



Adult Transition

A Newsletter for Teachers Working With High School and Transition Age Students 18-22
Educational Equity for All
September 2019

Welcome Back to School! It is a whole new year of challenges and triumphs

This issue is going to focus on setting up your transition classroom. For those who teach high school, remember that you must address high school standards in addition to the area of transition required by law.

Areas of transition include:

- Employment
- Education or Training
- Independent Living Skills (If needed)

For those who have a transition age classroom only: remember that you need to address these areas and should be doing some community-based learning as well. You should be working on skills in classroom first **THEN** practice in community.

EMPLOYMENT



40+ Jobs for special education classrooms

<ul style="list-style-type: none"> ? Daily Question Attendance Lunch Menu Greeter Calendar Music Daily Sheets Sensory Books Clean desks Vacuum Dust Water plants Write date Clean doorknobs Turn off computers Plug in iPod/iPad/iPhone Chairs Garbage Clean Whiteboard 	<ul style="list-style-type: none"> Set schedules Library Wash tables Shred Sweep Lockers Recycle Sort Mail Make Copies Coffee / Snack Cart Box tops Supply orders Wash dishes Laundry Coolers Vending machine Ice packs Sharpen pencils Mop Decorations
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CLASSROOM JOBS + SCHOOL VOCATIONAL EXPERIENCES
Giving students jobs in the classroom is important for a variety of reasons. Not only can classroom jobs be helpful in keeping the classroom running smoothly, they can also give students a sense of purpose and responsibility.



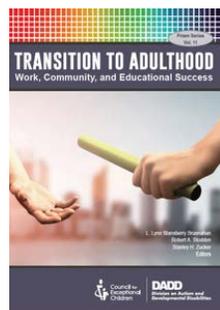
Transition to Adulthood for Students with Disabilities

The transition to adulthood after high school graduation is a critical juncture for students with disabilities. Educators need to help parents and students start preparing for this transition

long before high school, when a formal transition plan is legally required in a student's IEP. <https://t.ly/GbGB>



No matter how severe the disability, students need to learn employment task.



Transition to Adulthood: Work, Community, and Ed. Success

Transition To Adulthood: Work, Community, and Educational Success provides a blueprint for supporting youth with disabilities in achieving their postsecondary goals in a variety of adult settings – education and training, employment, and the community.

<https://t.ly/179I>



Consider the use of switches to activate things that can be used for employment tasks.

Example: Activate Blender to learn skills that could be used at Jamba Juice.

FEATURED IDEA OF THE MONTH



JobTIPS provides real world examples & assistance to students and young adults transitioning from the school environment to the workplace.

<https://t.ly/7EZ2>



TRANSITION TO ADULTHOOD FOR STUDENTS WITH ASD

Adolescence is a difficult period in any person's life. It is a time of great physical, cognitive, and emotional development. Adolescents must learn to deal with an ever increasing complexity of social experiences. Transitioning into adulthood can be intimidating; however, there are resources to help families, professionals, and the individual with ASD navigate the transition successfully!

<https://vcuautismcenter.org/resources/adolescence.cfm>

South Bend Community School Corporation Special Education Services Transition Assessments and Activities

<http://www.sped.sbcs.k12.in.us/ppm/transitionplanning/transitionassessments.html>



The purpose of the Life Skills and Transitions Curriculum is to help students and young people develop the skills needed to cope in the world. The main topics in this curriculum are heavily researched and accepted areas of need for development. These topics are expanded in units developed for Grade 7 and Grade 8 students,

but are appropriate for all secondary grades. The Life Skills and Transitions Curriculum is organized around five week blocks that can be accomplished in their respective grades at any time during the school year. This curriculum can be used as an intensive study in some areas, a general study in other areas, or a combination of both. One of the goals of the Life Skills and Transitions Curriculum is to provide instruction that supports the students' transition into community and adult life. Every activity has opportunities to make community connections and life in the community important and relevant. <https://t.ly/e2br>

WEBSITES AND RESOURCES

<https://t.ly/dR96>
<https://t.ly/7ENE>
<https://t.ly/bdwd>



INDEPENDENT LIVING SKILLS

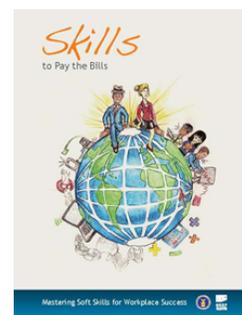
Check out "The Mississippi Alternate Academic Achievement Standards (MS AAAS) for Life Skills Development I". The purpose of the MS AAAS for Life Skills Development I is to ensure that secondary students with the most significant cognitive disabilities are provided with individualized life skills instruction that is relevant to the real world, reflecting the knowledge and skills that students need to function in and succeed in settings beyond school. Although it is aligned to Mississippi Standards, it provides great ideas and resources for skill identification and acquisition. These are set up as IEP goals for secondary under Independent Living Skills for the most involved student to those who need less support.

COURSE: Life Skills Development I
 DOMAIN: Self Care/Independent Living
 CONCEPT: Dressing

Standard ALS.SI.2. Manage fasteners on clothing and shoes (i.e., snaps, buttons, hook and loop, zippers, buckles & shoe laces).	Performance Objectives ALS.SI.2.a Manipulate snaps, hook and loop, and zippers on clothing and shoes. ALS.SI.2.b Manipulate buttons and buckles on clothes, belts, and shoes ALS.SI.2.c Tie and untie shoelaces.	
I Can Statements		
MOST COMPLEX	LEAST COMPLEX	
ALS.SI.2.a (A) Manipulate snaps, hook and loop, and zippers on clothing and shoes.	ALS.SI.2.a (B) Manipulate zippers and snaps on clothing and shoes.	ALS.SI.2.a (C) Manipulate snaps on clothing and shoes.
ALS.SI.1.b (A) Manipulate buttons and buckles on clothes, belts, and shoes.	ALS.SI.2.b (B) Manipulate buttons on clothing and thread belt through loops on pants.	ALS.SI.2.b (C) Thread belt through loop on pants and indicate the need for assistance with clothing.
ALS.SI.2.c Tie and untie shoelaces.	ALS.SI.2.c Tie a standard knot.	ALS.SI.2.c Indicate the need for assistance when shoes are untied.
Real World Connections: <ul style="list-style-type: none"> Dressing appropriately for daily activities Managing gender-specific needs, such as putting on a bra Putting on a front opening shirt with fasteners Buckling/unbuckling a belt 	Vocabulary: <ul style="list-style-type: none"> Zipper Button Hook And Loop (Velcro®) Shoe Laces Snaps 	<ul style="list-style-type: none"> Bow Tie/Untie Hook And Eye Buckle
Resources: <ul style="list-style-type: none"> Activities: <ul style="list-style-type: none"> Behavioral coordination activities, source: Child's Play Therapy Center Activities to strengthen trunk and shoulders, source: Therapy Fun Zone Activities for precision in fine-motor skills, source: The OT Toolbox Activities to practice motor planning, source: Your Therapy Source Activities for in-hand manipulation, source: Therapy Fun Zone The Complete Guide to Clothing Fasteners, source: The Occupational Toolbox Teaching Strategies/Materials <ul style="list-style-type: none"> Planning and Sequencing (Praxis), source: Kids Sense Development Self-Help and Functional Skills Checklist, source: UC Davis, Mind Institute 		

<https://t.ly/3kbv>

TRAINING



Free Resource for Teaching Employment "Soft Skills"

The "Skills to Pay the Bills" curriculum is a lot like the "theory" portion of driver's education. It can be used to teach important foundational information – but it can't replace guided practice.

Teens need many hours of supervised behind-the-wheel practice before driving independently. So, too, our kids need a variety of work-based learning experiences to build and refine their employability "soft skills".

<https://t.ly/yEr0>