

# Adulthood, Here I Come!

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Don't let fear stop you- use it

Forget Everything And Run or

Face Everything And Rise



**The Choice is Yours!**

# Authentic Learning in the Community

- Plan for your intended outcome
- Match outcomes to student goals & transition plans
- Be realistic
- Always be learning
- But, don't forget to have fun!

# Community Living

- Life Centered Education Transition Curriculum from Council for Exceptional Children
  - Supplemented with Unique Learning Curriculum-Transition Level
  - Teacher-created Activities
- 3 Hour Block of Time, AATA Busses run outside the school
  - Enough time to travel, change busses if needed, do 30-40 minute activity, and return

# Community Living

- Flexible within the High School setting if trip needs to happen earlier than class
- Students with variety of disabilities ALL travel (CI/ASD/SXI/PI/OHI)
- Broken into 3 classrooms based on grade level & functional level

# Community Living

- Our Purpose:
  - Authentic Learning Experiences
  - Functional and Transferable
  - Give Reason to Academic Tasks
  - Help Students & Families Ease Into Young Adult Programming

# Community Living

- ALL Students can do this!
  - Part of student's program, not a reward that can be taken away due to behavior challenges
  - Scaffolds learning adult skills while still receiving support
  - Peer Learning Opportunities within Classroom
  - Ancillary Services often can participate and work on goals in a realistic setting in addition to the therapy room

# Have to learn to walk before we run (or ride the bus)

This may or may not be what the first few (or everytime) I teach students to safely walk on the sidewalk outside.





# Travel Training Stage 1 (for the Teacher)

- Remember it's ok to be scared- Pretend you know what you are doing until you do
- Get permission and support for Principal/Building Administration to leave the campus
  - Find out if you can have a blanket slip for a certain amount of time or if it needs to be for every trip
  - Give permission slips to students
  - Make 4 copies- I take 1 copy in my travel bag, have a scanned copy on my phone, 1 copy to my social worker/plan B pick-up person, and the original in the student's Special Ed file in the building

# Travel Training Stage 1 (for the Teacher)

- Look at resources- How does the community get from place to place, which will tell you what type of travel your students need to learn about
- Know your class when you plan out travel training
  - mobility challenges, behavioral challenges, medically fragile students, weather
- Determine what type of travel training you need to do
  - First time travelers? Veteran Travelers? New Staff?
- Start making back-up plans

# Stage 1 Lesson Plans in My Room

Monday: Discuss, Model, Exit/Enter the building. Trip: Walk around the outside of building in small groups. Students will demonstrate street crossing in the parking lot. (Time: 20-30 min)

Tuesday: Discuss, Model, Exit/Enter the building. Trip: Walk around the outside of building in small groups. Students will demonstrate street crossing in the parking lot. (Time: 20-30 min)

# Stage 1 Lesson Plans in My Room

Wednesday: Resource Officer visits-reviews staying safe in community. Give directions to walk on sidewalk down to elementary school. Students will demonstrate street crossing in the parking lot, driveways. (Time: 30 min)

Thursday: Teacher reviews staying safe in community. Give directions to walk on sidewalk down to elementary school. Students will demonstrate street crossing in the parking lot, driveways. Cross at light x2 when walking back (Time: 30-40 min)

# Stage 1 Lesson Plans in My Room

Friday: Teacher reviews staying safe in community. Give directions to walk on sidewalk down to elementary school. Students will demonstrate street crossing in the parking lot, driveways. Cross at light x2 when walking back (Time: 30-40 min)

# Travel Training Stage 1 (for the Student)

- Start Small
  - Make sure students can safely walk in public, cross the street at a light, understand what to do when there is no sidewalk, and how to access help while out in the community
- It doesn't have to be perfect- Just Safe!
- Learn and Practice Reading Public Transportation Schedules
- Have the tools you need to travel (Bus Card, School ID, Appropriate Clothing Shoes, etc)

# The Bus, the Bus, Here Comes the Bus! (Stage 2)

- Know the routes to get you to places
  - Even if the goal is the students to know what time the bus comes-know yourself first
- Google Maps (or an equivalent) is your best friend
- If the local bus has an app- it is worth getting it
- Plan trips with a specific activity and objective in mind
  - If students have too much free time or time to wander around then poor choices and bad behavior are a possible outcome
- Enjoy watching your students grow and learn

## The Bus, the Bus, Here Comes the Bus! (Stage 2)

- Be very clear about behavior expectations with students and staff before leaving the school
- Have multiple ways to communicate back with the school
- Let someone else know where you are going, how you are getting there, and when you will be back
  - Shared Google Calendar, etc
- The more you do this, the more comfortable it is for everyone.

And all of a sudden (or several months later) you may look around and see your student doing a task that you may not have expected them to be able to do



# Stage 2 Lesson Plans in My Room

Destination: Grocery Store

Objective: Cooking on Friday- Mini Pizzas

To Do Checklist:

- Create Recipe Guide, Symbolized
- Create Shopping List, Have blank ready for students
- Check Weather
- Check Bus Routes/Times

## Stage 2 Lesson Plans in My Room

Wednesday: Plan Ingredients, Search for prices online/create budget

Thursday: Buy Groceries/Trip to Kroger

Friday: Cooking Day

## Places We Go...

Kroger, Walmart, Meijer, Home Depot, Lowes, Target, Jo-Ann Fabrics, McDonalds, Tim Hortons, Dunkin Donuts, Downtown Ypsilanti, Downtown Ann Arbor, Libraries, Banks, Post Offices, Chamber of Commerce, Briarwood Mall and more

# Remember those Back-Up Plans...

- Have and SHARE those with staff and the school
- Clear, consistent expectations for each student
- Have a person at the school who will come and pick up a student and bring them back to the school
- Use social stories, learning moments to help teach positive strategies

# Remember those Back-Up Plans...

- I also utilize my school resource officer to talk to my students BEFOREHAND, and AFTERWARD
  - Behavior (yelling, screaming, meltdowns)
  - Stealing
  - Running in the Street/Unsafe Behavior/Running from the group
  - Getting Lost
  - Strangers/Unfamiliar People

# Remember those Back-Up Plans...

- Communication Challenges
  - Paper boards if using technology
  - Have appropriate cases to travel
- Consistently Late Bus
  - Set a timer for the time plus 3-5 minutes



All my communication iPads are in  
Otterboxes/Rugged Cases & Labeled  
with School Information

# Realistic Employment/Student Internships

- Look at students capabilities, transitional goals
- Classroom Jobs, School-Based Internships, or Internships Outside the School?
  - Based on students skills, independence/support available
  - Transportation options for Internships outside the school
- Have way to measure progress
  - Time Sheets
  - Employee/Employer Feedback Survey

# The Fine Print...

- Do realistic transition plans, and include community experiences as part of it
- Not everyone is ready to travel/have experiences everyday, all day
  - Tailor to student's needs
- Tie what you are doing in with the family's desires for their student
  - ex: Family will be opening small business based on students interest in cooking, student internship can be working in school cafeteria learning cooking/baking skills



# What's after High School?

- Well, that depends on what the final piece of paper looks like...

MME  
Diploma

Special  
Education  
Ends

Can be a 504  
Student if  
choosing  
more  
education

Certificate of  
Completion

Young  
Adult  
Programs  
until age 26

Community  
College, if  
appropriate

# Plan Early, Plan Often

- The more challenging a student's needs are, the more options need to be available and known ahead of time
- Don't wait until 16 to plan for adulthood- start early, update often
- Know the capabilities of your student's and staff, and aim high

# Human Resources

- Connect With Your Local Branches for:
  - Community Mental Health
  - Michigan Rehabilitation Services
  - Centers for Independent Living
- In Washtenaw County, I travel train with PEAC
  - Programs to Educate All Cyclists
  - <http://www.bikeprogram.org/>
- Local ISD/RESA

# Educational Resources

I often use:

- Transition Resources from Gratiot-Isabella RESD (attached)
- Washtenaw County Transition Needs Assessment (attached)
- Casey Living Skills Daily Living Survey & Parent Assessment
- Life Centered Education Curriculum Transition Assessment
- Symbol-Based Transition Survey (TeachersPayTeachers)
- MyNextMove.Org