

The background is a light grey textured paper with various watercolor-style illustrations. There are orange and pinkish-red shapes, some resembling flowers or abstract forms. There are also blue shapes, including a wavy line on the left and some curved lines on the right. The overall style is soft and artistic.

6 TO 12 LIFE SKILLS

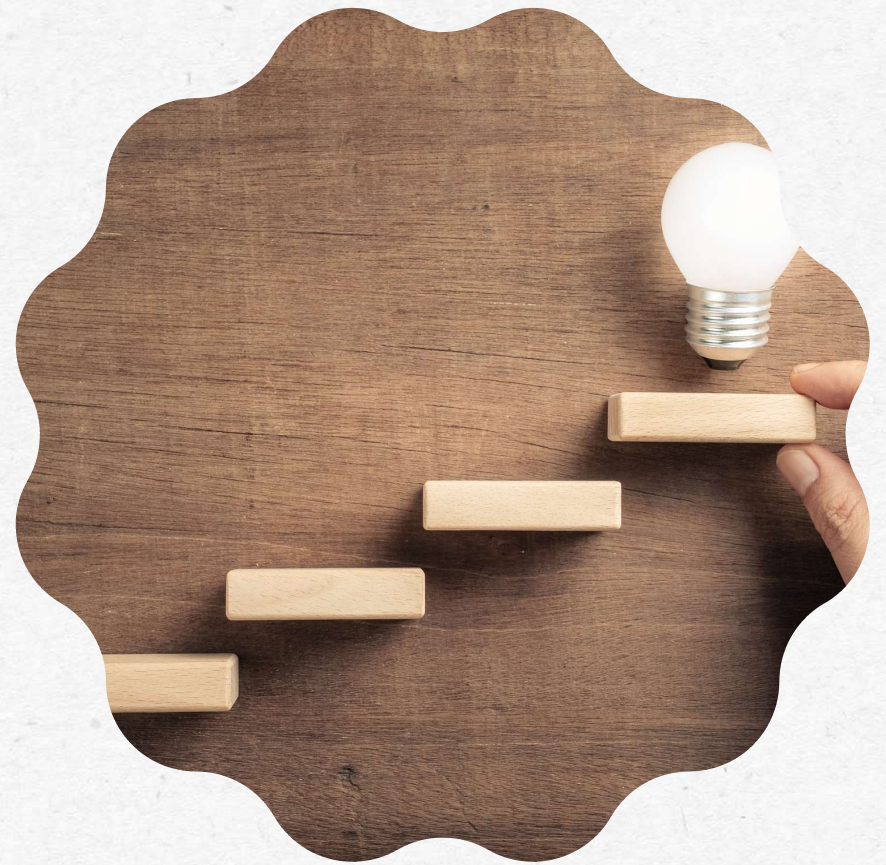
JESS KUROPAT

INTRODUCTION

Creating and implementing a Life Skills program for students with intellectual disabilities in grades 6-12, housed at the high school, offers numerous benefits over having separate programs for middle and high school students. A unified program ensures continuity in learning, fosters a sense of community and shared experience among students, and streamlines resources and curriculum development for a more comprehensive and effective Life Skills education.

THE PLAN:

1. Assess Needs & Resources
2. Program Goal & Objectives
3. Curriculum Development
4. Professional Development
5. IEPs & Transition Planning
6. Collaboration & Partnerships
7. Current Status / Next Steps



ASSESS NEEDS & RESOURCES:

CURRENT:

- Building based
- Small population
- Lack of robust programming, especially grades 6-8
- Not enough students/staff to support 2 separate programs

NEEDS:

- Parents:
 - Meaningful learning experiences
- Teachers:
 - Setting/spaces
 - Multidisciplinary approach

CONCERNS:

- Hybrid opportunities
- Scheduling
- Staffing
- Prerequisites
- Same age peers
- Need more electives at HS

PROGRAM GOAL & OBJECTIVES

1

Continuity in Learning:

- Less transitions
- More time with familiar staff
- Curriculum
- Multidisciplinary

2

Community:

- Shared experiences
- Peer group
- Agency involvement

3

Streamline Resources:

- Staff
- Facilities (kitchen)
- Vans
- Jobs/Community access
- Transition Coordinator

Goal:

6-12 Life Skills program that supports the District

goal:

“Progress through a Personalized, Competency Based Education System”

CURRICULUM

What we have:

- HS framework/curriculum
- Overcoming Obstacles (free)
- Zarrow Institute (free)

What we need:

- Continuum of learning experiences

Life Skills Brainstorming				
Prerequisites		Grades 6-8	Grades 9-12	MTA
-Mini MAPS -AFLS/ABLS -Family Involvement -Agency Involvement (BRS, DDS, etc)	Curriculum/Topics/Continuum of Services:			
	Academics	-Functional reading, writing, math -Following directions (direction words)	-Functional reading, writing, math -Capstone? -GRADUATION CREDITS	
	Functional/ADLs	-Advocate for accommodations -Hygiene/grooming -Safety (online, strangers) -Problem Solving	-Active participant in PPT -Disability Awareness -Self advocacy -Laundry -Problem Solving	-Safety -Housing options -Bank accounts -Budgeting -Problem Solving
	Social Skills	-Ordering/menus -Phone skills -Sharing space -Private vs. Public	-Perspective taking -Collaboration -Social problem solving	-Relationships -Coworkers, supervisors
	Vocational	-Basic skills in communication, sorting, bi-lateral coordination, matching -In school jobs that are contained (ex: classroom work, bulletin boards)	-Career Exploration -Job readiness -Soft skills -Job applications -In school jobs that are school wide (recycling, office work, etc) -11/12 grade out of school jobs by semester	-Portfolio -Resume writing -Interview techniques -Work experiences -ADA/reasonable <u>accomms</u>
	Community/Citizenship	-Community helpers -Emergency workers	-Getting a state ID -Voting -Opening a bank account -Completing community service	-Navigate Middletown -Travel training -Driver's license -Voter registration
	Lifelong Learning	-What is independence -Writing goals for self	-Career tracks -Planning ahead, scheduling for yourself -MTA planning	-Secondary ed exploration -MxCC
	Recreation & Leisure	-Unified Sports	-Unified Sports	-Wesleyan/WesBuds
	Opportunities:	-Quarterly trips	-Monthly trips	-Weekly trips

PROFESSIONAL DEVELOPMENT

01

ABLIS/AFLS

Special Education
Teachers/Related Service
Providers/BCBA

Purchased & consistency

02

Person Centered Planning

Trained all Counselors/SLPs

Must have meeting as
prereq to program
recommendation

03

Site Visits

Leadership Team

Unable to find any, but lots
of districts interested!

IEP & TRANSITION PLANNING

Agency Involvement

- Invited BRS & DDS to high school special ed department meetings
- PPTs / agency reps

Transition Assessments

- ABLLS/AFLS
- Room for improvement

Life Course

- Transparency with families
- PreK is gateway

COLLABORATION & PARTNERSHIPS:

WITHIN DISTRICT:

- Middle School
- High School
- MTA
- Multidisciplinary

COMMUNITY:

- Family engagement
- Parent ambassadors
- Vocational
- Recreation & Leisure
- Application of skills / outings

BEYOND DISTRICT:

- Connect with other towns?

CURRENT STATUS / NEXT STEPS

01

Schedules / Staffing

Caseloads (rubric)

Building Schedules

Common Planning Time

02

Budget / Facilities

New van

Classroom
(kitchen, bathroom)

03

Students / Families

Site visits

Transition meetings

ESY

An open book with a quote by Mark Twain is the central focus. The book is surrounded by various art supplies including paintbrushes, a palette, and a glass of water. Small flowers are tucked into the pages. The entire scene is set against a background of torn paper with colorful watercolor splashes in shades of pink, orange, blue, and yellow.

The secret of
making progress
is to get started.

— Mark Twain

The background is a light gray, textured surface decorated with various watercolor-style illustrations. These include soft-edged shapes in shades of orange, pink, and yellow, as well as blue abstract forms and lines. Some shapes resemble flowers, while others are more organic and flowing.

**THANK YOU
VERY MUCH!**