***Adult Transition***

***IDEA 2004*** defines transition services as a coordinated set of activities for a student with a disability that:

* is designed to be a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to postschool activities
* is based on the individual student’s needs, considering the student’s strengths, preferences, and interests
* must be incorporated into the student’s IEP beginning not later than the first IEP in effect when the student is

16 and must be updated annually

* requires schools to develop postsecondary goals in the areas of:

• Education or Training

• Employment

• Independent Living (where appropriate)

***Our Program***

***The instructional focus of the classroom:***

I have selected four focus areas that are addressed in the Individual Transition Plan as part of the IEP. I want to build a program that allows our students to become contributing members of the community.

1. Build independence in the areas of adult transition: Employment, Training, Independent Living Skills, and Social Skills.
2. Provide real life relevant experience in community
3. Teach work skills in preparation for employment
4. Explore career opportunities

## TANA DONAGHY, ED​.D

Hello, I am the Adult Transition Teacher here at Chino High School. We are a brand-new program at Chino High, in our 4th year.

We are excited to offer this functional focused life skills class for students 18-22 with moderate to severe disabilities.

I bring over 25 years of experience in special education and state Special Education experience designing curriculum for this population.

I have a dedicated staff that bring a wealth of experience. Our Administration is extremely supportive and truly believe in our mission to help our students become as independent as possible while making them into, contributing, participatory members of our community

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CHINO ADULT TRANSITION

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We are here to create independent, contributing, participatory members of our community.

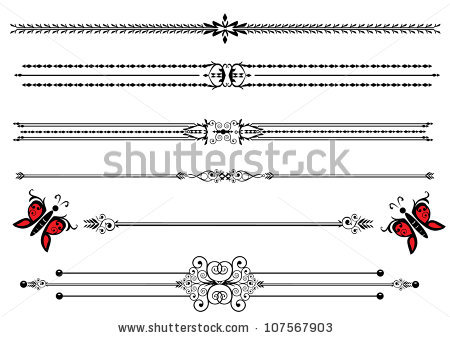
Ms. Tana Donaghy Ed.D

Adult Transition Teacher

Chino High School

***Independent Living Skills*** consists of the tasks and functions people perform, in accordance with their abilities, in order to lead their lives with as much independence as possible. Independent living skills encompass many skill areas including, but not limited to, personal care (dressing, grooming, and hygiene), food preparation, clothing management (laundry, sorting, identification), money management, personal organization (materials and time management), and household maintenance.

* Food & Nutrition
* Basic Hygiene
* Housekeeping:
* Laundry, Sweeping, Dishes
* Using Money
* Consumer Shopping
* Safety
* Time Management



***Job Training Skills*** consist of those skills need to get and keep the job. These are often referred to as “Soft Skills”. Job Training Skills encompass many skill areas including but not limited to:

* Interviewing for a job
* Job Etiquette
* Resume
* Job Vocabulary
* Minimum Wage
* Paycheck
* Reading Pay Stubs
* Completing a Job Application
* Acceptable Work Behavior: Attendance,
* Attitude, Career Goals
* Looking Professional
* Expectations on the Job
* Looking for a job

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***Employment Skills*** consist of learning skills from a wide range of industries. We practice skills related to specific industrial clusters.

* Retail

* + Stocking
  + Cashier
* Production Tasks
  + Assembly
  + Packaging

A young child using a sewing machine

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* + Sorting
* Clerical Tasks
  + Address envelops
  + Shred Papers
  + Staple
  + Label File Folders
  + Collate Papers
* Hospitality
  + Restaurant
  + Hotel



***Work Experience***

***Department of Rehab-Workability/ Volunteer Experience***

3 Hours week / Paycheck

* Bowlium
* Rebel Ranch
* Priceless Pets

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***Community Based Training Skills***

Our program for CBI is based in part on the Stepping Out Curriculum. Stepping Out is initiated in the classroom where many pre-outing activities are rehearsed, but quickly progresses to the community where students will eventually live their lives.

*Academic Skills Aren’t Necessary*

Stepping Out is based on the concept that people don’t need academic skills to master basic life skills. People who can’t tell time can learn to

catch a bus. Individuals who can’t read a telephone book can learn to make a phone call. Nonreaders can use Stepping Out, the nonverbal can use it, everyone can use it. And by using it, they will all learn to become successful in accessing community activities and resources.

A few of the locations we visit include:

* Using Vending Machines
* Using Public Restrooms
* Crossing Streets
* Riding the Elevator and Escalator
* Using the Laundromat
* Riding a Bus (Travel Training)
* Riding a Commuter Train
* Shopping in Grocery Store
* Shopping in Department Store
* Shopping in Hardware Store
* Shopping in Pet Store
* Shopping in
* Dining in a Self-Service Restaurant
* Dining in a Table Service Restaurant
* Dining in a Fast-Food Restaurant
* Using the Bank
* Using Credit, Debit, and Gift Cards
* Using the Library
* Using a Post Office
* Using a Pharmacy
* Using a Florist

