

Grade Level Transition Activities

Community Based Instruction (CBI)

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

Instruction

ACTIVITIES: Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum, Life Skills (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
 - participate in IEP meeting by clearly expressing preferences in school, social or work situations
 - participate in IEP meeting by expressing personal strengths, hurdles and/pr career interests
 - participate in IEP process by developing, implementing and sharing a personal transition plan including post-school options and agency support
 - express ideas and feelings, listen and appropriately interact with peers, supervisors and community members
2. Student will gain career skills. Student will be able to...
 - orally recall personal data including complete name, home address and phone number
 - write full name in signature form
 - with assistance, complete forms or applications accurately demonstrate skills in simple cooking and shopping by...
 - identify and demonstrate an understanding of community signs such as a stop sign, restroom, telephone, etc.
 - demonstrate understanding of appropriate behaviors in various community setting such as...
3. Student will become aware in various careers. Student will be able to...
 - participate in field trips, career fairs and/or agency fairs
 - develop independent work skills at a training site
 - locate and independently travel to various community sites such as...
 - identify and utilize various community support agencies, businesses and/or resources

Community Experience and Post School Living

ACTIVITIES: Select #1 “Develop awareness of community services and employment options.”

Services to Support the ACTIVITIES: Utilizing the Learn to Earn Curriculum, Life Skills (or other transitional materials). Student will be able to...

- participate in hobbies and chores such as...
- participate in social/recreational activities such as... (bowling, etc.)
- participate in after school activities such as... (sports, clubs, etc.)
- identify “community helpers” versus strangers
- walk to nearby community sites (such as market, post office) with family
- locate and utilize local public transportation
- participate in field trips and/or career fairs
- with family support, identify preferences for post-school options and post school living choices at an agency fair or in the community

- with family support, identify, apply and utilize support agencies, resources and post-school living options in school and community
- with family support, identify and tour appropriate post-school programs
- with family support, participate in community volunteer activities
- participate in a supported employment work based learning experience

Post School Education and Employment

OUTCOMES: Select all possible outcomes for each student.

Services to Support the OUTCOMES: Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
 - participate in IEP meeting by communicating preferences with “yes” or “no”
 - communicate with adults using head gestures such as nodding for “yes” and shaking for “no”
 - clearly express preference in a school, social or work situation actively participate in their IEP meeting by...

2. Student will gain career skills. Student will be able to...
 - orally recall personal data including name, home address and phone number
 - write full name in signature form
 - identify and label coins and bills by name and numerical value
 - recognize numbers and signs to the restroom and offices at school
 - identify and demonstrate an understanding of community signs such as a stop sign, restroom, telephone, etc.
 - demonstrate skills in simple cooking and shopping
 - work steadily when given and repetitive task
 - increase a one task assignment to learn a two to three step task
 - acquire 2-4 independent work skills at school

3. Student will become aware of various careers. Student will be able to...
 - participate in field trips, career fair and/or an agency fair
 - perform situational assessment at a training site
 - work at a designated site at school (cafeteria, library, bookroom, etc.)
 - develop independent work skills at a training site
 - work with supervision at a supportive employment site

*Adapted from

Grade Level Competencies: Transition to Adult Living
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