



Adult Transition

A Newsletter for Teachers Working With High School and Transition Age Students 18-22
Educational Equity for All
June 2020

Life Skills: Grocery Shopping

Everyone needs to buy groceries so we need to teach our students how to shop.

Sample student goals:

- Only buy things on the list (this is good goal for me too!). I always have a shopping list so when a student wants something, I can refer to the list and say, “we’re only buying things on our list today.”
- Older students can practice the entire checkout process – waiting for the total, paying with cash or card, waiting for change and receipt, and returning items to purse/wallet.

Reasons to shop:

- Do you cook in your classroom? Make an entire life skills unit including reading the recipe, creating a shopping list, shopping for ingredients, and finally cooking!
- My school hosts a food drive every Thanksgiving season. The entire month of October, I would take all of our classes shopping to buy food for the local food pantry. Easy shopping and a way for students to serve their community!
- If there is a holiday party coming up, you can plan and shop for a classroom party. Let students be the party planners and create a menu!

Classroom practice/extension:

- Set up a classroom grocery store – students can choose items, determine prices and pay with pretend money.
- Create work tasks with store ads and coupon flyers. Students can read and write down prices, add up savings, check expiration dates or match coupons to the correct food.
- Use a website like All Recipes to search for a favorite recipe and create a grocery list. Bonus points if you really shop and make the food!
- Practice a range of skills like shopping from a list, reading a receipt, finding store information and finding food in aisles with these grocery store worksheets. These are no prep and include multiple levels to meet the needs of your classroom.

<https://autismworktasks.com/>

EMPLOYMENT

Introduction to Customized Employment

Learn about customized employment for individuals with disabilities. This approach to employment offers an individualized approach to integrated employment through the use of person-centered practices. This workshop addresses finding work that fits the young adult’s skills, interests, and needs.

<https://www.pacer.org/livestream/archive.asp>

TRAINING

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

I have derived an “action” list for the first seven seconds you meet someone, and designated it as S.P.E.C.I.A.L.

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.

t.ly/XQID

FEATURED IDEA OF THE MONTH



Teach Functional Life Skills

If you want to try a FREE sample of the laundry section, [click here.](#)

Teach students about household chores through differentiated ELA lessons, math lessons and visuals including reading comprehension, word work, sequencing, and math reasoning. t.ly/T66r



Elementary, Middle, and High School Level Curricula — All Free Now and Forever.

The Overcoming Obstacles life skills curriculum is organized into elementary, middle, and high school levels, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting.

Through lessons, activities, and role-playing, your students will learn valuable skills and discover how they are relevant to their lives. Because of its modular format, you can either choose to teach the curriculum from beginning to end or select specific lessons that best meet the needs of your students.

In addition to the three levels of the curriculum, Overcoming Obstacles also provides additional resources including life skills lessons for remote learning, training guides, standards alignments, peer mentoring materials, pre and post surveys, and lessons parents can teach at home. The entire curriculum is available in Spanish, French, and English, and the student activity sheets have been translated into 20 languages.

Overcoming Obstacles Life Skills Lessons for Remote Learning contains brief and engaging activities secondary school students can do while learning from home.

<https://www.overcomingobstacles.org/curriculum/>



[Transition Services For Students With Disabilities](#)

For more information on #TransitionServices for students with disabilities, log into the Texas OnCourse Academy. Look for the module under Specialties > Transition Advising > Module 1. <https://texasoncourse.org/tools/texas-oncourse-academy/>

WEBSITES AND RESOURCES

<https://www.missluluspecial.com/2018/01/free-transition-resources-for-special.html>

<https://do2learn.com/organizationtools/SocialSkillsToolbox/index.htm>
t.ly/oiST

INDEPENDENT LIVING SKILLS



<https://veryspecialtales.com/life-skills-training-autism-independent-living-skills/>

15 FUNCTIONAL CENTERS For Students with INTELLECTUAL DISABILITIES



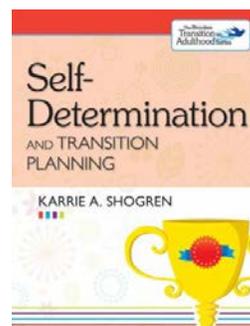
Functional Centers for Students with Autism & Intellectual Disabilities

On the Noodle Nook Podcast today, we talk about functional centers for students with Autism and Intellectual Disabilities. Emily asks:

How and what functional skills should I teach to my self-contained high school class of 20 students with intellectual disabilities?



<http://www.noodlenook.net/centers-for-functional-skills-in-high-school/>



tdsb
Toronto District School Board

Self-determination and transition planning

<https://tdsb.insignails.com/Library/>

[Free Life Skills File Folder Activities for Special Education - Adapting for Autism](#)

Free Life Skills File Folder Activities for the independent work station in special education classrooms. Practice life skills for community integration! t.ly/8hEG