



Adult Transition

Newsletter for Teachers Working With Students 18-22
Educational Equity for All
August 2016

What is Self-Determination?

In plain English, **self-determination** is ...

- Knowing and believing in yourself
- Knowing what you want in the future AND making plans to achieve those goals
- Knowing and asking for the supports you need to achieve your goals

Components of Self-Determination

- **Choice making:** appropriately choosing between a finite number of choices
- **Problem-solving:** weigh pros & cons of potential actions, identify barriers to success
- **Decision making:** involves choosing between unlimited options
- **Goal setting and attainment:** ability to set appropriate goals for self and achieve the goals with actions
- **Self-regulation:** self-monitoring, self-evaluation, self-instruction, self-management (controlling own behavior by being aware of one's actions and providing feedback)
- **Self-advocacy:** have knowledge of self, knowledge of rights, communication skills, and leadership ability.
- **Self-awareness:** awareness of own individuality, strengths, and areas for improvement
- **Self-efficacy:** understanding that own actions have an impact – you are a causal agency in your life

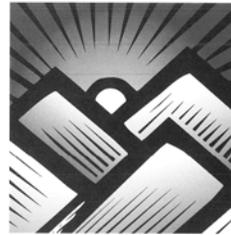
Career Ready Lesson Plans for Grades 6–12

These lessons were designed to assist Students who are interested in non-four year college options after high school. Starting in middle school, the Career Ready lessons contain work and career elements that correspond with the student High School and Beyond Plan's postsecondary options. Lessons around planning for the future with tools about financial literacy match with the other career guidance curriculum.

The Curriculum Map of lessons shows alignment, activities, and handouts. [Curriculum Map \(PDF\)](http://www.k12.wa.us/secondaryeducation/careercollegereadiness/CareerReady.aspx)

<http://www.k12.wa.us/secondaryeducation/careercollegereadiness/CareerReady.aspx>

EMPLOYMENT



Employment and Career Planning

The *National Standards for School Counseling Programs* specify three important areas of student career development.

Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Standard B. Students will employ strategies to achieve future career success and satisfaction.
Standard C. Students will understand the relationship between personal qualities, education and training, and the world of work.

http://www.swprep.org/UserFiles/Servers/Server_1204154/File/SASPC/Forms/Transition/Informal%20Assessments%20For%20Transition%20-%20Employment%20&%20Career%20Planning.pdf

Table 1 Career Planning Process—Student Outcomes

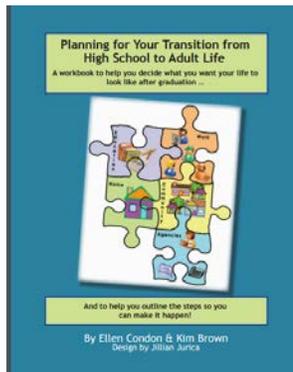
Grade Level	Student Outcomes
Elementary school students	Awareness of <ul style="list-style-type: none"> • their interests • career clusters • value of work • sources for information
Middle school students	Exploration of <ul style="list-style-type: none"> • more in-depth information about careers • their interests, abilities, and values • the relationship of coursework to occupations • job-shadowing experiences, mentors
High school students	Planning for <ul style="list-style-type: none"> • opportunities to fine-tune their interests, abilities, and work-related values • opportunities to enhance their employability skills • detailed career-information searches • opportunities for internships, apprenticeships, and paid employment

FEATURED IDEA OF THE MONTH

**I Want To Work!
I Know I Can!**



[http://www.catransitionalliance.org/docs/49-TransitionAllianceIWanttoWorkFall2015\[Recovered\]_1217201_5122424.pdf](http://www.catransitionalliance.org/docs/49-TransitionAllianceIWanttoWorkFall2015[Recovered]_1217201_5122424.pdf)



Planning for Your Transition from High School to Adult Life A workbook to help you decide what you want your life to look like after graduation ...

The purpose of this workbook is to help youth to take the lead in planning for their adult lives. The

workbook shares important information, encourages youth to begin thinking about life after high school, and offers ideas they can use to plan routes to reach their goals. This is not a workbook parents, educators or others should hand to young adults and ask them to complete on their own. Rather, it should be used as a guide for conversations, either one-to-one or in groups, between adults and between young people. The workbook includes suggested activities, but don't be limited to these - be creative!

<http://ruralinstitute.umt.edu/transition/articles/planningworkbook.pdf>

WEBSITES AND RESOURCES

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition_GO.pdf

http://www.fcps.edu/is/careertransition/tool_kit_sections/activities.pdf

<http://www.dlc-ma.org/manual/additional%20resources/05-cooperative%20list%20of%20transition%20services.pdf>



Teach Soft Skills Curriculum with Bad Examples

#1: Customer Service Telephone Skills—Identifying The Problem

#2: Dressing For Success—Proper Business Attire

#3: Positive Branding On Social Media—Facebook Communication

<http://blog.aeseducation.com/2014/06/soft-skills-curriculum-use-bad-examples/>

INDEPENDENT LIVING SKILLS

5 Key Skills for Independent Living

By Victoria Scanlan Stefanakos

As teens with learning and attention issues get older, there's a lot that parents (and schools) can do to help develop the skills needed for independent living. You can help build your child's independence by encouraging good habits. Here are five key skill areas to work on with your child.

Managing Money

- Manage a monthly budget covering regular expenses.
- Pay bills.
- Write checks, make withdrawals and balance a checking account.

Maintaining Living Space

- Manage basic household chores such as cooking, laundry and cleaning.
- Use household cleaners properly to avoid damaging clothes or furniture.
- Contact utility services, such as electric, gas and cable suppliers.
- Get help for basic household emergencies, such as calling a plumber to fix a burst pipe.
- Use and maintain a fire extinguisher and smoke detector.
- Know how to contact the landlord and understand this person's role is to coordinate maintenance, not to do minor things like change light bulbs.

Personal Care

- Practice good personal hygiene, such as taking a shower and brushing teeth regularly.
- Take part in activities to stay physically fit such as joining a community softball team or even just taking a daily walk.
- Understand the dangers of smoking, drugs, alcohol and abusive behaviors.
- Know when to seek medical care and how and when to take medication.

Food Preparation

- Understand the importance of good nutrition, including making healthy food choices.
- Prepare and store food safely.
- Plan meals in advance so he has food available at home when he's hungry.
- Shop for groceries, including buying items that will last a few days or longer.
- Budget for food costs.

Caring for Clothing

- Know how to do laundry.
- Read fabric care labels and recognize which clothes require dry cleaning.
- Use an iron safely.
- Buy clothes that are easy to wash and dry.

<https://www.understood.org/en/school-learning/choosing-starting-school/leaving-high-school/5-key-skills-for-independent-living>