*Native American Culture*)
- Every student enrolled in these three classes took on the role of problem solver as a leader or team member. Students debated consequences of their actions or solutions. (*Creating Solutions for Today's Problems, Bachelor #1, and Employee of the Month*)

In conclusion, students enrolled in **ACED** classes experienced new activities, new relationships, and new roles that they had not experienced before. This may have been achieved by going out together, sharing stories and activities with their friends, or talking with **ACED** staff, volunteers, and community speakers.

b. People are connected with their past.

Students were connected to their past by engaging in discussions about their past accomplishments, by sharing old photographs, and through story telling. Students also actively participated in reenacting famous scenes from past occurrences, history, and literature. They recognized the value of bridging the past with the future.

- Students shared their favorite memories by sharing old photos, newsletters, and post cards. (*Life's Journeys*)
- Students discussed the stories of Mark Twain, Tom Sawyer and Huckleberry Finn, as well as talked about the historical significance of these books and lessons learned. Participants took various roles in helping perform a one-act play. The class also re-enacted the frog race from the short story, "The Celebrated Jumping Frog of Calaveras County". (*Camp out with Mark Twain*)
- Visiting the Steamboat Arabia Museum gave the students insight into life during the time of Mark Twain. (*Camp out with Mark Twain*)
- Students learned about the roles of quilts in the past, including the possibility of slaves reaching freedom in the north by following symbols on the quilts. (*Hidden in Plain Sight*)
- Students studied the history of the Olympics. (*Countdown to the Olympics*)
- The students learned about the history and construction of organs at the Reuters Organ Factory. (*The King of Instruments*)
- Students made King Tut masks which they wore on their tour of the "King Tut Exhibit" at Union Station (*King Tut, the Boy King*)

- Students watched the Mic-O-Say dancers perform traditional Native American dances. (*Native American Culture* and *The American Royal*)
- Students learned about the sources of myths and legends. (*Mythical Creatures*)
- In July, the *Mystery Destinations* class visited The Strawberry Hill Museum. This museum is dedicated to the promotion and preservation of the Slavic heritage of Kansas City, K.S. The house and annex also serves as an excellent example of a fully furnished Queen Ann Style Victorian house and how people lived during the 1800's to early 1900's. During a guided tour, students were able to observe many unusual aspects of life during the 1800's and compare it to their own life and the life of their grandparents and ancestors. The house served as an orphanage with its beginning as a result of the influenza epidemic of 1918 with over 3,000 children calling it "home" during its history.
- *The American Royal* class visited the American Royal Museum, as well as the Longview Mansion. The history and tradition of the role the American Royal plays in Kansas City history was studied and experienced.
- Students participating in the *Goin' to the Chapel!* class shared their personal experiences and stories about wedding traditions, rituals, customs, and foods. A number of married couples were guest speakers. The couples talked about true love, enduring relationships, and even brought in memorabilia such as a wedding dress and wedding photos. (*Goin' to the Chapel!*)
- *The Native American Culture* class was taught by one of the ACED EMT's who is of Native American heritage. Throughout the six week session, history, family life, and traditions were taught and explained. Students participated in making a teepee, fry bread, and grinding corn. Also discussed was the history of reservations, how Native Americans live today, and how prejudice is still felt by that part of our society. The Mic-O-Say Dancers also shared Native American traditions and performed a number of dances from the Plains Indian tribes. (*Native American Culture*)
- Students visited the ground-breaking exhibit "The Plains Indians Artists of Earth & Sky" at the Nelson- Atkins Museum of Art. The docent who led the tour thoughtfully included touchable items for our students. (*Native American Culture*)
- The question "What is your favorite memory of your grandma?" sparked lively discussions centered on food and related traditions in *Recipes From Grandma's House*. The students enjoyed, shared, documented, and prepared foods special for themselves. (*Recipes From Grandma's House*)
- Many countries participate in the Olympics today, but how did the Olympic Games start? Students studied the history, carried the torch, took the oath, and competed for their chosen country for medals. (*Countdown to the Olympics*)

- Unlocking the secrets to staying young was one goal of this class. In order to find the secrets, students created a survey for the elderly. Responses were then shared and discussed. Ideas shared were unique to each person's life experience, both for the elderly and the students. (*Secrets to Staying Young*)

In classes, ACED students shared traditions, rituals, and customs from their past, as well as gained knowledge about the cultural heritage of Kansas City and Native Americans. Student in *Life Books* organized memorabilia, pictures from the past, and had many conversations about family and personal life stories. Special foods were shared in *Recipes from Grandma's House*. Personal and lasting relationships were discussed both in *Goin' to the Chapel* and *Bachelor #1*. Students built many memories and interacted with numerous guests and performers.

c. People are supported to attain physical wellness.

Instructors were innovative in incorporating physical wellness into their classes as demonstrated in the examples below.

- Students got their heart rate pumping while learning new aerobic workouts in the pool at UMKC and on land at MCC-Longview. (*Aerobic Workouts*)
- Students learned about the importance of healthy relationships and safe choices. A guest from Planned Parenthood visited and answered questions as well as shared information. (*Human Sexuality*)
- This class introduced students to a new style of dancing each week, at the same time exercising without thinking about the activity as exercise. (*Movin' and Groovin'*)
- Students learned how to prepare edible art that was not only pleasing to look at but also healthy to eat. (*Edible Art*)
- Students were introduced to the sports which take place in the Winter Olympics. They also practiced sports such as skiing, luge, and skating. (*Winter Olympics*)
- Students, ACED Staff, and Volunteers enjoyed golfing together, culminating in a visit to the Family Golf Park in Blue Springs. (*Golf – An Addicting Game*)
- Students burned calories by spinning on stationary bikes. (*Spinning Wheels*)
- Healthier refreshments were served at the graduation receptions and *The Snow Ball*.
- Students gained new skills through an introduction to canoeing, kayaking, air rifles, and fishing at Burr Oaks. (*Good Ol' Summer Fun*)
- Students tried out new sports such as racing go-carts, laser tag, and croquet. (*Alternative Sports*)

- Two sessions were offered to accommodate the number of students who wished to perfect their fishing skills. (*Gone Fishin' A and B*)
- Students discovered where the closest farmers markets were to their homes and how to make healthy food choices. (*Petal Pushers*)
- Students celebrated 20 years of the ACED Program at the Coco Key Water Resort. (*Coco Key*)
- Students and staff completed basic training for safety procedures, including fire, tornadoes and intruders. (*Calm Before the Storm and Staff Training*)
- Students danced to music that got their heart rates pumping. The students were given a cool down at the end of class to practice relaxation. (*Rockin' Rhythms*)
- This new class introduced new movements and improvements in flexibility, posture, and balance. (*Pilates*)
- Students made masks to combat wrinkles and signs of aging. A healthy diet was discussed. Students also interviewed an older couple and asked for tips to staying young. (*Secrets to Staying Young*)
- Students prepared quick and healthy vegetarian recipes. (*Garden Fresh Vegetable Recipes*)

Physical fitness and wellness will continue to be emphasized in 2015.

2. Describe the organizational planning process used prior to the submission of the 2015 funding proposal to EITAS that determined and prioritized the identified Missouri Quality Outcomes. Please identify by position the staff engaged in this process.

In planning which Missouri Quality Outcomes to choose for the year (2015), we consider types of classes requested and ones we wished to offer. We also tried to anticipate students' desires and needs. We strived to keep the classes relevant to current events and trends. We always include classes in all the following areas to appeal to everyone. Examples are physical fitness, nutrition, independent living skills, fine arts, interpersonal relationships, science, math, reading, writing, as well as computer skills and job skills. Overall, we believe our program meets or is capable of meeting almost every Missouri Quality Outcome in one session.

It was decided in 2008 to maintain an ongoing list of outcomes and what year we used them. Therefore, if we have not targeted an outcome recently, the outcome moves to the top of the list or is prioritized. One outcome has been used every year and that is physical well-being. We believe this outcome is essential for a person's psychological and physical well-being. We strategize throughout the year and keep running lists of future classes and activities, many submitted by the students.

The outcomes for the year are selected during a planning session meeting attended by the **ACED** Program Director, the MCC-Longview **ACED** Program Coordinator, and the MCC-Blue River **ACED** Program Coordinator. Input is also requested from the two **ACED** Administrative Assistants who also have the job titles of **ACED** Instructor and **ACED** Teacher Aide.

3. Describe the training and awareness provided to everyone in the organization about the focus of the Missouri Quality Outcomes and their importance to the organization.

Twice a year, at staff meetings, the program outcomes are introduced to all staff members (instructors, teacher aides, and volunteers). Examples are given to staff on attaining the outcomes within the classes. Staff are periodically requested to respond in writing or discussion groups to questions on an end of the session survey. The questions are created with help from the MQO manual to aid the staff in determining if the MQO was observed in the students and evident in the program.

4. Describe the organization wide plan developed to address outputs/activities/actions that would lead to the presence of the MQ outcomes; including how it was implemented across the organization.

Our organizational plan is our class schedule, lesson plans, activities, and our goals. For example, one Program Coordinator sends out additional goals for each class which are not necessarily included in the class description in the program brochure. Program Coordinators and Instructors are constantly guided during the session to create activities which emphasize the MQ outcomes. Throughout the session the Program Coordinators sit in classes to observe if the outcomes are being followed and suggests appropriate changes, thus ensuring the achievement of outcomes. In addition, staff are trained to write course outcomes for individual classes which support the MQO. The instructors turn in the performance data at the end of each session. In addition, all staff are introduced or re-familiarized with People First Language and culture, as well as self-determination, twice a year. Our policies and philosophy are discussed during staff interviews to ensure we hire positive, committed staff members who are familiar and in agreement with our goals.

5. Describe how the people supported, staff and Board of Director's were engaged throughout the year in the plan implementation, outputs and identification of success.

We meet once a year with our **ACED** Advisory Board members to update the members about activities, classes, challenges, and successes. The **ACED** Advisory Board has a membership of instructors, teacher aides, our EMT, care providers, parents, and students. We constantly listen and take input from staff (both **ACED** staff and students' staff) and students in planning classes for the future. Classes are reviewed for the presence and emphasis of the MQO. (See pages 2-8 of this report.)

ACED Advisory Board, and informal conversations with parents, students, and care providers (69) in the field of disabilities reveal that **ACED** is considered to be an essential program for the community. A few quotes documented from feedback were:

- “I made dinner all by myself and my mother would be really surprised when she came home from work.” (Student)
- “I’m blown away by the teachers. Everybody is valued. My students never stop talking about the program. I tell everyone I meet that if they want to see a great program, they need to visit the **ACED** Program.” (Group Home Manager)
- “I loved the classes and told my mother to keep signing me up.” (Student)
- “It’s just like Christmas! Only even better!” I feel free when I am in a go-kart. “I’m getting new ideas for writing stories” from our activities. (Student)
- “You make such a difference! My residents LOVE you all!” in reference to our staff. (Group Home Manager)
- “I liked using power tools for the first time in class. I turned buckets into a fishing stool on my own at home. I also like quilting and making a table runner with fish for my dad.” (Student)

Additional feedback was received from eighteen students before the *Snow Ball Dance* asking about their favorite classes and other comments they would like to share. All the students gave the program and **ACED** staff a thumbs up. Students named a variety of classes for their favorite. The following quote was repeated, “I like everything!”.

In conclusion, 98% of individuals surveyed rated the **ACED** program as excellent or very good. We received only two complaints out of 87 responses. In Spring 2014, one parent withdrew her student from **ACED** because we offered *Human Sexuality* as a class. (Note: This is not a mandatory class.) For Fall 2014, one parent was upset that her daughter did not receive an attendance certificate.

A second factor in planning for the future is enrollment figures and class capacity. UMKC reached a record enrollment of 113 students in Spring 2014 and 119 in Fall 2014. MCC-Longview maintained high enrollment with 104% capacity in Spring 2014 and 105% capacity in Fall 2014. MCC-Blue River is maintaining a steady enrollment in the high forty’s for both 2014 sessions. Summer enrollment also had a high enrollment of 111 students reaching 104% capacity. Out of twenty classes offered, twelve had waiting lists. Finally data analysis of the summer sessions from 2009 compared to Summer 2014 indicates that the number of classes offered increased by 33%. The requests for class spaces increased by 45% and total class spaces requested by students on the waiting lists increased by 56%.

In 2014, **ACED** consolidated the administration of the two MCC campuses into one position, a Program Specialist, at MCC-Longview. The Program Specialist will also fulfill the responsibilities of the former MCC-Longview and MCC-Blue River Program Coordinators, as well as the **ACED** Summer Program Coordinator.

Due to high enrollment during the year and the increase in interest in summer classes, we are requesting additional funding for 2015. Although the MCC Program Specialist helped coordinate and manage the summer program, the 2014 grant did not completely pay for her benefits and salary. To continue the partnership with MCC, we would like to support MCC's decision to increase salary and benefits of the **ACED** Program Specialist. (Salaries have been frozen for a number of years at MCC.) This is the only increase in funding requested for 2015.

Overall, we view the Missouri Quality outcomes as an integral part of structuring our program. **ACED** will continue to serve all parts of the county with sites at MCC-Blue River, MCC-Longview, and UMKC. We continue to be responsive to new ideas for funding other than Developmental Disability Services of Jackson County - EITAS.

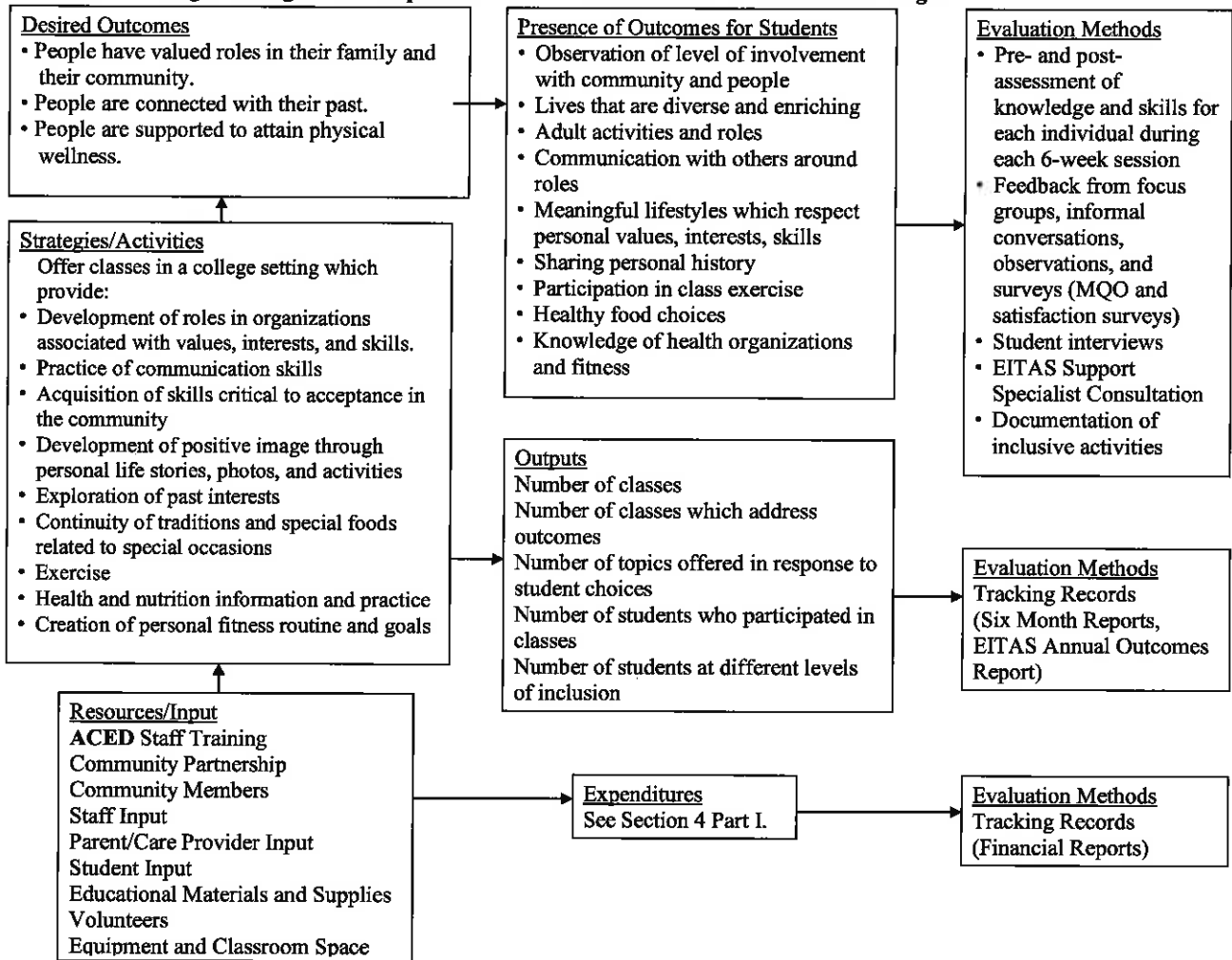
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Attachment 1

ACED Logic Model (page 6, 2014 ACED Grant)

Part IV - Target Strategies and Outputs and Part V – Measurement of Performance Targets



Attachment 2

Core Features/Best Practices (pages 3 & 4, 2014 ACED Grant)

ACED offers non-credit continuing education classes on three college campuses. Research studies have shown that “As with students without disabilities, students with moderate to severe disabilities will benefit from a college education and the college experience.” (Hart, Grigal, & Weir, 2010)

According to Downing and McFarland (2011), learning can occur at any age. Activities focus on a hands-on approach and experiential learning. **ACED** classes incorporate the goals, definitions, and best practices found in educational research and literature in learning and adults with disabilities. (see list below)

ACED recognizes the importance of incorporating self-determination into its educational services; thus the following indicators of high quality service, as cited in recent research (Wehmeyer, Garner, Yeager, Lawrence & Davis, 2006), are reflected in the program:

- Age appropriate environments allowing for social interaction and promoting community inclusion
- Community based environment
- Outcome oriented and functional, but also providing access to a challenging curriculum
- Emphasis of person centered planning
- Encouragement of student involvement and promotion of self-determination

ACED also emphasizes the importance of volunteerism, community service, and inclusion. Research indicates that, “Psychological well-being of older adults can be improved through engagement in meaningful volunteer activities and contribution to others.” (Tang & Morrow-Howell, 2010)

ACED's practice of offering an environment for optimum learning is supported by an interpretation by Bender (2007) of differentiating instruction by Caine and Caine (2006). **ACED** students:

- Engage in sensory and emotional experiences
- Make associations with previous knowledge and personal experiences
- Ask questions and develop plans
- Perform an action or produce a product
- Are challenged with minutely more difficult tasks than tasks they are able to do independently.

ACED classes also often include the skills most sought after by employers as identified by authors Hansen and Hansen (n.d.). Referred to as “soft skills”, they are beyond the set of skills necessary to perform a particular job. They include communication and leadership skills, problem solving, reasoning and organizing, dependability, reliability, responsibility, interpersonal abilities, a willingness to learn, and a positive attitude. Finally, “Lifelong learning strategies for people with disabilities is of utmost importance to ensure retention of knowledge.” (European Disability Forum, 2009)