



# Adult Transition

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

November 2015

## TEACHING TIPS AND TRICKS-



### Role Play & the Telephone



1. Calling 911
2. Calling in sick
3. Making appointments
4. Taking messages
5. Basic phone etiquette

<http://empoweredbythem.blogspot.com/2014/12/role-play-telephone.html>

## EDUCATION

(Two Year or Four Year College Degree)

**Common difficulties faced by some college students with disabilities.**

### ORGANIZATION AND STUDY SKILLS

1. Time management difficulties
2. Slow starting and completing tasks
3. Difficulty remembering information
4. Difficulty following oral and/or written directions
5. Difficulty with organization
6. Short attention span
7. Difficulty focusing
8. Inefficiently using reference materials

## EMPLOYMENT

### Work-Based Learning and Future Employment for Youth: A Guide for Parents and Guardians

*By Meredith Gramlich, Kelli Crane, Kris Peterson, and Pam Stenhjem*

### Challenges and Strategies for Successful Work-Based Learning Experiences

Research has demonstrated that work-based learning is one of the best ways to improve outcomes for youth with disabilities in secondary education (Hughes, Moore, & Bailey, 1999). Youth who participate in such experiences have the opportunity to receive more individual guidance and support that will prepare them for successful adult employment.

### Challenge

Students do not see or understand a clear connection between what they are learning in school and expectations on the job.

### Strategy for Success

A connection needs to be made between work experiences, appropriate work behavior, and student learning. Work-based learning offers young people meaningful hands-on learning opportunities by connecting classroom learning with work experience. This kind of learning opportunity can help a young person make better career decisions, select more appropriate courses of study, and develop job skills relevant to future employment. Through combined work and study experiences, students can enhance their academic knowledge, strengthen work skills, and increase their understanding of the workplace, achieving both personal development and professional preparation.

<http://ncset.org/publications/viewdesc.asp?id=1222>

## Transition Coalition Self-Study



<http://transitioncoalition.org/blog/transition-coalition-self-study/>

The Transition Coalition Self-Study is designed to support district or building teams to learn and make meaningful and incremental improvement in their secondary special education programs.

## TRAINING

### S.P.E.C.I.A.L. Introductions: Teaching Soft Skills to Our Students

In the first seven seconds you meet someone . . .

**S – Shake hands:** Not too hard (you might break a hand), not too soft (no one wants a floppy fish), and certainly do not shake the fingers. Instead, interlock the webs between the thumb and index finger and clasp.

**P – Posture:** Stand up straight, shoulders back, chest out. People believe that a person standing tall is more confident and aware (Fast 1970).

**E – Eye contact:** Look into the eyes of the person you are meeting the entire time you approach and shake hands (this takes practice).

**C – Charm:** Smile, raise an eyebrow, use a head nod. These are small actions that express interest and charisma.

**I – Introduce yourself:** People like to know your name, a simple “Hi, I’m [your name]” is a great icebreaker.

**A – Ask a question:** “How are you?”, “What brings you here?”, “Don’t you hate this snow?” are crucial to beginning a conversation and show interest in your unknown companion.

**L – Lean in & Listen:** Do not lean in too much. Personal space may be invaded and the first six things you did will wash away. A slight lean in from a couple feet away shows interest and helps you listen to the speaker and respond appropriately.



### Levels of Vocational Assessment

There are three types of vocational assessments that you need to understand as special educators (Pierangelo and Crane, 1997). A Level I vocational assessment is administered at the beginning of a student’s transitional process, and is based on the child’s abilities, expressed interests, and needs. This Level I assessment may include a review of existing school information and the conduct of informal interviews. A Level II vocational assessment usually includes the administration of one or more formal vocational evaluations. A Level III vocational assessment usually involves the analysis of a child’s success in a real or simulated work setting.

## WEBSITES AND RESOURCES

<http://www.slideshare.net/kgay228/26-soft-skills-training-for-job-readiness>

<http://training.simplicable.com/training/new/87-soft-skills>

<http://www.skillsyouneed.com/general/soft-skills.html>

## INDEPENDENT LIVING SKILLS

### *Skills required for traveling independently*

Experienced travel trainers agree that simply teaching students to follow a route is not enough to ensure safe travel. A quality travel training program will require students to demonstrate certain skills before travel training in real life situations begins and will require students to practice certain skills with 100% consistency before they can be recommended for independent travel. For instance, Pierce Transit’s Training Program (2003) consists of four components:

1. General Instruction – basic orientation to the mechanics of the bus system, fare structure, reading a schedule, calling a Customer Service Representative for a trip plan, and one-on-one training for specific trips.
2. Group Orientation – basic orientation to the mechanics of the bus system, fare structure, reading a schedule, calling a Customer Service Representative for a trip plan in a group setting.
3. Mobility Training – teaches participant to utilize the fixed route system with a mobility device
4. Destination Training – a participant is trained to travel to specific destinations gaining the knowledge to use the fixed route system for some or all of their needs.

Before being allowed to enter travel training, students should possess three general skills. These are:

1. An awareness of personal space, meaning a clear idea of where their personal space ends and that of others begins.
2. An awareness of their environment.
3. The ability to recognize and respond to danger.

Before being allowed to travel independently, students should demonstrate a number of other skills. Specifically, they should be able to:

- cross streets safely, with and without traffic signals
- board the correct bus or subway
- recognize and disembark at the correct destination
- make decisions
- initiate actions
- recognize the need for assistance and request help from an appropriate source
- follow directions
- recognize and avoid dangerous situations and obstacles
- maintain appropriate behavior
- handle unexpected situations, such as re-routed buses or subways, or getting lost
- deal appropriately with strangers