



# Adult Transition

Newsletter for Teachers Working With Students 18-22  
Educational Equity for All

December 2015

## The Special EDge

Summer 2015 Volume 28 Number 3

**Topic: Student Involvement and Transition**

[http://www.calstat.org/publications/spedge\\_publications.php?nl\\_id=133](http://www.calstat.org/publications/spedge_publications.php?nl_id=133)

### Articles

- [Letter from the State Director](#)
- [Planning for Transition to Adult Life: The Time is Now!](#)
- [Successful Transition to Adult Life: Communication Is Key](#)
- [Successful Transition to Adult Life: Preparing for and Navigating College](#)
- [Successful Transition to Adult Life: Student Portfolios](#)
- [Successful Transition to Adult Life: Student-Involved IEPs](#)
- [Transition and Self-Advocacy: A Student's Perspective](#)
- [Transition Teaming](#)

## EDUCATION



Helping Students with Disabilities Transition to College and Careers

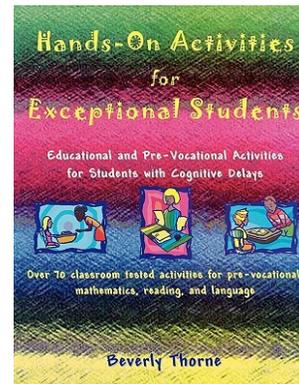
[www.aypf.org/resources/helping-students-with-disabilities-transition-to-college-and-careers/](http://www.aypf.org/resources/helping-students-with-disabilities-transition-to-college-and-careers/)

## EMPLOYMENT

*'It means the world': Special Kneads bakery gives special needs adults jobs — and a purpose*

More than 56 million Americans have some type of disability. And while there's a lot of support for children with special needs, it tends to disappear for adults, leaving many unemployed and living with their parents, unable to pay bills.

<http://www.today.com/news/special-kneads-bakery-gives-special-needs-adults-jobs-purpose-1D80117668>



**Hands-On Activities for Exceptional Students: Educational and Pre-Vocational Activities for Students with Cognitive Delays**  
by Beverly Thorne

These creative ideas for practical activities will help pre-vocational students sustain attention, stay on task, and work independently and productively while meeting their IEP goals.

"Planning for Life After Special Education"

**A Transition Services Online Manual**

[http://www.dlc-ma.org/manual/lase\\_manual.htm](http://www.dlc-ma.org/manual/lase_manual.htm)

EDUCATIONAL EQUITY FOR ALL  
Giving kids what they need to succeed

Tana Donaghy, President, Educational Equity For All  
[Misstanad@educationaequityforall.org](mailto:Misstanad@educationaequityforall.org); 909-964-5057

## FEATURED IDEA OF THE MONTH

Childhood meets adulthood at

# YOUTHHOOD.ORG

A fun, interactive web site for youth with games, on-line journal, life maps and more that help youth with disabilities realize their employment, education, and independent living goals.

<http://www.youthhood.org/>

## TRAINING

### Teaching Soft Skills Through Workplace Simulations in Classroom Settings

Soft skills, the employability skills that speak to a worker's interpersonal skills and character, rose to prominence in the early 1990s as a critical component of worker productivity with the Secretary's Commission on Achieving Necessary Skills (SCANS). Examples of soft skills are teamwork, problem-solving, critical thinking, and effective use of resources.

Soft skills are behaviors that must be internalized as a natural aspect of a person's repertoire of social skills and character attributes.

There are three common methods for creating opportunities for experiential learning of soft skills. One is interactive teaching, through which instructors facilitate exercises that provide opportunities for experience, practice, reinforcement, and reflection.

The second method for teaching soft skills experientially is to use a coach in a workplace setting. On-the-job training work experience, internships, and work-study programs are all examples of teaching both hard (technical) and soft skills in the workplace in a manner that achieves optimal authenticity.

The third method is to alter aspects of the classroom setting where general education or hard skills are being taught to workforce entrants so that the classroom simulates the workplace.

<http://www.dol.gov/odep/documents/TeachingSoftSkills.pdf>

## WEBSITES AND RESOURCES

<http://dredf.org/wp-content/uploads/2012/09/FF-TransPlan.pdf>  
[http://www.worksupport.com/documents/vocational\\_options\\_project.pdf](http://www.worksupport.com/documents/vocational_options_project.pdf)

<http://www.schools.utah.gov/sars/Programs-Areas/Transition/AssessmentVocational.aspx>

## INDEPENDENT LIVING SKILLS



**Title:** Life Skills Checklists

**By:** Your Therapy Source

**Summary:** A collection of checklists and graphs to track progress towards life skill goals in Microsoft Excel and PDF format.

**Product Details:**

E-book - 18 pages

**LIST PRICE: \$8.99**

**Shipping: FREE** - once payment is made you will receive an email with a link to download the book. You will need Adobe Reader to open the book.

**Summary:**

The Life Skills Checklists help track progress towards routine life skills needed to succeed in the school, home and community. The checklists have been created in Microsoft Excel. When you record a score for each life skill, it automatically enters into the graph for a visual representation of progress. If you are using the document in PDF format you will have to hand write in the score and the graphing information. This is a great resource for tracking quarterly progress and establishing goals. The 14 life skills checklists include:

1. Dressing Skills
2. Personal Hygiene
3. Mealtime
4. Food Preparation
5. Chores
6. Safety Skills
7. School Routine
8. Before and After School Routine
9. Personal Health
10. Interpersonal
11. Transportation
12. Self Advocacy
13. Community Life Skills
14. Pre-Vocational

<http://yourtherapysource.com/lifeskillchecklists.html>

## Transition Plan Samples

Here are three examples provided by ISBE of a comprehensive Transition Plan. The components of a Transition Plan are present, but the format is condensed to one graphic illustration instead of in the traditional Transition Plan format. These examples are still useful, nonetheless.

[Paulo](#) - Getting a job after high school

[Stefano](#) - Community college and getting a job

[Susie](#) - Getting a job after high school

<https://intra.wps60.org/transition/staff-development/43.html>