

Community Collaborations: Providing Transition Opportunities for Students

2015 - 2016



Presentation Facilitators

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Program Specific Features ("The Continuum")

JOBS Job Opportunities in Business Situations

STRIVE Students Transitioning into Real world
Independence/Vocational Experiences

DIALS Daily Independent Adult Living Skills

ABLE Achievement through Basic Life Experiences

Program Specific Features (Entry Process)

- Student evaluated prior to placement based upon criteria:
 - Graduation/ Age out timeline
 - Course credit timeline
 - Post-secondary goal plan
 - Transition assessment(s) results

Program Specific Features (General Features)

- ✓ 5 hours, 5 days a week, from 8:30 am -1:30 pm
- ✓ Located at Highland High School
- ✓ Students attend 1st hour on their home campuses
- ✓ GPS vans are used for transporting students to and from HHS
- ✓ Students are transported back to their home campuses, or home after 1:30pm

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Students in Action -
JOBS Video

JOBS

Job Opportunities in Business Situations

Purpose

- To help the students transition out of high school into the adult world through work experiences
- JOBS is **not** an employment agency
- Students are required to work/volunteer for a minimum of 15 hours a week.

**GOOD
WORK
ETHIC**

Productive
Get the work done
Take Initiative

Cooperative
Team player
Respect others

Dedicated
Do more than is
required

Character
Honest
Trustworthy

Reliable
Show up for work
Promptly
Good Attendance

Potential Pre/Post Skill Sets

Entrance:

- Student has completed almost academic credits at home school
- Student is able to take care of personal needs including toileting and feeding
- Student is able to follow one step directions
- Student has demonstrated a desire to work

Exit:

- Student's are able to advocate for themselves
- Students have acquired employability skills
- Students have acquired time-management skills
- Students have developed an understanding of expectations in the workplace

Content Focus

- Soft Skills
- Planning and organizational skills
- Communication skills (listening, verbal and written)
- Teamwork
- Critical thinking and problem solving
- Decision making
- Interpersonal skills
- Self-Advocacy skills
- Personal Traits
- Professionalism (includes grooming and self-respect)
- Honesty and integrity
- Positive attitude, motivation and ability to learn
- Dependability and responsibility
- Adaptability and flexibility
- Ability to take constructive feedback
- Hard work and ethics

Content Focus

- Job/Career Readiness
- Writing a resume
- Completing a job application
- Interview Preparation
- Writing a thank-you note
- Understanding employer expectations
- JOB evaluations
- Job Fairs

Population

- The JOBS program services students with a wide range of disabilities - mild to moderate intellectual disabilities, individuals with Autism, Down Syndrome, Emotional Disabilities, Significant Learning Disabilities.
- The IEP team has determined a need for additional vocational training to complete their transition goals.

Achieving Content Focus

- Hands-on immersion in a variety of work placements
- Teacher generated lessons
- On the job training
- Job shadow
- Career mentoring

Community Partners

- Safeway
- Albertsons
- YMCA (daycare center)
- Greenfield Lakes Golf Course
- Arbor Rose Senior Care
- Culver's
- Banner Gateway Hospital Cafeteria
- Kohl's
- Mike's Sandwich Shop
- Krispy Kreme Doughnuts
- CVS Pharmacy
- Harbor Freight
- Sunrise Senior Care Facility
- GPS - Summer Custodians

Community Partners

- Earnhardt Buick GMC
- Saint Anne Church
- Cisco Financial
- GPS - Highland Park
- Bishop Storehouse
- Field House Restaurant
- Fry's Grocery
- Dollar Tree
- Tanning Salon
- Sparkle Pools
- S.E. Regional Library
- Farmhouse Restaurant
- Gilbert Senior Center
- Harkins Theatre
- Joe's BBQ
- Arbys

Community Partners

- GPS- ASL Interpreter
- GPS – Daily Food Cart – District
- Catalina Cleaners
- Mike’s Sandwich Shop
- Banner Gateway
- Gilbert Public Schools
- Greenfield Lakes Golf Course
- Gilbert Public Schools
 - District Office – Snack Cart, Shredding
 - Cafeteria help (10+ sites)
 - Custodial
 - Facilities Maintenance
 - American Sign Language
 - Library Assistants
- Arbor Rose Senior Care
- Earhardt Buick GMC
- Savers
- Silver Creek Memory Care
- St. Anne’s Church
- S.E. Regional Library
- Friends for Life Animal Shelter
- Holy Cross Church
- YMCA
- Petco
- Bishop Storehouse

Supporting Activities Through Fundraising

Integrated field experience/fundraising opportunity:

- District based food cart
- Catalina Cleaners - assemble hangers
- Tax credit donations

STRIVE

“Preparing for a future of active engagement with families and communities”

Purpose

- STRIVE is a secondary transition program that emphasizes a dual focus on the acquisition of a wide range of vocational features in conjunction with activities of daily living.

Potential Pre/Post Skill Sets

- Manages basic self-care needs
- Follows simple prompts with minimal support
- Copy from a provided model
- Communicate interests/preferences
- Desire to engage with vocational tasks
- Capable of functioning appropriately in community setting
- Engage in multi-step tasks with assistance
- Functional knowledge of interests/strengths/preferences
- Developed awareness of occupational features
- Effect appropriate decision making techniques
- Generation of a job acquisition features such as a resume and job application
- Functional awareness of interviewing expectations, questions, and procedures

Population

- The STRIVE program services students with a wide range of disabilities who are transitioning from the self-contained classrooms. These students generally have post-secondary goals to work or volunteer in a community setting with minimal assistance of a job coach. After successful completion of STRIVE, students will follow the transition continuum to the JOBS program.

Content Focus: Vocational Lab

- **Functional Academic:**

- Career Planning Process
- Job Acquisition Process
- Disability awareness
- Workplace Social Skills
- General workplace features
- Post secondary Educational Opportunities
- Technology use development

- **Functional Performance:**

- Career/site exploration
- Community job hunt
- Disability disclosure
- Continuing education exploration/site visits
- Field Experience
- Vocational Mentoring
- Virtual presentations

Content Focus: Daily Living Lab

- **Functional Academic:**

- Food preparation
- Personal economics
- Housekeeping
- Transportation
- Healthy Living
- Accessing Community Resources
- Personal Safety
- Relationships
- Community Engagement
- Self-advocacy

- **Functional Performance:**

- Planning/Preparing meals on site
- Budgeting/Purchasing necessities
- Community based healthy living activities
- Utilizing public transport
- Exploring community leisure activities
- Establishing relationships with community members

Achieving Content Focus

- Teacher generated curriculum (lab specific)
- Direct Instruction
- Cooperative learning
- Field Experience opportunities
- Coordinated planning of vocational/ daily living material to support concepts in tandem
- State generated curriculum
- Virtual software: Conover, MECCA, etc.
- PAES work boxes

Supporting Activities Through Fundraising

Integrated field experience/fundraising opportunities:

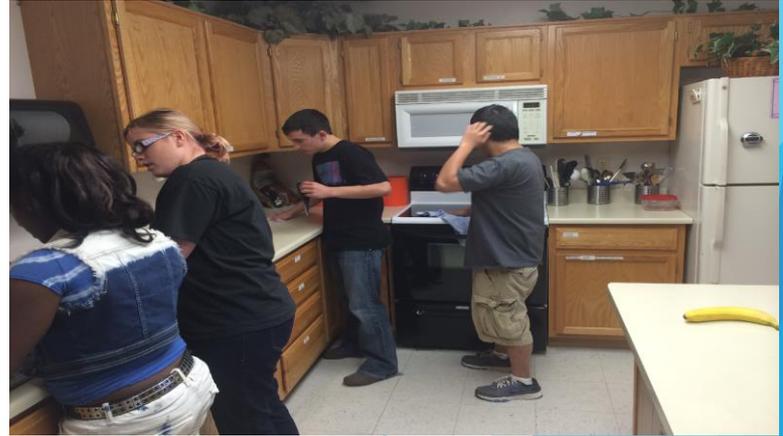
- Campus wide recycling redemption
- Campus wide muffin sales fundraiser

Community Partners

- Towne Meadows Elementary
 - Clerical
 - Custodial
 - Classroom Support
- Highland jr. High School
 - Clerical
 - Custodial
- Highland High School
 - Clerical
 - Custodial
 - Food Service
- Costco
 - Fundraiser support

Students in Action

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DIALS

Daily Independent Adult Living Skills

Purpose

DIALS is designed to provide students with the essential instruction and preparation in order to establish a functional level of independence in their post-secondary lives, as well as become active and contributing members within their home and community.

Population

The DIALS program primarily services students with mild intellectual disabilities or autism who are transitioning from the self-contained classrooms. These students generally have post-secondary goals to:

- Work part-time (paid or volunteer) in a community based setting either independently or with the assistance of a job coach.
- Access community resources in order to continue participation in recreational and community activities.
- Live independently or with support while financially contributing to their household and/or by completing adult living skills such as: menu planning, grocery shopping, food preparation, and home care/cleaning skills.

Potential Pre/Post Skill Sets

Entrance:

- ✓ Follow 1-2 step written or verbal directions
- ✓ Copy from a model
- ✓ Experience with adult living skills
- ✓ Financial awareness
- ✓ Display acceptable behavior in the community
- ✓ Independently manage personal needs
- ✓ Demonstrate basic self-advocacy skills

Exit:

- Students will establish a FUNCTIONAL level of independence in the focus areas.
- Students will increase their independence by completing various adult living skills, as well as participation in community engagement with minimal to no support.

Content Focus

- Communication Skills
- Self-Advocacy
- Safety Skills
- Health Advocacy and Nutrition
- Physical Fitness
- Personal Hygiene and Self Care
- Meal Planning
- Grocery Shopping
- Food Preparation
- Home Care and Cleaning
- Social / Behavioral Skills
- Leisure/ Recreation Skills
- Financial Management
- Post Secondary Option Exploration and Planning
- Community Participation
- Volunteering/ Community Service

Achieving Content Focus

- Daily lessons in the classroom setting
- Real life, hands-on experiences in the apartment setting
- Daily community based outings to various sites in the local Gilbert area, as well as the greater Phoenix area
- Volunteer/Vocational opportunities on campus, as well as in the community

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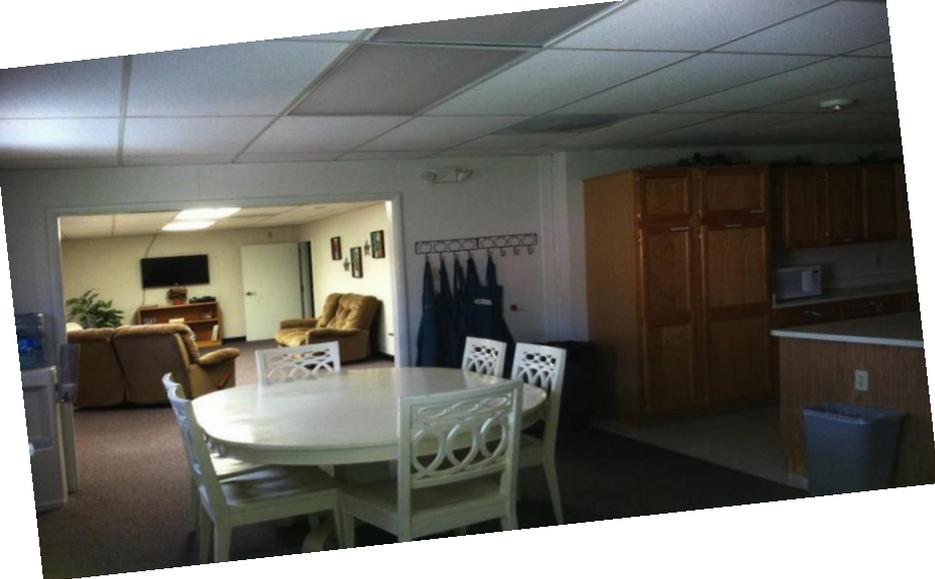
DIALS Program

Week at a Glance

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|---|
| Morning Focus 8:30-9:45 | Life Skills Lessons such as: Self-Advocacy, Safety Skills, Financial Management, Post-Secondary Planning | | | | |
| Daily Adult Living Skills Routines 9:45-11:30 | Food Preparation Clean Up Tasks Personal Hygiene Leisure Activity | Food Preparation Clean Up Tasks Personal Hygiene Leisure Activity | Food Preparation Clean Up Tasks Personal Hygiene Leisure Activity | Food Preparation Clean Up Tasks Personal Hygiene Leisure Activity | <ul style="list-style-type: none"> - Outings to explore community leisure activities / sites - Visit businesses and community resource agencies to explore employment and independent living facilities |
| Community Outings 11:30-1:00 | Grocery Shopping and Mid-First Bank | Recreation center/ local gym/ or park to exercise | Volunteer at local Food Bank | Southeast Regional Library or local bookstore | Eat in the community |
| Afternoon Focus 1:00-1:30 | Speech, Communication Skills or Agency Presentations | Apartment Cleaning | Outdoor Tasks (Campus Clean Up, Gardening, Yardwork Skills) | Meal Planning | Large group activity with ABLE class |

DIALS/ ABLE Environment

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Supporting Activities Through Fundraising

- Chick Fil-A
- Little Caesars Pizza
- Tax Credit Donations

Community Partners

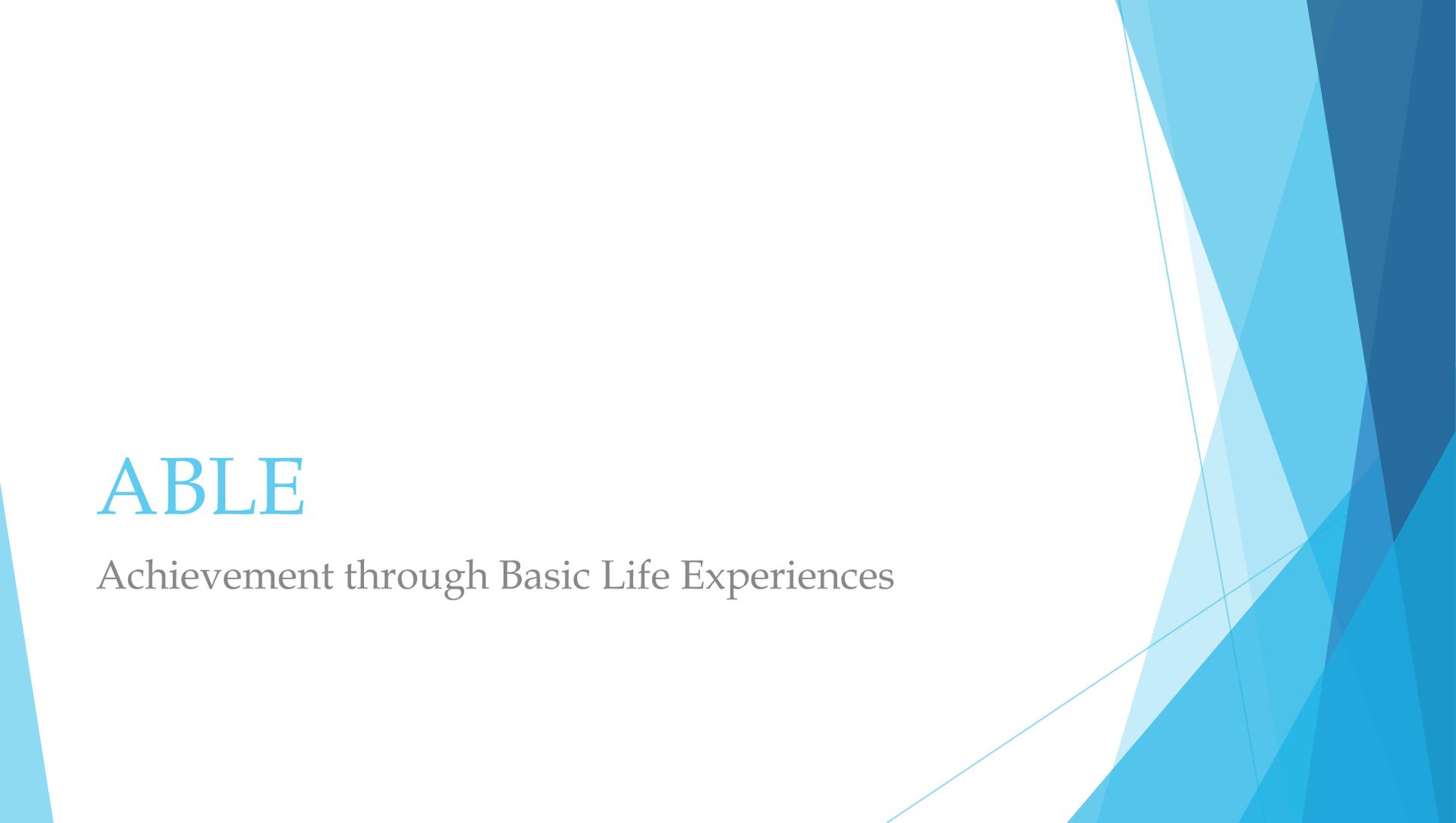
- United Food Bank of Mesa
- MidFirst Bank
- Freestone Recreation Center
- Lifetime Fitness
- Barbara Marriott - Zumba Instructor
- Rescue Pawtique - Animal Rescue/Adoption
- ABIL- Arizona Bridge to Independent Living

Students in Action

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ABLE

Achievement through Basic Life Experiences

Purpose

ABLE is designed to provide students with essential instruction and hands on experiences in order for them to establish an active, but supported level of independence in their post-secondary lives, as well as become involved and contributing members within their home and community.

Population

The ABLE program primarily services students with moderate intellectual disabilities or autism who are transitioning from the self contained classrooms. These students generally have post secondary goals such as to:

- Work or volunteer in a supported environment such as a center based work facility or in a group supported employment setting in the community.
- Attend an adult day program in order to continue participation in recreational activities, social events and community outings.
- Contribute to their household by completing basic life skills tasks such as simple food preparation, home care/cleaning, and/or personal hygiene/self care skills independently or with support.

Potential Pre/Post Skill Sets

Entrance:

Students are able to:

- ✓ Follow simple verbal or visual directions
- ✓ Make choices
- ✓ Comply with adult directions
- ✓ Transition within school and community settings
- ✓ Stay with the group during outings
- ✓ Manage self help and personal needs with minimal assistance
- ✓ Communicate basic wants and needs

Exit:

- Students will establish an ACTIVE, but SUPPORTED level of independence in the focus areas.
- Students will increase their independence by actively participating with support in various daily and adult living skills and community engagement

Content Focus

- Communication Skills
- Self-Advocacy
- Safety Skills
- Healthy Living
- Movement and Exercise
- Personal Hygiene and Self Care
- Meal Planning
- Grocery Shopping
- Basic Food Preparation
- Home Care and Cleaning
- Social / Behavioral Skills
- Leisure/ Recreation Skills
- Basic Banking and Money Skills
- Post Secondary Option Exploration and Planning
- Community Participation
- Vocational Skill Building
- Volunteering/ Community Service

Achieving Content Focus

- Daily lessons in the classroom setting
- Real life, hands-on experiences in the apartment setting
- On Campus vocational task practice in the OJT (On the Job Training) environments
- Daily community based outings to various sites in the local Gilbert area as well as the greater Phoenix areas
- Volunteer/Vocational opportunities on and off campus



ABLE Program

Week at a Glance

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|--|--|---|
| Morning Rotations 8:30-9:45 | Vocational Task Practice Movement/Exercise Life Skills Lessons Prepare for Outing | | * Lesson - Menu Planning | | |
| Community Outings 9:45-11:15 | Grocery Store Shopping and Bank as needed | Recreation center/ local gym/ or park to exercise | Volunteer at local Food Bank | Southeast Regional Library or local bookstore | - Outings to explore community leisure activities and sites - Visits to local Center Based Work Facilities, Day Programs or Resource Agencies |
| Daily Life Skills Routines 11:15-1:00 | Food Preparation Clean Up Tasks Personal Hygiene Leisure Activity | Food Preparation or Visit Lunchroom to Order and Eat Lunch Personal Hygiene Leisure Activity | Sack Lunch Personal Hygiene Leisure Activity | Food Prep. Clean Up Personal Hygiene Leisure Activity | Eat in the community |
| Afternoon Focus 1:00-1:30 | Speech, Social Skills or Agency Presentations | Arts and Crafts Activities or Music | Outdoor Tasks (Campus Clean Up, Gardening, Yardwork Skills) | Apartment Cleaning | Large group activity with DIALS class |

Supporting Activities Through Fundraising/Donations

- Chick Fil-A
- Little Caesar's Pizza
- Tax Credit Donations

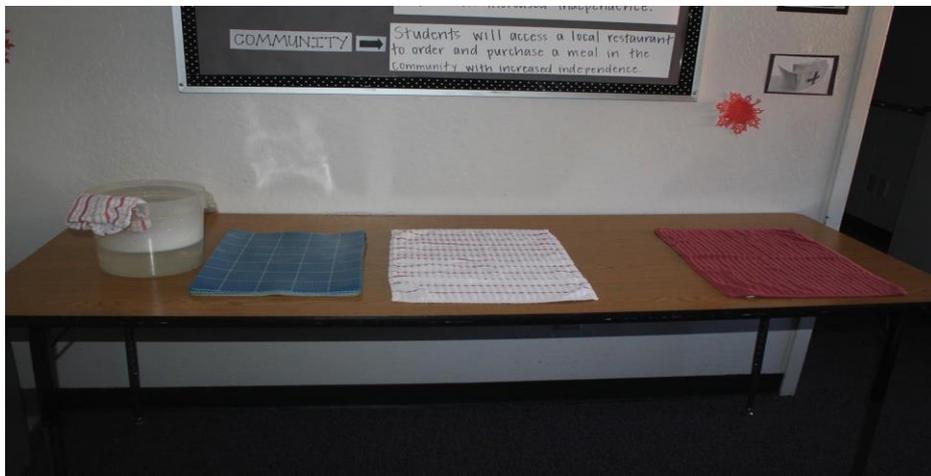
Community Partners

- United Food Bank of Mesa
- MidFirst Bank
- Freestone Recreation Center
- ABIL - Arizona Bridge to Independent Living
- Lifetime Fitness
- Barbara Marriott - Zumba Instructor
- Rescue Pawtique - Animal Rescue/Adoption

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Questions

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Shannon Snodgrass - JOBS

Jenifer Shepstead - STRIVE

Brigitte Means - ABLE

Sophia Donaldson - DIALS