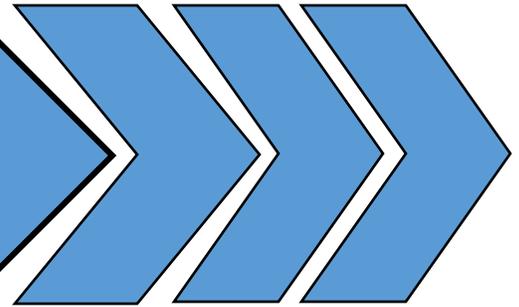




Adult Transition

A Newsletter for Teachers Working With High School and Transition Age Students 18-22
Educational Equity for All
June 2018



Parenting Today Facebook Page is now hosting "Adulting Classes"

Find out more at:
<https://www.facebook.com/ParentingTodayattn/videos/164360821046517/?t=1>

EMPLOYMENT



What Is Customized Employment?

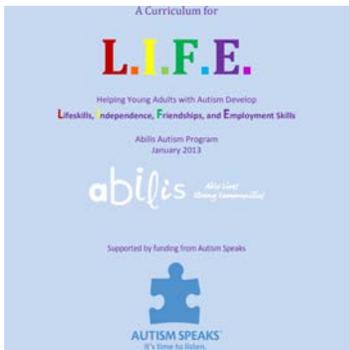
Customized employment is a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer. Customized Employment utilizes an individualized approach to employment planning and job development — one person at a time . . . one employer at a time.

Customized employment will often take the form of:

- **Task reassignment:** Some of the job tasks of incumbent workers are reassigned to a new employee. This reassignment allows the incumbent worker to focus on the critical functions of his/her job (i.e., primary job responsibilities) and complete more of the central work of the job. Task reassignment typically takes the form of job creation, whereby a new job description is negotiated based on current, unmet workplace needs.
- **Job carving:** An existing job description is modified — containing one or more, but not all, of the tasks from the original job description.
- **Job sharing:** Two or more people share the tasks and responsibilities of a job based on each other's strengths.

Less common is self-employment as a form of Customized Employment. Self-employment allows for an individual to receive assistance in the creation of an independently owned small business (typically a micro enterprise, under five employees) based on the strengths and dreams of an individual and the unmet needs of a local market while incorporating the individualized planning and support strategies needed for success.

<https://www.dol.gov/odep/categories/workforce/CustomizedEmployment/what/>



L.I.F.E. Helping Young Adults with Autism Develop Lifeskills, Independence, Friendships, and Employment Skills

Abilis L.I.F.E. is a comprehensive transition program, designed to prepare young adults with autism (aged 18-24) for increased independence in adult life.

L.I.F.E. Goals: the primary curriculum components : Every activity in the Abilis L.I.F.E. weekly schedule is designed to target one of our primary curriculum components. These curriculum pieces help our students to meet the goals of increased independence in adult life. Adults with Autism and ASD are more likely to achieve independence in their lives when they are able to develop these skills. The major curriculum components are: Independence, Self-Awareness, Self-Advocacy, Social Interaction, and Communication

https://www.autismspeaks.org/sites/default/files/abilis_life_curriculum.pdf

FEATURED IDEA OF THE MONTH

Daily End Of Day Notebook For High School/Transition



Daily End Of Day
Notebook with Visuals
High School Transition
Special Education.

FREE
Digital Download
<https://goo.gl/oGFRSq>

WEBSITES AND RESOURCES

<https://goo.gl/VU5Xu9>
<https://goo.gl/YgR3Lb>
<https://goo.gl/DzpPCT>



INDEPENDENT LIVING SKILLS



Aligning Life Skills to
Academics Program

A skills-based curriculum with 650 short lesson plans and worksheets which can be incorporated into general education curricula

<https://www.attainmentcompany.com/aligning-life-skills>



Adult Low-Level Literacy Curriculum Modules

Use the new curriculum modules with your low-level literacy learners, including those with intellectual disabilities, in programs for Adult Basic Education, Special Education and Rehabilitation, and Workforce Learning!

NEW Low-Level Literacy ABE Curriculum

- Free, unlimited access
- Ten easy-to-use theme-based curriculum modules
- Increase community participation and employment preparation
- Help youth and adults transition to community and postsecondary settings

Highlights

- Field-based modules follow the principles of Universal Design for Learning (UDL)
- Lessons at multiple levels ([CASAS Skill Levels A, AA, AAA, and AAAA](#))
- Learning plans linked to CASAS [Competencies](#) and [Content Standards](#)
- Both informal and formal standardized CASAS assessment evidence
- Special features and strategies to meet individual differences — alternate formats, metacognitive skills, self-determination skills, and community infusion

<https://goo.gl/hzd5oj>

TRAINING



Teaching Soft Skills
Through Workplace
Simulations in
Classroom Settings

Soft skills are behaviors that must be internalized as a Natural aspect of a person's repertoire of social skills and Character attributes. Embedding within new workforce Entrants the capacity to behave appropriately requires Opportunities to experience and practice each new skill Until they are well within each worker's comfort zone.
<https://www.dol.gov/odep/documents/teachingsoftskills.pdf>



Rotation Description: Social Skills curriculum map

I have divided my students into 2 groups. My first group are those students that are low verbal/verbal and can read and write to some extent. The curriculum map as it is written is geared towards them. I use a variety of resources for each week. The rotation is about 15 minutes. I do social stories, social scripts, videos, modeling, and hands on practice, although not all in the same class, just whatever fits well for the topic we are discussing.

My second group are mostly non verbal/low verbal and use communication devices or PECS to communicate. Their skills are at a basic level. I use a lot more social stories and practice for this group and we might skip a lesson that the other group is working on and concentrate more deeply on one topic, or take more time to practice. We will use the communication devices more when working on friendship or communication. But we cover the same monthly topic as the other group.

SEPTEMBER- Social Skills in the Classroom

Classroom rules/whole body listening/using a quiet voice
Emergency drills- what to do, practice
Expected and unexpected behavior

OCTOBER- Social Skills in the Community

Expected and unexpected behavior
Rules and signs
Eating out, handling money
Personal safety

NOVEMBER-Feelings

Identifying own emotions /Expressing emotions
Recognizing others' emotions /Facial expressions / body language
Positive and negative emotions/making good choices
Dealing with Anxiety/Frustration/Anger-breathing, etc.

DECEMBER- Circles

Circles curriculum- how to talk, trust, and touch others,
Public versus private, etc.

<https://goo.gl/MjBqwK>