



[www.transitioncoalition.org](http://www.transitioncoalition.org)

*Maximizing professional development in secondary school reform and transition at national, state, and local levels.*

# The Community Transition Program

## Experiences Starting a Community-Based Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer

Edited by Mary Morningstar, Dana Lattin, and Tony Peterson

### Appendices

- A:** *Timeline of Program Development / Meeting Minutes / PATH Meeting / Updated PATH Goals / A Day in the Life - (20-31)*
- B:** *Brochure / Letter / Program Expenses - (33-37)*
- C:** *Important Prerequisites / Program Objectives / Skills Inventory / MAPS Process / MAPS Meeting / Sample IEP - (39-54)*
- D:** *Preferences Sheet / Survey of Indoor and Outdoor Recreational Activities / Student Schedules - (56-60)*
- E:** *Monthly Themes - (62-64)*
- F:** *Planning Budget / Daily Chore List / T-Lift Reservation - (66-69)*
- G:** *Data Sheet / Community Activity Log / Functional Analysis of Behavior / Progress Report - (71-83)*

### Chapters

History of C-Tran	pg3
Getting Started	pg6
Individualized Planning	pg9
Student Preferences	pg13
Monthly Themes	pg15
Fostering Independence	pg16
Measuring Outcomes	pg18





# CREDITS

University of Kansas  
Department of  
Special Education  
Joseph R. Pearson Hall  
1122 West Campus Road,  
Room 521  
Lawrence, KS 66045  
785/864-0686 (voice)  
785/864-4149 (fax)  
[www.transitioncoalition.org](http://www.transitioncoalition.org)  
[modelsofsuccess@ku.edu](mailto:modelsofsuccess@ku.edu)

Any or all portions of this document may be reproduced and distributed without prior permission, provided the source is cited as:

Baska, L., Kaufman, A., Gaumer, A., Morningstar, M., Lattin, D., Peterson, T. (2003). The Community Transition Program: Experiences starting a community-based program for students ages 18-21 [Online]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved [date you retrieved the document], from [www.transitioncoalition.org](http://www.transitioncoalition.org).

## The Transition Coalition

The Transition Coalition is part of the Department of Special Education at the University of Kansas and focuses on providing professional development opportunities in various ways including through online environments. We support effective practices in transition planning and services for youth with disabilities and promote national linkages among transition professionals.



## What's Working Well With Transition: Models Of Success

*What's Working Well With Transition: Models of Success* is an initiative of the Transition Coalition to identify and disseminate stories of successful transition, school and community programs, and practices. Each nomination is reviewed by a jury panel and, upon recommendation as a Model of Success, the involved individuals will work with Transition Coalition staff to develop the Model of Success into a product for online professional development. Anyone may nominate a person or program as a Model of Success.

For more information about Models of Success, please visit [www.transitioncoalition.org](http://www.transitioncoalition.org), e-mail [modelsofsuccess@ku.edu](mailto:modelsofsuccess@ku.edu), or call (785)864-0686.



# INTRODUCTION

The passage of the Individuals with Disabilities Act (IDEA) in 1990 and the subsequent reauthorization in 1997 mandate school districts to provide transition services for students with disabilities in order to improve post-school outcomes for these youth. To help meet the requirements for transition, many school districts have developed community-based transition programs. These programs, sometimes referred to as 18-21 programs because of the age-range of students involved, are designed to support students with disabilities who may have met the requirements for graduation, but who may need to continue to work on their transition goals.

Community-based transition programs are alternative special education opportunities, developed by public school systems, in age-appropriate settings. They are located around the United States at four-year or community colleges and in other community settings such as vocational-technical schools, houses, offices, and businesses.

Grigal, Neubert, and Moon, (2002) identify specific program goals for community-based transition programs which may include one or more of the following objectives:

- **Obtaining employment in a full- or part-time paid position in the community.**
- **Participating in college classes.**
- **Increasing mobility in the community.**
- **Engaging the support of adult service agencies.**
- **Improving social and communication skills.**
- **Improving self determination skills.**
- **Developing friendships with other people of similar ages.**
- **Developing age-appropriate leisure and recreation pursuits (p. 68).**

This manual is based on the development and operation of one community-based transition program in Lawrence, Kansas called Community Transitions (C-Tran). The teachers of C-Tran, Anne Kaufman and Llara Baska, reveal their insights and share many of their resources, programming, and curricula to help others develop community-based transition programs.



# CHAPTER 1

## History of C-Tran

---

Within the Lawrence, Kansas Public Schools Special Services Department, we found that many students with moderate to severe disabilities were staying at the high school until they turned 21. While trying to develop independent living skills, students with transition needs were simply repeating courses in both general academic and resource room settings. After talking with students, parents, and adult service providers, we found that they all desired a more functional, community-based curriculum to transition into adulthood.

Thanks to a dedicated group of individuals, we were able to provide students with a better option. In 1997, our school district launched an 18-21 program called Community-Transition (C-Tran). It has been a long and bumpy road, but it is a wonderful program, and we strongly believe it has positively impacted the lives of many individuals.

### Developing the Planning Team

In 1996, a team of creative and innovative people came together to dream. Our planning team included a representative from the University of Kansas Special Education Department knowledgeable of transition and 18-21 programs, the school district's Special Education Director, Secondary Special Education Coordinator, Transition Facilitator, two Work Experience Coordinators, and a Resource Room Teacher. This team committed a great deal of extra time and effort to the completion of this program, meeting every two weeks at Lawrence High School. The team, which now consists of the C-Tran teachers, Social Worker, Transition Coordinator, Vocational Coordinators, and Special Service Supervisor, still meets monthly. Continued support of this group has impacted the program tremendously.

*(See Appendix A: Timeline of Program Development, and Meeting Minutes)*

### Seeking Input from Parents, Students, and the Community

After forming a committee, we sought input from parents and students. We held a special planning meeting for the parents and students during the evening, asking them which skills they wished to be addressed in the program. These included transportation, self-advocacy, and a variety of activities. Parents also discussed information they did not want included in the program, such as drug/alcohol awareness, teaching values, and placing students in community settings that are not age appropriate. Once we gained input from parents, we held a meeting for adult service providers. We had an amazing turnout and gained a great deal of information. We found that adult service providers were extremely supportive of this new program and were very willing to assist us in our venture.



## Requirements to Enter C-Tran

While we were gaining input from others, we were also frequently meeting to determine the guidelines for the program. We developed the program to meet the needs of students with moderate to severe disabilities who would benefit from community-based instruction. The eligibility requirements were that a student must be at least 18 and eligible for graduation, but have continuing education and transition needs. Over the years we have modified the program slightly to include students with milder disabilities who also have continuing education and transition needs.

## Picking a Name

This was not as easy as it seemed. It actually took us almost a semester to determine the name of our program. Ultimately, we decided on The Community-Transition (C-Tran) Program because it represented our objective. We wanted a program that would focus on transition goals while being completely based in the community.

Anticipate changes and don't be afraid to "nix" something if it isn't working.

## Finding a Location

Next, we needed a location. This was another difficult step. We tried sharing donated space in a group home to help get the program started. We did this for one year knowing it was a temporary, start-up measure. In the meantime, we worked to solicit the involvement of real estate and development organizations. We also looked at independent living centers and churches with kitchens as settings for C-Tran.

One of our Work Experience Coordinators knew a parent who worked in the real estate business. This parent believed his disabled son would have benefited from a program like C-Tran. His son had already graduated, but this parent formed a partnership with us, donating housing for the C-Tran program. We are located in a duplex off of a busy part of town, within easy access to the bus line. We are fully integrated within the Lawrence community.

Teachers can't work with kids and perform all problem-solving, administrative activities, constant contact with school, fundraisers, etc. Joint ownership by C-Tran staff, related service providers, adult agencies, and high schools is critical.

## Program Planning

A year after we began C-Tran, we went through a program planning process called PATH: Planning Alternative Tomorrows & Hopes (Falvey, Forest, Pearpoint, & Rosenberg, 1997). Through this process we discussed our dream for C-Tran, looked back at what has happened, and evaluated our current status, partnerships and strengths. This enabled us to plan the next steps for C-Tran. If we could do it all over again, we would start the PATH process at the first planning team meeting.

*(See Appendix A: PATH Meeting Minutes, and Updated PATH Goals)*

## Staffing Patterns

In the first year, C-Tran had a wonderful teacher who had some experience in transition. She advocated strongly for the program and helped lay the foundation for C-Tran. She was the teacher of C-Tran for two and a half years, establishing the community connections and creating a comprehensive curriculum.

In 1998, the program expanded to include two teachers. That's when Llara Baska and Anne Kaufman came on board as the teachers of C-Tran. Llara was very



The  
Community  
Transition Program, Page 4  
[www.transitioncoalition.org](http://www.transitioncoalition.org)



excited because she had been on the planning committee as the Resource Room Teacher, and now was able to experience the program for herself. Anne had worked for the school district and looked forward to bringing some fresh ideas to the program.

C-Tran now had five to seven para-educators, and two teachers who supervised the work experience as well as the community involvement components (recreational activities, volunteer experiences, social interaction and educational opportunities) for seven to ten students. This was too much for the program to handle. It was felt that more time was needed to work directly with the students and supervise the community involvement component of the program, so the structure of the program changed.

Currently the program has two teachers and two para-educators, and the number of students ranges from seven to ten. All eligible students who desire to be in C-Tran are accepted. The two teachers supervise the community involvement goals and activities of the program and coordinate the students' vocational experience goals with the Work Experience Coordinators.

### Five Year Summary

The content and activities of C-Tran evolve each year because we are student-centered. Each student's program is developed using a person-centered planning approach described later in this manual. At the beginning of each year, after reviewing each student's person-centered plan, we always find that we need to tweak the program a bit to meet everyone's needs, goals and desires. This means we must be willing to adapt and modify curriculum as we go. Things are NEVER dull at C-Tran.

After five years, the program has been through a lot of changes. The staff has changed, and the program content has been expanded. A program that was originally designed to support students with moderate to severe disabilities now supports students with mild to moderate disabilities. This shift occurred because students with mild disabilities needed a program to learn strategies for community living. We also found that it is important for students entering C-Tran to have a rudimentary understanding of money, plan to live semi-independently, and not get overly stressed by transition in community experiences. Students with severe disabilities still receive some community-based instruction with the C-Tran staff. What has not changed is the fact that we still have a very committed and innovative group of individuals who are not afraid to dream. We have young adults with disabilities exiting the program with exemplary skills, and this seems to be consistent throughout the years.

Most of the time C-Tran runs smoothly, but it requires a great deal of ongoing problem-solving. As teachers in this type of program, you won't have to worry about classroom bells. You will, however, have to worry about obstacles that we would never have dreamed of encountering in the classroom. We have actually started a list that we call "A Day in the Life of C-Tran." It is quite entertaining. (See Appendix A: A day in the life)

### "Donna"

***Donna graduated from C-Tran with a job at a nursing home. She had case management through the local Arc and was receiving job coach services through Vocational Rehabilitation. Donna has since changed jobs. She works part-time with an elderly woman and spends the rest of her time bowling and working on food preparation skills at the local center for independent living. She still accesses the public transportation system that she used while she was in C-Tran.***



# CHAPTER 2

## Getting Started

---

### Form a Committee

Find people who are genuinely interested in being a support team for this program. Do not force involvement. Locate individuals who are both creative and open-minded. Find people who are willing to develop resources within the community.

### Visit Other Programs

While C-Tran was one of the first 18-21 programs in Kansas, there was one other program in Kansas already started. We visited the Blue Valley School District's ACCESS Program and gained valuable insight. Now, there are programs popping up all over Kansas and the country. We would suggest visiting one if you have a chance.

### Meet With Students, Parents, and Adult Service Providers

It is imperative that you gain input from all of these populations. They will think of things that you missed as a planning team. You will also earn their respect and gain support in the process.

### Choose a Name

It is difficult to visualize a program without a name, and it is easier to develop community resources if you can refer to a program by name. Try to choose a name that reflects the goals and objectives of your particular program.

### Find a Location

*Start this early.* This was the most frustrating part for us. It took us nearly two years to find a place off campus. We considered churches, renting office space within the community, sharing space with an adult service provider, and working out of individual homes. Once we found a location to “house” the program, the other components seemed to fall into place.

### Develop a Brochure and/or Flyer

This is necessary to market the program to both families and community resources. Change is often difficult for people to take, so they need information early and in writing. Our Transition Facilitator developed the brochure for C-Tran to help us launch the program. The brochure included the rationale behind C-Tran, eligibility criteria and instructional areas addressed by the program. It was then disseminated to local businesses, community advocacy groups, students who are eligible for the program and their parents.

(See Appendix B: Brochure and Letter)



The  
Community  
Transition Program, Page 6  
[www.transitioncoalition.org](http://www.transitioncoalition.org)

## Invite supports

Start developing resources early. One of our Work Experience Coordinators had lots of business and community contacts, and he assisted us in developing many of our community involvement sites. These were the initial sites that we developed: Lawrence Athletic Club (fitness facility), Lawrence Parks and Recreation (recreation facilities), Independence, Inc. (independent living center), Lawrence Public Library, grocery stores, and Royal Crest Bowling Lanes.

## Create a Budget

In order to secure funding, we needed to specify all of our financial needs. When you create a budget, don't forget things like building and equipment maintenance, nursing services, administrative services, mail, etc.

## Secure Ongoing Funding

Our administrator believed in us, but he could only allocate a certain amount of money to our program. He agreed to fund personnel (teachers and paras), utilities (electricity, phone, trash, and water), a computer, washer/dryer, one cell phone, and two pagers. We were also allowed purchase orders from Dillons grocery store, Wal-Mart, or Target and we could order supplies from Lawrence High School (LHS). The Special Education Director for the district allocates funding to all special education programs. He is a strong supporter of C-Tran, but constantly struggles with meeting his budget.

In Kansas, all money for community-based programs must be routed through the collaborating high school; we can't have any petty cash on hand.

## Start Asking for Donations

After the facilities and staffing were covered, everything else (tables, chairs, couches, bookshelves, silverware, dishes, pots/pans, etc.) was donated. Our Transition Specialist was really good at advertising our needs. She put our needs list in the Lawrence High School parent newsletter, in the Transition Council Meeting Minutes, and in teachers' mailboxes. We continue to advertise and solicit donations on an annual basis.

## Think of Fundraisers

Fundraising is something we should have started earlier. If we had a guide to other people's experiences, we might have made this a higher priority. We have recycled cans, made holiday ornaments, participated in Wal-mart's matching funds program, and hosted bake sales and garage sales. We are always trying to come up with new strategies and create a calendar for annual fundraisers. You will find that you need this money as an evolving budget for unexpected expenditures.

*(See Appendix B: C-Tran Program Expense Sheet)*

## Logistics for Starting a Program

Items to have in place:

- A site in the community
- Donated kitchen, living room, and office furniture, appliances, towels, cookware, and dishes



The  
Community  
Transition Program, Page 7  
[www.transitioncoalition.org](http://www.transitioncoalition.org)



- Washer and dryer
- Garbage/refuse cans
- Teachers and para-educators
- Vehicles (car or van to transport students to community activities)
- Gas for vehicles
- Tags for accessible parking
- Supplies (office, cleaning, cooking, and household maintenance supplies)
- Phone (local and access to long-distance)
- Utilities (gas, electric, water, trash)
- Computer (internet access), fax machine, answering machine, scanner
- Cell phone and pagers to use in emergencies out in the community
- Custodian (once a week deep cleaning)
- Shovels, rock salt, and water hose
- Severe weather radio

### Issues To Be Aware Of:

- Possible overcrowding of apartment: not enough counter space for everyone in kitchen. Things continuously breaking down: refrigerator, freezer, telephone, toilets running, heaters, light fixtures, and faucets. A large group of students in and out all day leads to wear and tear on an apartment: doorknobs wear out; carpets get muddy.
- Phone is constantly busy. More than one line would be helpful.
- Delivery and pick-up of inter-office mail, time sheets, mileage reports and making photo copies at the high school building. Must travel long distances to drop off or pick up these items.
- Computer support needed. Need cable modem to have internet for access to school web site. Need access to fax.
- Accessibility to apartment; making sure it's acceptable and safe. (restrooms, faucets, doorknobs, ramps)
- Severe weather: need access to weather radio. Need sidewalks and driveway shoveled before students arrive.
- Quick access to school or community nursing services is important.
- Scheduling maintenance of school vehicles (i.e., wipers, tire changes, oil changes). It is sometimes difficult to find time when you won't need the vehicles.

Transportation should be an issue addressed early. We considered having the teachers and para-educators use their own vehicles for transportation and sign the liability waiver provided by the school district, but we found that the waiver only covered the school district, not the person driving the car. Also, individual auto insurance typically didn't cover the driver or passengers if the transportation was work-related. The school provided us with a van, and we used C-Tran funds to buy a car at auction.

### "Sharon"

***While Sharon was in C-Tran, she had a promising job opportunity within the University of Kansas, Department of Special Education. She was participating in many activities like grocery shopping and "3rd Places" which gave her opportunities to practice money management skills. She made huge gains and was planning on continuing her daily C-Tran activities when she exited. Today, Sharon is a member of the Arc board. She has expanded her hours and responsibilities at work. She also continues to make gains in money management concepts and enjoys swimming and spending time with her best friend "Tina."***



# CHAPTER 3

## Individualized Planning

---

### Prerequisites

There are certain skills that are asked of students, parents, and classroom teachers to work on before students enter C-Tran. More ground can be gained by students if some prerequisites are covered prior to their enrollment in the program. For example, it is difficult to help students practice money management concepts if they do not carry a billfold or purse with money in it. It is hard to teach time management if a student does not wear a watch or carry a planner. How can students learn to take phone messages if they are never allowed to use the phone any other time? Students need a foundation to build upon once they enter C-Tran.

*(See Appendix C: Important Prerequisites for Independent Community Involvement)*

### Objectives

These are some program objectives that we developed, and they include basic skills that are covered at C-Tran. The objectives assist in developing Individualized Education Programs (IEPs), and they help explain the program to others in more detail. We give this objective sheet to teachers so that they can assess whether the program is appropriate for their students.

*(See Appendix C: Community Transition Program Objectives)*

### Inventory

Sometimes C-Tran is not the best place to meet the needs of an individual. An individual may require more one-on-one instruction than what can be offered, or they may need more support from the high school. The C-Tran planning team developed this list of questions to assist in determining eligibility. After a teacher reviews the sheet containing objectives, a C-Tran Skills Inventory is completed and presented to the IEP team. When invited, we attend these meetings along with the student's IEP team so that we may be part of the referral process. The IEP team then decides if C-Tran is the appropriate educational setting for the student.

*(See Appendix: C-Tran Skills Inventory)*

### Person-Centered Planning

Once the IEP team has determined that a student will enter the C-Tran program, the Resource Room Teacher helps the student coordinate his/her own person-centered planning meeting. This concept gives students more control over the planning process and assists with developing an individualized schedule for the following year. This meeting is usually held in spring, the year before the young adult enters the C-Tran program and lasts one to two hours. An example of our modified Making Action Plans (Falvey, Forest, Pearpoint, & Rosenberg, 1997) a person-centered planning process and meeting minutes of one particular meeting have been included in Appendix C.

*(See Appendix C: MAPS Process and MAPS Meeting)*



## Individualized Education Programs (IEPs)

In addition to the informal person-centered plans, all special education teachers are required to perform yearly IEP meetings. Goals are developed according to individual needs. A sample IEP that might be developed for a C-Tran student is included in Appendix C.

*(See Appendix C: Sample IEP)*

## Orientation

Orientation consists of a two-week period which takes place at the beginning of the school year. The purpose is to get to know one another, to experience activities the students can implement in their schedules, and to assess their interests and skills. This is also an opportunity for teachers and individuals still significant in the students' transition years to reacquaint themselves with the students and their changing needs, as well as establish the role they play while the student is in the C-Tran program. Orientation is a time for the students to experience leisure and recreational activities available in the community and for teachers and guest speakers to instruct in the areas that are significant in the students' lives. It's also an opportunity for teachers to see what each individual student needs to better assist and prepare him/her for a more successful and meaningful year in the program.

## Trying Out a Variety of Community Experiences

Orientation is more successful if all students take time off from work to fully participate in all the activities. Most employers have been very understanding and cooperative about this request. Students know better what they want to build into their schedule if they experience all the activities possible to them. The activities we try out include:

- Swimming at the Lawrence Aquatic Center
- Public Library
- Bowling
- Horticulture Therapy
- Art/crafts
- Walking/hiking at the park or nature trails
- Basketball, weight lifting, walking laps, racquetball, ping-pong, and playing pool at community centers
- Lawrence Athletic Club (reduced membership fees for swimming, weight lifting, basketball, treadmill, and exercise bikes)
- Independence, Inc. (a center for independent living) offers computer lab, computer classes, and cooking classes)
- Volunteer work (recycling paper at both high schools and volunteering at the Salvation Army and Humane Society)
- "3<sup>rd</sup> Places" (A relaxed environment which is outside of work and home that provides a social atmosphere to establish natural supports and contacts). Groups visit the same coffee shop every Friday morning. The salespeople and any regular customers get to know our students in this social setting. Keep the groups small (two to three young adults to one staff member).
- Grocery shop for lunches
- Weekly budgeting and menu planning



## Guest Speakers and Field Trips

During orientation we also have guest speakers and field trips to start off the year. The students learn exactly which individuals still play a role in their school lives even though they are out of the high school building. Other guest speakers give them a good foundation of information with which to begin the school year. These individuals and field trips include:

- Transition Specialists
- Work Experience Coordinators
- Center for Independent Living (tour of facility and description of programs and assistance available)
- Lawrence Athletic Club (tour of facility)
- The Community Mercantile a local health food store (presentation on good nutrition and planning nutritious meals)
- Division of Motor Vehicles to see where to obtain or to renew their State I.D.
- Where do I live and how do I get there? (activity in which we get in our school vehicles and each young adults directs us on how to get to their house from our community site).

## Skill Assessments and Instruction

Other areas we assess and instruct during orientation:

- Money Skills
- Telling Time
- Interests of Indoor/Outdoor Activities
- Preferences for Schedules
- Answering the telephone and taking telephone messages
- Natural Consequences
- Planners (a requirement to keep important phone numbers and appointments)
- Community Norms (staff and young adults make of list of “house rules” together for everyone to abide).

There is a lot to cover in two weeks - it is busy and fast-paced! It's best to plan your schedule first around guest speakers and field trips.

### **“Tina”**

***Tina has a visual impairment that makes it difficult for her to maneuver around the community, but this does not stop her. Tina is “on the go.” While at C-Tran she was a strong advocate and mentor for others in the program. Tina helped start a cooking club that students could participate in at night. She served on the local transition council and was consistently using the T-Lift bus. Tina did not have a paid position when she graduated from C-Tran, but she was working closely with Vocational Rehabilitation to find one. She also told us that she planned to continue her involvement in the local center for independent living cooking activities, Parks and Recreation activities, and her “3<sup>rd</sup> Place.”***



## Other Tasks

- Vote on House Managers (each House Manager is in charge of completing new chore charts for each week and overseeing that everyone completes their chores). There is one House Manager for each side of the duplex. They remain the House Manager for a year.
- Vote on Restaurant Planner (All of the restaurants in town are written on slips of paper and placed in a bowl. Each week the Restaurant Planner and a staff member each draw a restaurant from a bowl. Then everyone votes on which of the two restaurants they would like to eat at for the weekly Friday lunch out).
- Showing each student space for personal items (i.e., dresser drawer for extra clothes or workout clothes; kitchen cabinet shelf for food items; fridge shelf for refrigerated food; bathroom cabinet shelf for personal hygiene items).

## Preferences for Schedules

During the orientation, students become better acquainted with the variety of activities from which they have to choose. Staff become better acquainted with the students' personalities, skills, strengths, and abilities. Toward the end of orientation the students complete the Preferences for Schedules worksheet and build their schedules upon the activities that they like the most. The last day of orientation is when we finalize the plans and develop individualized student schedules. Students will then know their new individualized daily schedule before they leave that afternoon.

### "Ted"

***Ted is currently working at a local sheltered workshop and he owns his own fan repair business. He pays taxes and has acquired his own shed to store tools and repair fans. Ted had been repairing fans as a hobby for years. While Ted was in C-Tran, a para-educator encouraged him to formalize his business and helped him make business cards and flyers, and then they together posted the flyers around town. Through C-Tran, Ted made initial contacts with many not-for-profit agencies. These agencies are now all working together to support this young man as he purchases a computer and begins to expand his business. Ted participates in activities sponsored by the local independent living center and the city Parks and Recreation Department.***





# CHAPTER 4

## Student Preferences

---

Once the students have participated in all the activities during orientation, they complete a rating sheet. After orientation, students have a good sense of what they really want in their schedules and rate the activities from the most liked to the least liked. All students' schedules include budgeting, menu planning, grocery shopping, cooking (lunch or breakfast), and 3<sup>rd</sup> Places (a relaxed environment which is outside of work and home that provides a social atmosphere to establish natural supports and contacts). The choices they rate the highest will be planned around their work schedules, teaching time, and the previously listed activities that all students have.

The staff also complete Preferences Sheets so that they can identify what activities they enjoy as well. When establishing schedules, staff can be matched with students who share the same interests. Students' choices and preferences always come first, and we match staff to students' scheduled activities. Due to scheduling conflicts and maintaining equitable schedules, staff are sometimes scheduled to do activities they are least interested in, but whenever possible, matching staff and students with the same interests makes it a more positive experience.

*(See Appendix D: Preferences Sheet)*

### Survey of Indoor and Outdoor Recreational Activities

This survey was adapted from Rozelle Moulton's Survey of Indoor and Outdoor Recreational Activities (2000). Students complete this form in order to review what recreational activities they already enjoy or the activities they would like to try. By having this information about every student, we can introduce additional activities throughout the year in one of the already scheduled classes. We also encourage students to work on their hobbies during free time at the duplex.

*(See Appendix D: Survey of Indoor and Outdoor Recreational Activities)*

### Developing a Schedule

First develop an outline of days and times that work best for the environments you wish to incorporate into the students' schedules. For example, the computer lab at the center for independent living only has open time in the afternoons on certain days, otherwise they are teaching classes. Also the volunteer recycling we do at the high schools works best on Wednesday mornings during seminar time. Before you begin any planning, you need to know the days and times with which you have to work.

Mondays and Fridays always stay the same for everyone's schedule. On Monday mornings, we budget, plan menus, and shop for groceries. Students who work in the mornings can budget, menu plan, and grocery shop on Monday afternoons. On this particular day, we have "group lunch". Everyone contributes and purchases ingredients for the meal that we plan and prepare together. At mealtime we work on social skills and table manners. On Monday afternoon, we always have art and craft classes at the duplex, assisted by the para-educators. This gives the co-teachers time during the week to collaborate.

A change in one individual's schedule creates a "domino effect" to everyone's schedule.



Fridays are always the same as well. Everyone has “3<sup>rd</sup> Places” in the morning, lunch out at the voted-upon restaurant, and then a voted-upon activity in the afternoon. Friday afternoons are for something fun and different in the community. Activities have included putt-putt golf; a walk on a nature trail in the country; tours at a candle shop, Hallmark factory, the newspaper, fire station and a bakery; and museum visits.

Next, on a sheet of paper, map out the days of the week, and every student’s name. Schedule everyone for the Monday and Friday activities. This leaves mornings and afternoons on Tuesdays, Wednesdays, and Thursdays to incorporate each student’s choice of community activities. “Teaching time” is every Tuesday, Wednesday, and Thursday mornings 8:30-9:30a.m. Morning community activities are 9:30-11:00a.m., and afternoon activities are 1:00-3:00p.m.

Plan daily schedules around the students’ work schedules. This is where you have to be creative about scheduling things like: favorite activities, time for preparing and eating lunches, transportation, etc. Schedules never remain permanent during the entire school year. Due to changes in work hours or changing jobs, the schedule as a whole will change constantly and you will have to be creative about scheduling around all these changes.

When scheduling activities, keep groups small. This is for more suitable inclusion in the community. Two to three young adults per group is an appropriate amount, more than this and you will overwhelm any community setting, which significantly reduces opportunities for social interactions and inclusion.

Look at each individual’s highest rated preferred activities and group them with a few other students who share the same interests. Take that small group and incorporate it into the Tuesday, Wednesday, or Thursday morning or afternoon time slot that works with the hours of that environment (and around the students’ work schedules). According to your class size, you will have a few different groups of activities taking place in the community each morning and afternoon.

Consider the transportation you have available to you. Is there room for everyone in the group to fit in the car or van? Look at the space available in the vehicles you have when planning.

*(See Appendix D: C-Tran Student Schedules)*

Taking more than 2-3 students into a community setting reduces the opportunities for social interactions and inclusion.

## Be Prepared for Obstacles to the Schedule

- Depending on the time, any student having a doctor’s appointment during the school day will have an effect on their group’s activity.
- If a teacher or para-educator is absent, you will have to rearrange the schedule to have another staff person fill in for that activity.
- If a vehicle you use as transportation to the activities is not available or having maintenance done, you will have to be creative about transporting everyone to their scheduled activities.
- If a student has to go to work by mid-morning, that will cut the morning activity short for those in that group. They will need to be back at the duplex in time to meet the transportation that takes the student to his/her job.
- If students work during the lunchtime and you want them to work on cooking skills, then have them cook breakfast as a morning activity.



# CHAPTER 5

## Monthly Themes

---

We have “teaching time” every Tuesday, Wednesday, and Thursday morning from 8:30-9:30 a.m. Our curriculum topics have been divided up into monthly themes. Each month covers a different significant area of the transition into adulthood. Depending upon the theme for the month, we ask community members who work in the related fields to speak about their area of expertise. We take field trips that relate specifically to the monthly theme.

We have arranged the monthly themes in their order for a reason. Due to trial and error, we found that it works best to focus on the themes of “transportation” and “leisure and recreation” at the end of the year when the weather is nice. March is when we start thinking about tornado weather in Kansas, so we cover all emergency situations together during that month.

*(See Appendix E: Monthly Themes)*

The monthly themes cover:

- Personal boundaries, personal preferences, and person-centered planning
- Relationship issues, sex education
- Self-advocacy
- Social skills
- Roommate issues—Interpersonal conflicts with roommates, sharing expenses, lending money, home safety and respecting privacy
- Living options
- Employment
- Emergency situations
- Transportation
- Recreation and Leisure Activities

Guest speakers invited to speak about the related topics include:

- School Resource Officer speaks about personal safety issues
- Health Department Staff speak on sex education
- Lawrence Housing Authority speaks about Section VIII and housing issues
- Independence, Inc. (a center for independent living) speaks about housing options
- Tour of apartments
- Lawrence Workforce Center shows us how to look for employment on its computer system
- Previous students come back to speak about their achievements or hardships
- Channel 6 (local cable station) News Meteorologists speak about severe weather safety
- American Red Cross offers a first aid class
- Fire Department speaks about fire safety and prevention



# CHAPTER 6

## Fostering Independence

---

We are preparing students to live independently or semi-independently. We help students plan for the week, share cleaning responsibilities, and take responsibility for transportation, money, and personal possessions.

### Planning Sheets

Planning Sheets are used for the weekly budgeting and menu planning. Here are the steps in completing the form:

- Students first count how much money they have to budget for the week and write it down on the sheet. *(See Appendix F: Planning Budget)*
- Students list the left over groceries they have in the refrigerator and kitchen cabinets.
- Students plan menus around the left over groceries they have and establish a shopping list for additional groceries they need to purchase.
- On the grocery list, students write down an estimated price for each item listed. Then under the weekly budget, they write down grocery shopping for Monday and their estimated shopping budget.
- The students estimate a budget for each activity in which they spend money. They need to stay within the total budget they have estimated for the week.

### Chore Charts

Daily chores are performed every morning upon arrival. Chores are assigned to everyone—students, teachers, and staff. Each person performs the same chore for the week. Once they complete the chore, they cross off their name for that day.

It is the House Manager's responsibility to complete a new chore chart each Friday to be ready for the following Monday. Responsibility for each chore is rotated weekly. When a new chart is completed, everyone's name shifts down a row to do the next chore. *(See Appendix F: Daily Chore List)*

### T-Lift Reservation for Public Transportation

The public bus route runs within a few blocks of our duplex, and students learn how to read schedules and routes. When students don't have tight time constraints, they are encouraged to take the public bus. Students typically use the door-to-door public transportation system (T-Lift) available in our community because of its convenience. To use the T-Lift students must fill out an application. Once they have been accepted, they can call and schedule rides. Reservations must be made in advance so our students use the T-Lift reservation form to assist them in establishing a ride. Before making the call, they complete the form with the pick-up addresses and times. We have found that it's best to establish one contact person in the T-Lift office to always call so that they get to know our program and our students and can call us if any questions or problems arise. It's easier for students to schedule a ride with the information on a completed T-Lift form in front of them.

*(See Appendix F: T-Lift Reservation Form)*



## Planners, Backpacks, Purses, Billfolds

When students begin the program, we explain that they are young adults and now responsible for themselves and their belongings, and we are here to support them. We require that all students utilize a daily planner, backpack, purse and/or billfold. It's important that they use and carry the planner to keep all appointments, daily schedules, work schedules, and all important phone numbers that would be needed in any situation. It's also important that they are responsible for bringing the necessary items they need each day and keeping their belongings together in their backpacks. Each student must get into the routine of keeping money in a wallet or billfold and must be responsible for carrying it to all environments as well as handling the money themselves in all spending transactions. The spending of money isn't significant or meaningful to them if they don't carry it, handle it, and spend it themselves.

## Lost and Found

We have established a new means of getting students to pick up after themselves. Each person must be responsible for putting personal belongings away or the duplex would get cluttered very fast. Any belonging left out and not put away in its appropriate storage place is placed in lost and found, and students are charged a quarter to get the item back. After paying a quarter for each item they leave out, students learn quickly to put their belongings away. At the end of the year, we spend the lost and found money on a bagel and juice breakfast for everyone.

## Natural Consequences

To make instruction and the learning experience more meaningful, students experience natural consequences in our program. Students get to use their opportunities of choice-making in real-life environments where they will be required to use functional life skills. They learn that not all choices are the right and appropriate choice, and bad choices have consequences. Students have to problem-solve the issue to find an appropriate solution to the consequence that results from their bad choice. After problem-solving, the students have to carry out all the measures themselves to correct what their choice had caused. These consequences are real-life, and they experience them in appropriate settings and environments.

## Examples

- Student misses his transportation to his job. He has to problem-solve how to get a ride to work.
- Student overspends her budget on the weekly activities before Friday. There is no money left for Friday's lunch out. Student has to problem-solve what to do for lunch. Does she bring a sack lunch or order a glass of water and a cheap item from the menu?
- Student forgets to bring athletic club membership card. What does he do? Does he sit in the lobby while the others work out or does he ask permission to work out anyway?
- Student forgets to take purse to bowling alley. It's a natural consequence to sit and watch because she has no money to play.





# CHAPTER 7

## Measuring Outcomes

---

### Data Sheets

Each student has a notebook that contains IEPs and data sheets. Each objective is printed at the top of the data sheet, and we report anecdotal data at the end of each day. It is a process that allows us to maintain records quickly and accurately.

*(See Appendix G: Data Sheet)*

### Community Activity Logs

Each community activity for a student is documented on the Community Activity Log, as well as the student's IEP goals related to that activity. This helps us monitor progress for each student.

*(See Appendix G: Community Activity Log)*

### Functional Analysis of Behavior

We assess independent living skills through a functional behavioral analysis. The C-Tran Functional Analysis of Behavior was created specifically for C-Tran by one of the staff members. It works for students with behavioral challenges to determine some of the issues related to their skill level.

*(See Appendix G: C-Tran Functional Analysis of Behavior)*

### Progress Reports

The state requires us to send out quarterly progress reports. The Kansas Individualized Data System for Students (KIDSS) program computerizes our IEPs and gives us a printout of goals and objectives. We can compile data from our data sheets onto this form to update parents and students every nine weeks instead of sending report cards.

*(See Appendix G: Progress Report)*

### Student Notebooks

In addition to our IEP/data sheet folders, students also have notebooks in which they can record personal information (i.e. medical information, clothing sizes, work information, favorite activities, community contacts, etc.). We created these notebooks to help students become more independent. Students take these notebooks with them when they exit C-Tran.



# REFERENCES

- Falvey, M.A., Forest, M., Pearpoint, J. & Rosenberg, R.L. (1997). *All my life's a circle. Using the tools: Circles, MAPS & PATHS*. Toronto, Canada: Inclusion Press.
- Grigal, M., Neubert, D. A., & Moon, M. S. (2002, Nov/Dec). Postsecondary options for students with significant disabilities. *Teaching Exceptional Children*, 35(2), 68-73.
- Keetle, S. (1997). *C-Tran functional analysis of behavior*. Lawrence, KS. Lawrence Public Schools.
- Moulton, L.R. (2000). Survey of indoor and outdoor recreational activities. In Clark, G.M, Patton, J.R. & Moulton, L.R., *Informal assessments for transition planning* (pp. 112-116). Austin, TX: PRO-ED.
- Walker-Hirsch, L. & Champagne, M.P. (1993). *Circles: Intimacy and relationships*. Santa Barbara, CA: James Stanfield Press.



[www.transitioncoalition.org](http://www.transitioncoalition.org)

---

## The Community Transition Program Experiences Starting a Community-Based Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer  
Edited by Mary Morningstar, Dana Lattin, and Tony Peterson

# APPENDIX A

---

Timeline of Program Development

Meeting Minutes

PATH Meeting

Updated PATH Goals

A Day in the Life



[www.transitioncoalition.org](http://www.transitioncoalition.org)

---

The Community Transition Program  
Experiences Starting a Community-Based  
Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer  
Edited by Mary Morningstar, Dana Lattin, and Tony Peterson

**Lawrence Public School's  
Community Transition Program (C-TRAN)**

**Timeline of Program Development**

Planning: Visit community-based program in Omaha, Nebraska	Fall 1996
Local planning committee established	Fall 1996
Meeting with parents	
Meeting with adult services agencies	
Develop parameters of program, location, hire teacher, etc.	Spring 1997
Future C-Tran students go through first social commencement	May 1997
1 <sup>st</sup> year of program	1997-1998
two students, one teacher, use of adult service agency apartment	
Attend/Present 18-21 C-Tran workshop	Nov. 1997
Sponsored by the Kansas Transition Systems Change Program	
Parent/student meeting for future C-Tran students	Nov. 1997
Develop PATH (vision) for C-Tran	Dec. 1997
Visit Blue Valley School District's Access House	Spring 1998
Continue with PATH for C-Tran	Feb. 1998
C-Tran apartment donated	Spring 1998
2 <sup>nd</sup> year of program: (nine local students, two out of district)	1998-1999
Received special award from The Arc of Kansas	
3 <sup>rd</sup> year of program: Add second teacher (nine local students, one out of district)	1999-2000
4 <sup>th</sup> year of program: (ten local students, one out of district)	2000-2001
5 <sup>th</sup> year: (eight students)	2001-2002
6 <sup>th</sup> year: (six full-time students, one half-time student)	
one full-time teacher; one part-time teacher	2002-2003
C-Tran begins collaborating with high school teachers to provide community-based integration to students while in high school	

C-TRAN Site Committee  
March 17, 1999

Present: Dianna M, Andy W, Tony P, & Linda W

Other people who have expressed an interest in serving on this committee: Leah H, Mary Morningstar, Emily O, Mr. B. Doug has been asked to serve on the committee.

Purpose of Committee: To develop a strategy to address the long-term site needs of C-TRAN.

Results: The following action steps were generated:

- Develop a profile of the site needs of C-TRAN
  - Gather information from stakeholders (i.e. C-TRAN staff, students, and families)
  - Be specific about needs/wants/desires
  - Target date to have information gathered: April 9, 1999
- Find out the level of commitment from the school district towards C-Tran
  - Do we have a real commitment or should we look toward another way of addressing these transition needs?
  - Where does the district's commitment stand related to: maintenance services, computer access and support, supplies, insurance, administrative ownership, transportation, availability of substitutes, location, support for families/students in transition, utilities, furnishings, etc.
  - Dianna and Linda will meet with Doug
- Discuss identified site needs with key people in the community to gain their advise, suggestions and support.
  - Meet with Mike G
  - If necessary meet with other resources (i.e. Lawrence Association of Builders, finance people, public monies resources, etc.)
- Develop strategies for "filling in the gaps" between school district's commitment and community supports.

**Next meeting of committee: Wednesday, April 14<sup>th</sup>, 8:00a.m. at Lawrence High School**

Other topics discussed/suggestions:

Access to space in annex or adult education building

Try to access grant funding (Don H. might be a resource)

Ask to have an assistant principal from each school assigned to have administrative oversight of C-Tran

Parking at site needed

Independence, Inc. (center for independent living) was able to get groceries donated for their cooking club

C-TRAN schedule: Does it need to be a program designated to have collaboration time?

How can we restructure time to meet staff as well as student needs?



C-TRAN PATH Meeting  
**PATH: Planning Alternative Tomorrows and Hope**  
**December 17, 1998**

Present: Lawrence Public Schools: Doug E, Dianna M, Cliff T, Deb E, Andy W, Linda W, Emily O; The ARC of Douglas County: Barb B & Kelly S; Cottonwood, Inc.: Phil B; Lawrence Parks & Recreation: Annette D; Parent/ARC of KS/Paraprofessional: Angee B; Independence, Inc.: Beth C.

Facilitator: Suzanne K      Graphic Recorder: Joni W      Notetaker: Linda W

The Dream: (What we want C-TRAN to be)

Transportation: One van, three cars, lift equipped van, improved public transportation  
Staffing: Begin year fully staffed; two or more teachers; training for staff (sign language, positive behavioral supports, supervisory/management training)  
Location: A four-plex; own the location-security of always having a location; accessible location; students in own apartments-C-TRAN providing support for part of the day.  
Budget: Have C-TRAN Budget (supplies, location, activities, etc.)  
Community ready for and wants C-TRAN: aware of program; come to us and offer support; lots and lots of opportunities for leisure, continuing ed., social opportunities throughout the day-not just evenings; natural supports in all environments  
Partnership/ownership with adult agencies/families/school: joint planning; funding; shared supports; 100% parental support  
Transition program for parents: educate about process; define roles & responsibilities; help families explore, develop, and choose options; begin in elementary school; develop brochure/written information on transition  
Flexibility in program hours: evening supports, summer program  
Receive diploma but still eligible for C-TRAN until 21 (can re-enter)  
Students are self advocates (these skills are honored)  
C-TRAN available for all who need it  
Incorporate peers who do not have disabilities/peer models/C-TRAN not seen as segregated  
Strong connection with KU and campus resources  
No IEPs-use person-centered planning processes instead/joint planning with adult agencies  
Computer program to aid in scheduling  
Ownership by a school or some program in the district; be able to easily access school district resources (i.e. maintenance, computer support, supplies, etc.)  
C-TRAN viewed as the model program; other programs seek our expertise  
Seamless transition into adult service; preferred activities supported through adult services a variety of day programming options are available for staff using own cars  
Community based-not connected with school (find way not to be seen as part of school district-joint program with adult services)  
Students become independent; do not always need 1:1 support  
Utilize Carol T's horticultural therapy expertise



#### December 17, 2000 (Goals in Two Years-Imagining what has happened)

Staff: Began year fully staffed; Three Teachers are working in C-TRAN; 1/3 of the staff works in the evening and on weekends; the staff works year around; the staff has attended workshops on a variety of subjects through the district in-service days; all staff are CPR certified; the staff are working collaborative with other C-TRAN type programs.

Location: A four plex has been purchased for the program; it is accessible and on the bus line; C-TRAN is using two sides of it; students are renting the other two sides. Students are exiting C-TRAN in jobs that they want and are working as many hours as they want.

Cell phones, pagers and a lap top computer are available to staff.

The district's Foundation has taken on C-TRAN as a project. The program has its own budget and the Foundation raised the money for the four-plex.

A comprehensive program to assist parents with learning about transition is being implemented. One brochure with all necessary information has been developed and disseminated.

A strong relationship has been developed with KU. C-TRAN is a practicum site for KU students in a variety of disciplines (SPED, Music Therapy, Art Therapy, etc.)

Students participate in Natural Ties and are eating lunch with their Ties.

The program has several corporate sponsors (Quill for supplies).

The program is using lots of community resources. Independence, Inc.'s kitchen and computer lab is being used a lot. The city has built the new pool. Annette is offering programming throughout the day. She has an assistant to help in promoting inclusive programming.

Lots of peer contact. High school students are earning social studies credit by working with C-TRAN students. The budgeting classes are open to anyone who needs them.

Funding is available for self directed adult services. Students are able to continue to participate in a variety of activities throughout the day. Supports for individuals/families are readily available. There is a seamless transition from C-TRAN to life after C-TRAN.

Joint funding for job development and supports are being done through the school, Voc. Rehab. and adult services.

Person Centered Plans are being developed rather than IEPs. They are jointly developed and implemented by the student, family, school district and adult services.

All students are self-determined and their desires are being honored. The ARC taught the skills.

A parent group has been started.

There is coordination with parents, community agencies, and the school district.

C-TRAN supports adult education activities.

#### Now (Current Status of C-TRAN):

Transportation: one van; public transportation is limited-schedule DCAT a week in advance; we have staff training; passes to use KU on Wheels; staff can no longer use own cars due to insurance; dealing with transportation day to day; no long term solution.

Staff: One teacher & 4 paras; no administrator over program; others help out where they can but this is pulling from their jobs; started in Aug. but didn't get fully staffed until Dec.

Location: Apartment has been graciously donated; not accessible; not sure how long we can continue using it; will be too small with an increase in students next year

No established budget

No cell phone, one pager

Informal/Minimal access to KU

Limited structured recreational activities during the day

Memberships donated by Lawrence Athletic Club

Limited ownership by school district - SPED support but not other buildings or services (maintenance, computer, transportation, etc.)

Limited contact with non-disabled peers; some at athletic club; no set time or place.

Doing real life activities

No formal self advocacy training or parent training on transition

VR funding for exiting student's jobs

Wonderful, committed staff

Major growth in one year

Community doesn't know about C-TRAN

Always running out of supplies

Still need to do IEPs in addition to Person Centered Plans

40% to 50% parental support

#### Enroll: (Who we need)

PATHERS (the people at the planning meeting)

Dr. W/The foundation

Quill people (Janitorial and Office supplies)

Linda R (Business Partnerships)

Adult Service Agencies: CLO (Callie S); Bert Nash (Tom P); Voc. Rehab (Rosemary T); CDDO (Barb V); Independence, Inc.; The ARC; Full Citizenship; Housing and Consumer Counseling

Paul W (DCAT)

City Commissioners (Irv H)

Lawrence Bus Company (Cliff B)

Assoc. of Lawrence Builder/Construction & Landlords/Ron L, Mr. C, Mike G, Capital Federal (LHS Partner), Teri P

Carl T - Horticulture Therapy

Self Advocates of Lawrence

KU: Chancellor H

Computer Person: Keith

Parents : Jim M, Brenda A, Bobbie G, Jennifer S, Jana L

Insurance Person: Norman J

Jane S

Mary R



Strengths:

Commitment  
Friends of Students  
Successes  
Steps to Independence  
Commitment to Action Plan-meet again  
Food  
Hopes/Dreams/Goals  
Friendships/Support among people in PATH group  
Strong beginning/foundation  
Staff  
Parents-vision  
Community  
Shared responsibility-schools/agencies  
Elem. And junior highs providing strong foundation of skills  
Alumni and students  
VR and supportive Home Care Funding

NEXT STEPS:

ONE YEAR: 12/17/99 (What has occurred)

Have a larger accessible apartment(s)  
Transportation: lift equipped van/additional transportation (cars)  
Met with Parents (of younger students)  
CBI (elem. and junior high community based instruction students) have visited C-TRAN in Spring 1999  
Newsletter to parents/agencies (mailing list developed)  
Two new Business/Education Partnerships established  
Two teachers  
Series of parent educational opportunities on transition has been provided (agencies do workshops)  
ARC Self-Advocacy Training/Mentors to C-TRAN students  
Budget is in the works - Dr. W has visited the program  
Approval of plan for Annette to increase daytime recreational offerings  
Written proposal for builders  
KU Chancellor is involved  
Three new parents in PATH group  
Insurance coverage available for driving own cars  
Cell phone, pagers, and computers available for program staff  
Credit for social studies has been discussed  
Support for evening activities is available

#### SIX MONTHS: 6/17/98 (What has occurred)

Two newsletters have been sent to all students in C-TRAN, future students, agencies (Angee and Emily meet before Feb.)  
Have two parent educational opportunities: (to all parents in the district) Social Security (The Arc and Independence, Inc.); Help parents explore opportunities/ An overview (Phil); Obtain parent input for other topics.  
Self Advocates of Lawrence to meet with C-TRAN students (Kelly)  
Dr. W visit C-TRAN/Explore budge options (Doug)  
Have bigger/additional apt.  
Plan to include students with milder disabilities who need and want transition for Fall 1999  
Met with Annette's supervisor - have plan developed to increase recreation offerings  
Two PATHERS meetings (Dianna)  
Have a contact person at KU  
Evening opportunities, proposal to Doug - involve supportive home care  
Accessible van/additional transportation  
Know budget decision about additional teacher for C-TRAN  
One or two new Business/Education Partners

#### ONE TO THREE MONTHS: (What has occurred)

Met re: Newsletter (Linda provide agency list by Feb.)  
Parent educational meeting about Social Security (The ARC)  
Sent notes/goals to Mr. G; Met with him; Ask about working with builders assoc.  
C-TRAN Team met about who qualifies to participate in C-TRAN (Dianna)  
Identify what needs are for recreation/activity plan: Linda and Dianna will set up meeting with Maureen (Cottonwood), Callie (CLO), Beth (Independence, Inc.) and Annette  
One PATHERS Meeting: Thursday, Feb. 4 at 3:00 (Dianna will send out reminders)  
C-TRAN student wrote Chancellor H (Deb)  
Contracted Parents: Barb: Jim and Bobbie; Doug: Brenda; Andy: Jana L  
Doug called Norman J re: insurance  
Met with Jane S about evening CBI (Deb)  
Decision made about leasing car(s): (Dianna, Emily, Linda and Doug)  
Know if there is \$ for an additional teacher (Doug)  
Contacted Linda R and invite to meeting (Doug)  
Linda W. worked with Cathy W re: moving grant funds to cover cell phone  
Doug got pagers for C-TRAN staff  
Barb - put Keith in touch with Emily about computer program to help with scheduling

Falvey, M.A., Forest, M., Pearpoint, J. & Rosenberg, R.L. (1997). *All my life's a circle: Using the tools: Circles, MAPS & PATHS*. Toronto, Canada: Inclusion Press.



## C-TRAN UPDATED PATH GOALS

February 4, 1999

Present: Lawrence Public Schools: Dianna M, Emily O, Linda W, Deb E, Andy W, Cliff T, Amy A, Don K, Carol T, & Steve S; Parents: Angee B & Jim M; East Central Cooperative in Education: Lee H & Michelle P; ARC of Douglas County: Barb B & Kelly S; University of Kansas: Mary Morningstar; Independence, Inc.: Beth C

The committee reviewed the progress made on the goals that were established through the PATH for one to three months. The progress made has been recorded in *italics*.

### ONE TO THREE MONTHS: (What has occurred)

Met re: Newsletter (Linda provide agency list by Feb.): *Linda has provided a list of agencies. A note will be on the newsletter asking them to route it through their agency. Emily is providing Angee with the content. Angee hopes to have the first one out within a month. It will be sent to agencies, current students and families, and pre-TRAN families and teachers.*

Parent educational meeting about Social Security (The Arc): *An informational meeting was held. Information was not disseminated early enough to notify families through the schools. It was suggested that a flyer announcing upcoming sessions for the next few months be sent out so families can begin planning for them. The ARC may offer some in the evening and some in the afternoon. A session on guardianship is being planned for April.*

Sent notes/goals to Mr. G; Met with him; Ask about working with builders assoc. (Doug): *Doug sent the notes from the PATH and has spoken to Mike G. Mr. G has committed to providing an apartment for another year. Linda, Dianna, and Emily are working on information to submit to him regarding the activities of C-TRAN students and how it is supporting their transition from school to adult life.*

C-TRAN Team met about who qualifies to participate in C-TRAN (Dianna): *C-TRAN has been opened up to students with mild disabilities who meet MR/DD eligibility. The committee discussed that C-TRAN is just a piece of the continuum of services that may need to be developed for students who are 18 to 21. C-TRAN will not meet the needs of all students who continue to have transition needs and are between the ages of 18 & 21.*

Identify what needs are for recreation/activity plan: Linda and Dianna will set up meeting with Maureen (Cottonwood), Callie (CLO), Beth (Independence, Inc.) and Annette: *Linda spoke to Annette and she would like to discuss the needs. Since the committee has a lot of Transition Council members on it, Linda is going to ask to have it as an agenda item at the upcoming meeting rather than trying to have a separate meeting.*

One PATHERS Meeting: Thursday, Feb. 4 at 3:00 (Dianna will send out reminders):  
*Occurred*



C-TRAN student wrote Chancellor H (Deb): *Deb reported that the letter has been drafted.*

Contacted Parents: Barb: Jim & Bobbie; Doug: Brenda; Andy: Janah: *Jim M attended the meeting. Andy reported that Janah L is interested in becoming involved and that Janah thought Sherry S might also be interested.*

Doug called Norman J re: insurance: *Doug contacted Norman. No solution was found for the insurance issues.*

Met with Jane S about evening CBI (Deb): *Deb reported that Jane was willing to help out but needed more information. She has no funding so whatever is done must be compensated with comp. time.*

Decision made about leasing car(s): (Dianna, Emily, Linda & Doug): *C-TRAN was able to purchase a state surplus car. The program would like to have another car so staff is trying to come up with some fund raising ideas.*

Know if there is \$ for an additional teacher (Doug): *Yes, an additional teacher will be hired for C-TRAN for the next academic year.*

Contacted Linda R & invite to meeting (Doug): *No status report.*

Linda W worked with Cathy W re: moving grant funds to cover cell phone: *A cell phone was purchased for the program from some grant funds.*

Doug got pagers for C-TRAN staff: *C-TRAN still only has one pager.*

Barb - put Keith in touch with Emily about computer program to help with scheduling: *Barb provided Emily with Keith's name and number. Barb thought Keith might also be able to help with other computer issues.*

Enroll: (Who we need) *The committee discussed who we need to enroll to help with C-TRAN issues and what expertise they would bring.*

*PATHERS (the people at the planning meeting): Many of the people at the PATH returned. Thank you. Those not in attendance will receive notes and an invitation to the next meeting. Thanks and welcome to the new people attending the meeting.*

Dr. W/The Foundation: *Dr. W is planning on visiting the program. We would like to have district wide support for C-TRAN.*

Quill people (Janitorial & Office Supplies): *Might be a potential business partner.*

Linda R (Business Partnerships): *Assist C-TRAN in developing some business partnerships.*



Adult Service Agencies: CLO (Callie S), Bert Nash (Tom P), Voc. Rehab (Rosemary T), CDDO (Barb V), Independence, Inc., The ARC, Full Citizenship, Housing and Consumer Counseling: *We want service providers to know about C-TRAN and eventually we might want to develop some interagency agreements and shared support of students/consumers.*

Paul W (DCAT): *Linda has discussed C-TRAN with Paul so he has some awareness of the purpose of the program. Barb suggested we might ask him to speak to parents and students to inform them of DCAT operations and potential changes. Paul is going to be doing some informational presentations to various community groups.*

City Commissioners (Irv H): *Barb will talk to Irv about how the PATH group might go about supporting him and others in favor of public transportation. C-TRAN students might want to get involved by writing letters and attending candidate forums and public meetings on public transportation.*

Lawrence Bus Company (Cliff B): *Students and staff have been in contact with Cliff about DCAT services. The program has training passes to help students learn to use KU on Wheels.*

Assoc. of Lawrence Builder/Construction & Landlords/Ron L, Mr. C, Mike G, Capital Federal (LHS Partner) Teri P: *A committee to address a long term solution for the location of C-TRAN was formed. Dianna, Mary, Lee, Emily/Carol, Linda, and Andy agreed to be on the committee. In addition we need Doug E; a developer (Mike G) who can help us explore options, discuss their needs for tax purposes, etc; a banker or someone who knows about financing (Teri P); someone who knows about public money; possibly Tony P from Independence, Inc. who has done a lot of work on their new building; Monty B; and Linda R who needs to be aware of what we are trying to do. The first meeting will be Monday, February 8 at 8:30 AM.*

Tom B (Maintenance and Transportation): *Tom is aware of C-TRAN's transportation needs. He was the person who helped the program access the state surplus car.*

Carol T-Horticulture Therapy: *Carol has a lot of wonderful skills that are benefiting the students. She is contacting local nurseries to see if they might donate space.*

Self Advocates of Lawrence: *People who want to be mentors are being identified. Sean will contact Emily to set up some activities.*

KU: Chancellor H: *Mary is willing to assist C-TRAN in exploring options for accessing KU. It will probably require more than a letter from one student.*

Computer Person: Keith: *Keith will be contacted to see if there is some type of program that can assist C-TRAN with scheduling issues.*

Parents: Jim M, Brenda A, Bobbie G, Jennifer S, Janah L: *We would like additional parent input.*

Insurance Person: Norman J *Assist C-TRAN in exploring insurance issues.*

Jane S: *Assist C-TRAN with evening community-based instruction.*

Mary R: *Assist in accessing peers for C-TRAN students through classes doing community service. Additional administrative support.*

Other:

*The group discussed ideas for accessing a swimming pool since Lawrence Athletic Club burnt. Mary will check with KU.*

*As we support students with milder disabilities, we may want to be in contact with Colorado Springs to get specific information about how they do things.*

*For Next Meeting:*

*C-TRAN Location Committee meet and report.*

*Report on Six Month Goals*

SIX MONTHS: 6/17/98 (What has occurred.)

Two newsletters have been sent to all students in C-TRAN, future students, agencies (Angee and Emily meet before Feb.)

Have two parent educational opportunities: (to all parents in the district) Social Security (The ARC and Independence, Inc.); Help parents explore opportunities/An overview (Phil).

Obtain parent input for other topics.

Self Advocates of Lawrence to meet with C-TRAN students (Kelly).

Dr. W visit C-TRAN/Explore budget options (Doug).

Have bigger/additional apt.

Plan to include students with milder disabilities who need and want transition for fall 1999.

Met with Annette's supervisor-have plan developed to increase recreation offerings.

Two PATHERS meetings (Dianna).

Have a contact person at KU.

Evening opportunities, proposal to Doug - involve supportive home care.

Accessible van/additional transportation.

Know budget decision about additional teacher for C-TRAN.

One or two new Business/Education Partners.

**Next meeting: Thursday, May 6, 3:15 Lawrence High School**

## **A Day in the Life at C-Tran**

### **A test of one's abilities to problem solve.....**

- Faulty electrical wiring. No electricity in office, bathroom or hallway. Have to use flashlight to use restroom.
- Student cuts self while shaving. Medication is preventing wound to clot.
- Student falls down while in living room. Hits head on coffee table.
- Student falls down at athletic club while changing in locker room.
- Student loses bra at athletic club.
- Student falls on ice in front of C-Tran.
- Come back from winter break and the entire unit is flooded.
- Student washes sanitary napkin in washing machine with clothes.
- Refrigerator goes out for a week. Have to throw away all food and figure out how to get more for students.
- Had to vacate entire building because pipes were being replaced.
- Student forgets to set break on wheelchair and rolls down hill toward bus.
- Lights go out in restroom. Takes several days to fix. This has happened 4-5 times.
- Student drops glass while putting dishes away. Shatters in food and all over kitchen.
- Van runs out of gas.
- Wipers go out while in middle of pouring rain.
- Personal vehicles hit while parked in front of duplex.
- Para hits another vehicle while on community activity.
- Student forgets which locker he has placed his clothes at the athletic club.
- Student has behavioral issues and tries to grab steering wheel in car.
- Student has behavioral issues while out in community and is placed in 4-point restraint.
- Students lose athletic membership card, purses, backpack, money and other personal belongings while out in community.
- Student is left out in community.
- Student leaves C-Tran without our knowledge.
- While unloading groceries, students put milk, vegetables, meat and other perishables in cabinet instead of refrigerator.
- Students are ill and vomit in bathroom.
- Students urinate and defecate in their pants.
- Female students put pads on incorrectly and leak menstrual fluid everywhere.
- Student urinates on couch at athletic club.
- Student walks through athletic club from one locker room to another while wearing only a towel over her naked body.
- Long distance went out and we couldn't fax to out-of-town numbers.
- Internet providers changed and we were forgotten. No internet access for several days.
- Student ordered a lot from a menu assuming he had enough money and was short when the bill arrived.
- Attempted break-in. Found window screen removed. Found that our doorknobs had objects jammed into key entry.
- Transformers blew twice in one month. Went without electricity for hours.

# APPENDIX B

---

Brochure

Letter

Program Expenses



[www.transitioncoalition.org](http://www.transitioncoalition.org)

---

The Community Transition Program  
Experiences Starting a Community-Based  
Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer  
Edited by Mary Morningstar, Dana Lattin, and Tony Peterson



### **What is C-Tran?**

C-TRAN is a joint effort between students, parents, the school district and adult service providers. A planning committee, with the representation from these groups, developed the basic parameters of C-TRAN. The program for individual students will be developed using a person-centered approach. The individual's wants and needs will be identified and then the student and his/her team will develop an individualized program.

## **Community --- Transition**

### **P R O G R A M**

A community based transition program designed to assist in the transition from school to adult life.

<p><b>Why C-TRAN?</b></p> <p>The C-TRAN Program will allow students to begin experiencing adult life activities in the community while having the support of the school system. Where appropriate, students will be able to expand work hours and responsibilities, participate in community-based recreational/leisure activities, further develop independent living skills, and begin developing social connections in the environments the student will be using as a young adult. C-TRAN will allow the student to explore options and begin trying out his/her vision for life as a young adult. It will also allow the student and his/her family to develop relationships with the adult service providers who may be supporting the student in the future since these providers may be part of the student's C-TRAN planning and support team.</p> <p><b>Where will C-TRAN be based?</b></p> <p>The C-TRAN Program will be based in a location in the community, not at the high school. However, the students will enroll in school and will receive credits for the C-TRAN Program.</p>	<p><b>What is the eligibility criteria?</b></p> <p>Students participating in C-TRAN will:</p> <ul style="list-style-type: none"> <li>• Be eligible for graduation (i.e., the student has met the minimum requirements for graduation but continues to have education/transition needs)</li> <li>• Be at least 18 years of age, and</li> <li>• Have long-term support needs (a moderate to severe cognitive disability).</li> </ul> <p><b>When can a student enter into C-TRAN?</b></p> <p>Students may enter into the C-TRAN Program after completing the minimum requirements for high school graduation. Upon completion of requirements for graduation, the student may go through a social commencement with his/her class where he/she will receive a certificate instead of an actual diploma. A certificate will be given instead of the diploma because the student cannot receive his/her diploma and still be served by the school district. However, the student will receive the diploma upon completion of the C-TRAN Program.</p>	<p><b>What instructional areas will be addressed?</b></p> <p>C-TRAN will address the following instructional areas:</p> <ul style="list-style-type: none"> <li>• Independent Living</li> <li>• Vocational/Employment</li> <li>• Social/Leisure/Recreation</li> <li>• Life-Long Learning Opportunities</li> </ul> <p><b>What is the enrollment process?</b></p> <p>Students and their families will be asked to decide whether or not they wish to participate in the C-TRAN Program during the fall semester of their "senior" year. This will allow the student to participate in social commencement and allow the school to plan for staffing needs.</p> <p>For more information about the Community Transition Program Please contact:</p> <p><b>Llara Baska or Anne Kaufman</b> <b>at (785) 331-2589</b></p>
--	---	---

**C-Tran**  
**Community Transition Program**  
**331 and 333 California**  
**Lawrence, KS 66047**

**Llara Baska, Teacher**

**(785)331-2589**

**Anne Kaufman, Teacher**

---

C-Tran is a community-based transition program designed to assist in the transition from school to adult life. C-Tran is a collaborative effort between students, parents, the Lawrence School District, and adult service providers. A planning committee with representation from these groups developed the basic parameters of the program. The program uses a person-centered approach which identifies the needs and desires of each individual student. Schedules are then developed by each student and his/her team.

Students participating in C-Tran will be eligible for graduation (i.e., the student has met the minimum requirements for graduation, but continues to have education/transition needs); be at least 18 years of age; and have a moderate to severe cognitive disability with continued transition needs.

Students enter the C-Tran program after completing at least three years of high school. At the end of the student's "senior year," he/she goes through a social commencement with his/her class. A certificate is given instead of a diploma because the student cannot receive a diploma and still be served by the school district. However, the student will receive a diploma upon completion of C-Tran Program.

The C-Tran Program is based in a location in the community, not the high schools. However, the student is enrolled in school and receives credit through the C-Tran program. C-Tran addresses the following instructional areas: independent living, vocational/employment, social/leisure/ recreation, and life-long learning opportunities.

Enrollment into the C-Tran program is decided by December of the student's "senior" year by students and their families along with school district personnel and adult service providers. This allows the students to participate in social commencement and allows the high schools to plan for staffing needs. For additional information on the C-Tran Program, contact Dianna McKenzie, High School Special Services Coordinator, at (785) 832-5000 or (785) 832-5008 ext. 140.

***We will successfully teach all students.***



## C-Tran Program Expenses

C-Tran is an elective program. It is also a program based on individual choices. Many of the learning activities that students choose to participate in cost money. It will be the responsibility of each individual student and his/her parent to pay for any of the following activities. Financial assistance will be approved by administration and made available to students in need on an individual basis.

### Required Expenses (Approximately \$25-30 per week)

#### 1. Weekly groceries: \$15-20

Students purchase groceries each week so that they may benefit from instruction in budgeting, money management, comparison-shopping, food-preparation, food care, safety in the kitchen, etc. If a student can't afford groceries, a student may apply for free and reduced lunches. These lunches are prepared by Free State High School. It is important to note that one of the main program objectives at C-Tran is to improve daily living skills.

#### 2. Weekly "3rd Places" (i.e. Classic Gourmet, Panera Bread, Munchers, etc.): \$3

This is one social component of C-Tran. Again, this allows students the opportunity to manage and count money. It also serves as a social outlet. We hope that students will revisit these environments when they leave our program.

#### 3. Weekly Lunch Out: \$7-8

Students vote on a restaurant each week. On Fridays, the entire group goes out to eat. Students learn how to choose an item from a menu, order their meal, pay for their purchase and figure a tip (when necessary). The amount of purchase varies each week. This is a great opportunity for problem solving. Some students must come up with creative solutions because they have mismanaged their funds or they have miscalculated their budget. Students who work during the lunch hour can choose to eat at work or take a sack lunch.

#### 4. Lost and Found: Students must pay \$.25 to retrieve items in the lost and found. This money is collected and used for a student field trip at the end of the year.

### Optional expenses

1. Bowling: \$1.60 per visit
2. Lawrence Athletic Club membership: \$16.04 per month. We have an agreement with Rick Sells (owner of LAC) that allows students to participate at a reduced rate. Interested students apply for a one-year membership. A written agreement is sent home for parents to review. Bills are sent directly to each student's house and students are liable for payment. A written letter must be sent to C-Tran to cancel this membership. C-Tran will then contact the appropriate LAC group sales representative to cancel the membership. All correspondence must go through C-Tran first.
3. Horticulture: Occasional fees for plants/gardening supplies
4. Various field trips: cost varies (i.e. Pumpkin Patch, Topeka mall, Topeka zoo, movie in K.C., Festival of Trees, Worlds of Fun trip, swimming, celebrations, etc.)
5. Adopt-A-Family: \$5-10 This is a one-time only optional donation in December.
6. Lawrence Transit System: Fixed \$.25 per trip. Door to door service \$1.00 per trip.

# APPENDIX C

---

Important Prerequisites

Program Objectives

Skills Inventory

MAPS Process

MAPS Meeting

Sample IEP



[www.transitioncoalition.org](http://www.transitioncoalition.org)

---

The Community Transition Program  
Experiences Starting a Community-Based  
Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer  
Edited by Mary Morningstar, Dana Lattin, and Tony Peterson



## **Important Prerequisites for Independent Community Involvement**

Assuming some responsibility for personal items (i.e. purse, billfold, planner, backpack, coat, shoes, change of clothes, etc.)

Wearing a watch

Assuming some responsibility for money (i.e. lunch money, simple purchases at the store, movies, fast food establishments, or leisure activities)

Wearing clean clothes

Dressing appropriately for weather

Having clean hair and wearing deodorant

Responsible for female personal hygiene, surveying bathroom after use

Review of social skills--sharing, not making rude sounds (i.e. burping, passing gas), teamwork, appropriate greetings and salutations, etc.

Knowledge of public vs. private places

Having a hygiene routine after lunch (i.e. disposal of napkins, wiping down table, brushing teeth, checking face for food, etc.)

Use of planner (needs to start by Junior High)

Participate in various campus or community jobs

Responsible for some chores at home and at school

Some practice at using the telephone

Some cooking skills practice

When in doubt, wash your hands!!! (after bathroom, before cooking, after blowing nose, after eating, etc.)



# Community Transition Program Objectives

## 1. Personal Finances

- a. Applied money concepts
- b. Being responsible for own money/putting it in a safe place
- c. Planning/Budgeting
- d. Money management (natural consequences)
- e. Using a calculator or basic math computations

## 2. Planning/Organizing/Scheduling

- a. Applied time concepts (face and/or digital watches)
- b. Time management (natural consequences)
- c. Being responsible for wearing a watch
- d. Reading a calendar
- e. Using a planner
- f. Scheduling/Canceling appointments
- g. Planning for transportation to appointments
- h. Adjusting to schedule changes
- i. Making transitions from one environment into the next without a struggle

## 3. Grooming/Self-Care

- a. Starting each day with clear hair
- b. Starting each day with a clean body
- c. Wearing clean clothes
- d. Brushing teeth/hair
- e. Disposal of feminine hygiene products
- f. Disbursement of medication (when appropriate)
- g. Keeping track of personal items
- h. Wearing appropriate clothes for weather
- i. Leaving a clean toilet after use
- j. Maintaining personal identification (i.e. social security card, state I.D. or driver's license, birth certificate, etc.)

## 4. Household Management

- a. Food preparation/consumption/clean up
  - i. Using appliances/correct cooking utensils
  - ii. Hygiene related to food preparation
  - iii. Reading directions or recipes
  - iv. Using measuring equipment
  - v. Following a menu
  - vi. Using appropriate table manners
  - vii. Checking for spoilage and disposal of old food/storing leftovers
  - viii. Knowing where to store food (i.e. shelf, refrigerator, or freezer)
  - ix. Wiping down tables, appliance, counter area

- b. Grocery Shopping
  - i. Following a budget
  - ii. Making a list
  - iii. Locating items in a store
  - iv. Using comparison shopping techniques
  - v. Time management
  - vi. Maneuvering a cart
  - vii. Using proper etiquette
  - viii. Money transactions
  - ix. When and how to ask for assistance
- c. Establishing/Following a chore chart
  - i. Using correct cleaning supplies on appliance/furniture
- d. Washing/Drying/Putting away laundry
- e. Household maintenance
- f. Being a considerate roommate regarding food intake

## **5. Social Skills Awareness**

- a. Resolving roommate/relationship issues
- b. Social and physical boundary awareness
- c. Appropriate greetings/salutations
- d. Initiating, maintaining, and ending conversations (in person and on the phone)
- e. Understanding family dynamics
- f. Anger management
- g. Understanding the importance of group dynamics and being considerate of others

## **6. Community Involvement**

- a. Self-Advocacy
  - i. Approaching cashiers or customer service representative
  - ii. Scheduling swimming lanes, racquetball courts, use of equipment
  - iii. Negotiation strategies
  - iv. Problem-solving strategies
  - v. Writing a simple letter
- b. Eating out at a restaurant
  - i. Placing an order from a menu
  - ii. Using appropriate table manners
  - iii. Reading a bill
  - iv. Counting out correct amount of money, figuring tips and taxes
  - v. Staying within budget
- c. Leisure and Recreation
  - i. Trying new or different activities in the community
  - ii. Using appropriate social etiquette while participating in group activities
  - iii. Returning equipment if necessary
  - iv. Budgeting for activity
  - v. Wearing appropriate clothes for activity
  - vi. Choosing appropriate “downtime” activities and using time productively
- d. Agency Linkages

- i. Using the telephone to make contacts
  - ii. Scheduling/canceling appointments
  - iii. Taking advantage of leadership opportunities
  - iv. Establishing case management
- e. Transportation
  - i. Getting along with others while being transported to a location
  - ii. Arranging transportation for a specific activity
  - iii. Canceling transportation when necessary
  - iv. Accessing public transportation
  - v. Brainstorming alternative forms of transportation

## **7. Health and Safety Practices**

- a. Eating healthy
- b. Planning healthy meals
- c. Identifying recreational facilities that suit budget/interests
- d. What to do in emergency situations (i.e. fire, adverse weather, etc.)
- e. Stranger danger
- f. Basic first aid
- g. Calling 911
- h. Basic safety practices (i.e. wearing a seatbelt, crossing the street, using kitchen knives, locking doors, etc.)

## **8. Career Development**

- a. Contacting appropriate staff to initiate job search process
- b. Applying for a job
- c. Interviewing for a job
- d. Appropriate grooming and hygiene for a job
- e. Maintaining a positive work history
- f. Problem-solving on the job
- g. Transitioning to a new job
- h. Collaborating with vocational rehabilitation

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

### **C-TRAN SKILLS INVENTORY**

Please complete this inventory for any student who is considering the C-TRAN Program. Having all of these skills is not necessary for entrance to the C-TRAN Program. This inventory will assist staff in determining the level of independence the student will be able to work toward through participation in the C-TRAN Program.

1. Has the student participated in community-based instruction? \_\_\_\_\_ If yes, give examples:
  
2. Does the student have a functional communication system? \_\_\_\_\_ If yes, please describe:
  
3. Has the student had past/current vocational or work experience? \_\_\_\_\_ If yes, please describe:
  
4. Does the student need daily health care/nursing services? \_\_\_\_\_ If yes, please describe:
  
5. Does the student need a behavior intervention plan? \_\_\_\_\_ If yes, please attach.

Please rate the student in the following areas:

6. Student adapts to unfamiliar environment.  

<i>Easily</i>	<i>Most of the time</i>	<i>Has some difficulty</i>	<i>Has great difficulty</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
  
7. Student safely rides in school vehicles.  

<i>Always</i>	<i>Most of the time</i>	<i>Needs some support</i>	<i>Needs constant support</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>



8. Student comfortably tolerates movement between community sites.  
*Always*                      *Most of the time*                      *Sometimes*                      *Almost never*  
*1*                                      *2*                                      *3*                                      *4*
9. Student maintains appropriate sexual boundaries.  
*Always*                      *Most of the time*                      *Sometimes*                      *Almost never*  
*1*                                      *2*                                      *3*                                      *4*
10. Student uses a planner.  
*Always*                      *Most of the time*                      *Sometimes*                      *Almost never*  
*1*                                      *2*                                      *3*                                      *4*
11. Student understands and uses money.  
*Counts exact*                      *Uses "Next Dollar"*                      *Inconsistent*                      *Lacks Money*  
*Change*                      *Strategy*                      *Use*                      *Concepts*  
*1*                                      *2*                                      *3*                                      *4*
12. Student demonstrates basic calculator skills.  
*Always*                      *Most of the time*                      *Sometimes*                      *Almost never*  
*1*                                      *2*                                      *3*                                      *4*
13. Student can compose a simple letter or note.  
*Always*                      *Most of the time*                      *Sometimes*                      *Almost never*  
*1*                                      *2*                                      *3*                                      *4*
14. Student can independently perform own personal hygiene (i.e. grooming, toileting, feeding, feminine hygiene, etc.).  
*Always*                      *Most of the time*                      *Sometimes*                      *Almost never*  
*1*                                      *2*                                      *3*                                      *4*
15. Student does assigned chores/tasks at school.  
*Without prompting*                      *With some prompting*                      *With physical support*                      *Refuses*  
*1*                                      *2*                                      *3*                                      *4*
16. Student uses appropriate judgment regarding safety practices (i.e. pedestrian travel, hot/cold, etc.).  
*Always*                      *Most of the time*                      *Sometimes*                      *Almost never*  
*1*                                      *2*                                      *3*                                      *4*
17. Rate the student's desire to participate in C-TRAN.  
*Strongly Interested*                      *Interested*                      *Somewhat interested*                      *Not interested*  
*1*                                      *2*                                      *3*                                      *4*

*Thank you for your time in filling out this survey.*





\_\_\_\_\_’s plan

Date \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

**Recorder:** \_\_\_\_\_

**Timekeeper:** \_\_\_\_\_

**Attendance:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- **Introductions**
- **Definitions/What is MAPS?**
- **Assignments**

- **What is your dream?**
- **What will the future be like?**

- **Interests**
- **Gifts**
- **Talents**

- **What can we do as a team to avoid the nightmares?**

- **What would your ideal schedule be like?**

- **Contacts**
- **Resources**
- **Supports for ideal day**



Making Action Plans (MAPS) meeting for B  
April 30, 2002

Attendance: student, Adult Services Case Manager, Residential Coordinator, Transition Specialist, High School Teacher, Work Experience Coordinator, C-Tran Teachers

**Dreams**

- Be happy
- Be independent
- Be employed full time, have something I enjoy and get a paycheck
- Have a circle of friends
- Manage own money
- Live independently in an apartment (Lawrence area) by myself; staff at night
- Maintain emotional stability; maintain relationship with therapist
- Enjoy waking up and looking forward to each day
- Set goals and make commitments

**Strengths**

**Interests**

playing cards  
swimming  
bowling  
best buddies  
going to the movies  
aerobics  
walking

**Gifts**

caring  
loving  
social  
friendly  
loyal  
clever  
sense of humor  
very capable  
smart  
tries hard

**Talents**

dependable  
likes to be in charge  
good self-advocate  
leadership  
aware of services available  
determined  
good friend  
many skills and talents  
good listener  
enjoys helping others

**Nightmares**

- That I wouldn't have the skills to deal with pressure situations
- That I would feel alone
- Being taken advantage of
- Not having a guardian
- Not being able to control my impulses
- Not trusting the right people; listening to the wrong people
- Not being intrinsically motivated
- Not being self-disciplined
- Not having self-esteem
- People not giving me a chance based on labels
- Feeling lonely

### **Goals for C-Tran**

- Practice good grooming and hygiene
- Continue to be responsible for medication
- Have an agreement prepared ahead of time that will assist me with my behavior
- Include a fitness program
- Eat healthy--read nutritional information--maintain an appropriate diet
- Volunteer at a nursing home
- Participate in a situational assessment through VR
- Practice using the T-Lift bus
- Practice budgeting--continue using a checking account. Start a savings account
- Computers---learn new skills
- Visit the Lawrence Work Force Center
- Practice making appointments
- Consistently use a planner

### **Planning for C-Tran**

- Get a copy of behavioral supports from Work Experience Coordinator (how to handle authority)
- Have a watch, planner, backpack, purse and/or billfold for C-Tran at the beginning of next year
- Save money for C-Tran
- Fix hearing aid/mild hearing loss
- Adult Services Case Manager will give medication information to C-Tran teacher
- Practice tolerating auditory discrimination
- Call therapist to inquire about coping strategies

Falvey, M.A., Forest, M., Pearpoint, J. & Rosenberg, R.L. (1997). *All my life's a circle: Using the tools: Circles, MAPS & PATHS*. Toronto, Canada: Inclusion Press.

## **INDIVIDUALIZED EDUCATION PROGRAM**

Annual Meeting: 10/23/2002

Does the student need Adaptive PE? No

Does the student have an Assistive Technology Plan? No

Does the student have a written Behavior Plan? No

Have the student's strengths been utilized to address needs on the IEP? Yes

Do the positive effects of the placement outweigh potentially negative effects? Yes

Have the needs which were identified in the most recent evaluation, including observed needs and performance on state and district-wide assessments, been considered in IEP development? Yes

Does the student have limited English proficiency? No

If the student is 14 years of age or older, was he/she invited to attend the IEP meeting? Yes

Parents received a copy of the IEP. Yes

Parents received a copy of Parental Rights. Yes

The parents will be notified of progress at the same intervals and in the same manner, written or orally, as general education reports progress.

### **Present Levels of Educational Performance**

#### **Present Level-Strengths of the Child**

Vision: Passed screening with glasses 10/00

Hearing: Passed screening 10/00

No concerns noted by parents or the school.

Motor Abilities: no concerns

### **Present Levels of Educational Performance**

#### **Present Level-Health/Physical/Social/Emotional**

D is always cheerful and cooperative. D demonstrates a strong self-concept and is not easily swayed from her convictions; she has a strong sense of right and wrong.

D gets along with everyone at C-Tran. She is very outgoing and accepting of individuals in our group. She greets people appropriately and has reached a higher level benchmark by



## **INDIVIDUALIZED EDUCATION PROGRAM**

Annual Meeting: 10/23/2002

inquiring more about other people's interests while involved in a conversation. She walks up to people with more confidence now and speaks more clearly. Her comments are more relevant and much more considerate. D has asked for more instruction in the areas of relationships and problem-solving.

When nervous or when listening to other people, C sometimes displays inappropriate laughter. She also needs some reminders to adjust her volume when communicating with others. In the past, parents have communicated that she still needs more preparation in the area of social skills.

### **Present Level-Academic Performance/General Intelligence**

D knows her schedule well and participates in weekly planning and grocery shopping with some assistance. She has great organization skills and she independently monitors her personal hygiene, personal items, and some daily chores at C-Tran. D can tell time from a digital watch, but has some difficulty with face clocks. She can count dollars well, but she has trouble counting change. We have been using the "next dollar" strategy with D and she appears comfortable utilizing this concept on community outings. D has some difficulty with reading comprehension and comparison shopping.

### **Present Level-Communication**

D enjoys conversing with other people. She continues to work on using sentences in her conversations and only needs to be prompted slightly. She needs some assistance in considering options and understanding the consequences of her choices. D is working on decision making skills in the following areas: menu planning, grocery shopping, budgeting, checking out books at the library, personal goals, work, relationship problems, etc.

D may continue to need practice in dealing effectively with emergency situations. Often, D may appear to understand a direction or say that she understands a direction, when in fact, she does not. This can lead to miscommunication in both emergency situations and daily living situations. D should be asked to demonstrate understanding whenever a request has been made of her.

## **Transition Services**

### **Transition-Instruction**

D receives instruction in the following areas of transition: independent living (planning, budgeting, grocery shopping, cooking, self-help, money management, time management, apartment maintenance), vocational skills, community activities, physical fitness, social skills, and leisure and recreational opportunities. Her current schedule includes grocery planning/shopping, working at J.R. Pearson, bowling, horticulture, working on computers at Independence, Inc. and exploring "3<sup>rd</sup> Places" or social opportunities at La Primataza or restaurants.

## **INDIVIDUALIZED EDUCATION PROGRAM**

Annual Meeting: 10/23/2002

### **Transition-Related Services**

D continues to receive support from the Lawrence Public Schools' Work Experience Program. She receives assistance in job placement, job coach services, work experience evaluations and career planning. D and her family also receive support from the transition specialist at Lawrence High School as they begin accessing adult services. D has recently received a case manager through Cottonwood. She has also completed the intake process at Independence, Inc. She participates in the Best Buddies program and participates in lots of other social activities with her friends and family.

### **Transition-Community Experiences/Linkages**

D participates in a community job with school transportation this year. She has practiced using both the fixed route and door-to-door services with the Lawrence Transit System, but may need to practice this more throughout her final year at C-Tran. D's parents have indicated that she is involved in 4-H activities and recreational swimming at night. Once out of C-Tran, D would like to continue bowling and continue working on her independent living skills (i.e. food preparation and grocery shopping). D has a strong preference to live in an apartment with another student next year. D has a state I.D., Medicaid card, and public library card. Her parents have decided to halt her membership at Lawrence Athletic Center for now, since she does not have time for it in her schedule. D has stated that she may want to renew it once C-Tran is over with and she has more time in her day.

### **Transition-Employment**

D was employed at Mrs. E's from June 2000 until September 2001. Before that, D was employed in the Lawrence High School laundry and at the Dole Center. Currently, D is participating in a grant funded program at J.R. Pearson. According to the work experience coordinator, D needs to improve time on task while working independently on job skills. She enjoys this job and the people around her. In general, D enjoys helping people and she shows that she cares about others with her sincere attitude. She has done well in service fields, however, her vocational experiences are somewhat limited to schedule or routine type jobs because of her vocational aptitude. The work experience coordinator has stated that D does better at jobs that involve a team. Her situation at J.R. Pearson allows for team training at times, but also requires D to work independently at known tasks.

## **Transition Services**

### **Transition-Current, Post-School Daily Living Skills**

D comes to C-Tran each day with a smile on her face, ready to do her chores. She enjoys the independence of planning and shopping for herself each week, but requires a great deal of support when she is cooking in the kitchen. D budgets wisely and does not indulge herself with things that she does not need (i.e. snacks, pops, etc.). D is starting to improve in the area of comparison shopping, however, she is still somewhat inconsistent. D manages her time wisely for the most part, however, she sometimes gets distracted and forgets to check the clock. She is working on advocacy across all environments.





## **INDIVIDUALIZED EDUCATION PROGRAM**

Annual Meeting: 10/23/2002

### **Transition-Functional Vocational Evaluation**

Since D has difficulty voicing preferences, most of her vocational inventories have been invalid. The vocational rehabilitation assessment coordinator stated that he spoke with D about a vocational evaluation, but that D stated that she felt that she needed to focus on her job at this time. If D ever decides to leave her current job, she and her parents may consider a functional vocational evaluation through Vocational Rehabilitation.

### **Vocational Rehabilitation**

D has made application for transition services with Vocational Rehabilitation.

#### **Action Steps**

D will raise the question of post-secondary living options and state her preferences at her IEP meeting on 10/23/1001.

D will work with her teacher on filling out her activity form for bowling to put in her portfolio by 2/1/2002.

D will practice using/scheduling the T-Lift for her Independence, Inc. computer time by 5/20/ 2002.

D will explore options for working with a care attendant on independent living (cooking) skills by 5/20/2002.

### **Alternate Graduation Plan**

D socially graduated from Lawrence High School in May 2000. She is currently enrolled in the Lawrence Public Schools' Community Transition Program. She will receive her diploma at the end of this year.

### **Goals and Benchmarks/Objectives**

**Goal 1: D will improve decision making skills by demonstrating understanding and by making an informed choice**

---

Benchmark 1: When asked a question, D will respond with a relevant answer 8 out of 10 times by 5/20/2002

Evaluation Procedures: Situation assessment recorded on weekly data sheets

---

Benchmark 2: Given a naturally occurring situation and an understanding of the consequences of her choice, D will make an appropriate choice as observed by support staff on 8 out of 10 occasions by 3/20/2002.

Evaluation Procedures: Situational assessment on weekly data sheets



## INDIVIDUALIZED EDUCATION PROGRAM

Annual Meeting: 10/23/2002

---

Benchmark 3: Given a decision that involves a relationship with another person, D will consider the consequences of her choice before making a decision on 10 out of 10 occasions by 5/15/2002.

Evaluation Procedures: Situational assessment on daily data sheets

---

Benchmark 4: While involved in meal planning, D will consider 4 food preferences with prompting to form a balanced meal on 8 out of 10 trials by 5/15/2002.

Evaluation Procedures: Situation assessment on daily data sheets

---

### **Goal 2: D will improve her vocational skills on her community job site.**

---

Benchmark 1: Given naturally occurring situations at work, D will identify 2 or more ways to deal with the problems as observed by her co-workers and job coach by 3/15/2002.

Evaluation Procedures: Co-worker observation/job coach report

---

Benchmark 2: Given a new job responsibility and the opportunity to establish a new routine, D will do so successfully with a positive job coach rating by 1/15/2002.

Evaluation Procedures: Co-worker observations/job coach report

---

Benchmark 3: D will improve time on task and quality of work while performing job tasks independently as observed by her co-workers and job coach by 5/20/2002.

Evaluation Procedures: Work experience evaluations

---

### **Goal 3: D will improve independent living skills by effectively managing her money and purchases out in the community.**

---

Benchmark 1: When presented with a grocery list and at least five items, D will use comparison shopping effectively on 8 out of 10 trials as observed by her support staff member.

Evaluation Procedures: Situational assessment recorded on weekly data sheets

---

Benchmark 2: When purchasing an item that involves dollars and cents, D will choose either the "next dollar strategy" or use the correct change to purchase an item 8 out of 10 times with 100% accuracy by 5/20/2002.

## **INDIVIDUALIZED EDUCATION PROGRAM**

Annual Meeting: 10/23/2002

Evaluation Procedures: Situational assessment recorded on weekly data sheets

---

### **Anticipated Services to be Provided**

#### **Special Education Services**

Appropriate supports will be provided for D while she is out in the community. Supports may be faded as D makes progress towards independence in some settings. If D were to take continuing education courses, some supports might include; modified or adapted curriculum, modified and/or adapted tests, modified/alternative outcomes, paraprofessional support in the class, and other supports or resources as determined by D's team.

#### **Related Services**

D does not receive any support from related services other than work experience and transition.

#### **Supplementary Aids and Services**

D's current schedule does not require the support of supplementary aids or services.

#### **Program Modifications**

Program modifications are discussed as needed.

### **Educational Placement**

Currently, D is enrolled in a community-based program which focuses on functional academics and applied skills.

### **Participation-State and District Assessment**

D will not participate in state or district wide assessments due to her age. She will be evaluated through the assessments of her functional curriculum along with progress toward her IEP goals and objectives.

### **Extended School Term**

D will participate in extended school year to facilitate on going support in her community job.

### **Behavior Intervention Plan**

The team feels there is no need for D to have a behavior plan.

### **Assistive Technology Plan**

D does not require assistive technology services.

## INDIVIDUALIZED EDUCATION PROGRAM

Annual Meeting: 10/23/2002

### Special Considerations

If given tests, D should be allowed calculator usage for all applications. She should be seated near the teacher to facilitate active engagement of D in the class. Tests will be modified to limit the numbers of questions and numbers of choices and tests will be read to her.

### Transfer of Rights

The notice was provided when D was 17.

### Anticipated Services to be Provided

Primary Exceptionality: Mental Retardation

Service	Set	Provider	Minutes	Days	Weeks	Start Date	End Date
SE	G	Baska	290	5	36	10/24/01	10/23/02
TS	X	W.	10	1	36	10/24/01	10/23/02
VO	D	T.	120	5	35	10/24/01	10/23/02

# APPENDIX D

---

Preferences Sheet

Survey of Indoor and Outdoor  
Recreational Activities

Student Schedules



[www.transitioncoalition.org](http://www.transitioncoalition.org)

---

The Community Transition Program  
Experiences Starting a Community-Based  
Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer  
Edited by Mary Morningstar, Dana Lattin, and Tony Peterson

## Preferences for C-Tran Schedules

**Directions:** You have participated in many different activities during these first few weeks of C-Tran. We would like for you to include as many of your preferences as possible in your daily schedules. Please number the following activities in order of preference.

**1 = the activity that you liked the most**

**12 = the activity you liked the least**

- \_\_\_\_\_ Bowling at Royal Crest
- \_\_\_\_\_ Aerobics at Holcom
- \_\_\_\_\_ “Pick up” basketball at community building or park
- \_\_\_\_\_ Lawrence Athletic Club (\_\_\_\_\_ swimming, \_\_\_\_\_ weights, \_\_\_\_\_ basketball, \_\_\_\_\_ all)
- \_\_\_\_\_ Library (\_\_\_\_\_ checking out books, \_\_\_\_\_ working on computer)
- \_\_\_\_\_ Independence, Inc. (\_\_\_\_\_ computers, \_\_\_\_\_ classes, \_\_\_\_\_ music therapy)
- \_\_\_\_\_ Frisbee Golf or other outdoor activities
- \_\_\_\_\_ Walking in the park or around a track
- \_\_\_\_\_ Swimming at the high school
- \_\_\_\_\_ Art
- \_\_\_\_\_ Horticultural Therapy
- \_\_\_\_\_ Volunteer work (\_\_\_\_\_ recycling, \_\_\_\_\_ Community Mercantile, \_\_\_\_\_ United Way, \_\_\_\_\_ Humane Society)
- \_\_\_\_\_ Other (Please specify \_\_\_\_\_)

Most of your schedules will include the following activities: work, budgeting/grocery shopping, teaching time, cooking (lunch or breakfast), and 3<sup>rd</sup> places.

## **SURVEY OF INDOOR AND OUTDOOR RECREATIONAL ACTIVITIES**

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Person Completing the Form \_\_\_\_\_

Directions: Place a check next to the activities that you would like to participate in.  
Place an "o" next to the activities that you have already participated in.

### **INDOOR ACTIVITIES**

#### Structured Solo Indoor Activities

- \_\_\_\_ Computer games
- \_\_\_\_ Video games
- \_\_\_\_ Completing a puzzle
- \_\_\_\_ Making a photo album
- \_\_\_\_ Organizing something
- \_\_\_\_ Listening to a talking book
- \_\_\_\_ Reading a book/magazine/newspaper
- \_\_\_\_ Completing a model airplane or similar project
- \_\_\_\_ Arts and crafts
- \_\_\_\_ Playing a specific song on a musical instrument
- \_\_\_\_ Following a cooking recipe
- \_\_\_\_ Sewing
- \_\_\_\_ Take a class for fun
- \_\_\_\_ Other

#### Unstructured Solo Indoor Activities

- \_\_\_\_ Solitary card games
- \_\_\_\_ Painting/drawing/doodling
- \_\_\_\_ Arts and crafts
- \_\_\_\_ Listening to music
- \_\_\_\_ Playing a musical instrument
- \_\_\_\_ Watching a television or movie
- \_\_\_\_ Write a letter
- \_\_\_\_ Exercising indoors
- \_\_\_\_ Apply fingernail polish/makeup
- \_\_\_\_ Arrange flowers
- \_\_\_\_ Go shopping alone
- \_\_\_\_ Play games at an arcade
- \_\_\_\_ Other



### Structured Team/Group Indoor Activities

- ☐ Board games
- ☐ Charades
- ☐ Bowling
- ☐ Sing together or in a choir
- ☐ Play cards
- ☐ Follow a recipe together
- ☐ Make an art or craft project together
- ☐ Attend a music concert
- ☐ Attend an indoor sporting event
- ☐ Other

### Unstructured Team/Group Indoor Activities

- ☐ Watch a movie together
- ☐ Eat together
- ☐ Dance
- ☐ Socialize with friends
- ☐ Socialize over the phone
- ☐ Visit a museum, exhibit, or art gallery
- ☐ Go shopping together
- ☐ Other

## **OUTDOOR ACTIVITIES**

### Structured Solo Outdoor Activities

- ☐ Play an outdoor game alone
- ☐ Play with sporting equipment
- ☐ Exercise outdoors
- ☐ Fly a kite
- ☐ Hike/walk
- ☐ Swimming
- ☐ Fishing
- ☐ Running
- ☐ Gardening
- ☐ Go to the park alone
- ☐ Make something by self outdoors
- ☐ Other

### Structured Team/Group Outdoor Activities

- ☐ Exercise together
- ☐ Group swimming games
- ☐ Play a game of basketball, softball, volleyball, Frisbee golf
- ☐ Attend an outdoor sporting event
- ☐ Christmas caroling
- ☐ Attend an outdoor concert
- ☐ Play putt-putt golf

\_\_\_\_ Other

Unstructured Team/Group Outdoor Activities

- \_\_\_\_ Fishing with a group
- \_\_\_\_ Bird watching
- \_\_\_\_ Group car drive
- \_\_\_\_ Barbecuing
- \_\_\_\_ Go on a picnic
- \_\_\_\_ Attend a festival or fair
- \_\_\_\_ Go to the park together
- \_\_\_\_ Horseback riding
- \_\_\_\_ Visit an amusement park
- \_\_\_\_ Other

1. Tally up the number of indoor and outdoor activities checked that you have interest in trying.
  - Indoor \_\_\_\_\_
  - Outdoor \_\_\_\_\_
2. Were more indoor or outdoor activities checked off?
3. Were more solo or group activities checked off?

Adapted from: Moulton, L.R. (2000). Survey of indoor and outdoor recreational activities. In Clark, G.M, Patton, J.R. & Moulton, L.R., *Informal assessments for transition planning* (pp. 112-116). Austin, TX: PRO-ED.





# APPENDIX E

---

## Monthly Themes



[www.transitioncoalition.org](http://www.transitioncoalition.org)

---

The Community Transition Program  
Experiences Starting a Community-Based  
Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer  
Edited by Mary Morningstar, Dana Lattin, and Tony Peterson

**Lawrence Public Schools**  
**Community Transition Program**  
**Monthly Themes**

**August**

**Getting to know ourselves  
and each other**

Young adults will assess their individual learning styles, personal boundaries, personal preferences, and community interests as they participate in various activities throughout the month. The concept of team building will be introduced to the young adults as they participate in “icebreaker activities.” Person-centered planning will be revisited as the young adults review their MAPS meeting summaries and develop their individual schedules.

**September/October**

**Circles/Sex Education**

Young adults will view the video entitled *Circles: Intimacy and Relationships* by Walker-Hirsch and Champaigne. The video addresses self-esteem, relationships, and the foundations of sex education. After viewing the video, each young adult will bring in pictures and develop his or her own circle chart by placing important people in their lives in appropriate circles. Douglas County Health Department will follow with a variety of presentations on reproductive organs, pregnancy, sexually transmitted diseases, contraception, and dating/relationships.

**November**

**Self-advocacy**

Young adults will inventory their strengths through the IPLAN strategy. This strategy will help them prepare for their IEPs. They will learn the difference between aggressive, assertive, and non-assertive communication. They will also role-play various situations with their peers. The Arc of Douglas County will then present on rights and responsibilities.

**December**

**Social Skills**

Social skills instruction will take place in a group setting with much role-play and group discussion. The “Mind Your Manners” and “Be Cool” video series will be reviewed to help promote a mindset for appropriate social behavior. Instruction will then be individualized with each young adult being taught social skills relevant to his/her own needs. The young adults will be reminded of skills learned this month as they occur in natural settings and at various holiday functions.



## **January**

### **Home of Your Own**

This curriculum focuses on interpersonal conflicts that happen between roommates. Some topics include borrowing and lending money, sharing expenses, home safety, and respecting the privacy of others. Problem-solving skills are introduced that involve strangers, neighbors, co-workers, friends, family members, and staff or service providers. Young adults will be encouraged to use problem-solving skills when involved in personal conflicts at home and at C-Tran.

## **February**

### **Living Options**

We will spend this month talking about the different types of living options that are available to each young adult. The young adults will visit different types of living situations and get a feel for which ones they would like for the future.

### **Employment**

Young adults will be presented with the concept of being self-sufficient. Weekly budgets and personal expenses will be analyzed as young adults make the connection between having a job, receiving a paycheck, and supporting themselves. Previous C-Tran students or other young adults with disabilities in the community will present as guest speakers on achievements and/or hardships that they have faced.

## **March**

### **Emergency Situations**

Several experts from the Lawrence community will be invited to C-Tran to talk about safety during emergency situations. A meteorologist from Channel 6 will visit to speak with our young adults about adverse weather conditions and precautions to take when alone during adverse weather. Representatives from the Lawrence Fire Department will come to C-Tran to discuss fire safety and prevention. Finally, The American Red Cross will teach a course about basic injuries and what to do until help arrives. Shelter areas and fire escape routes will be identified throughout these presentations.

## **April**

### **Transportation**

This section will feature alternative transportation options for young adults throughout Lawrence. Young adults will have the opportunity to practice the new city bus system as they prepare to exit C-Tran. Proper etiquette when riding public transportation will also be discussed.

## **May**

### **Recreation and Leisure**

Throughout the year, young adults in C-Tran will be exploring “3rd Places.” During this month, we will visit many recreation and leisure facilities within the town of Lawrence. Young adults will also vote as a group for one activity that will take place in K.C. Young adults will understand the process of enrollment, fee payment, and activity schedules as they conclude this session.

### **C-Tran BBQ**

Young adults will participate in an event that will honor the young adults who are exiting the program. This event will include an awards ceremony, meal, diploma presentation, and games.



# APPENDIX F

---

Planning Budget

Daily Chore List

T-Lift Reservation



[www.transitioncoalition.org](http://www.transitioncoalition.org)

---

The Community Transition Program  
Experiences Starting a Community-Based  
Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer  
Edited by Mary Morningstar, Dana Lattin, and Tony Peterson

## Planning Budget

For the week of: \_\_\_\_\_

### **Things I need to do for Planning:**

1. Plan in my planner.
2. Make my menus for the week.
3. Write down groceries left over from last week
4. Make grocery list.
5. Do budget.

### **Menu for the week:**

#### **Monday**

---

---

---

#### **Tuesday**

---

---

---

#### **Wednesday**

---

---

---

#### **Thursday**

---

---

---

### **Groceries left from last week:**

---

---

---

---

---

---

### **Grocery List**

---

---

---

---

---

---

---

### **Budget for the week:**

#### **Monday**

---

---

#### **Tuesday**

---

---

#### **Wednesday**

---

---

#### **Thursday**

---

---

#### **Friday**

---

---

### **Total for the week:**

---

## Planning Budget

For the week of: \_\_\_\_\_

### **Things I need to do for Planning:**

6. Plan in my planner.
7. Make my menus for the week.
8. Write down groceries left over from last week
9. Make grocery list.
10. Do budget.

### **Menu for the week:**

#### **Monday**

Pizza  
Salad  
Fruit cup

#### **Tuesday**

Mac 'n Cheese  
Salad  
Cookies

#### **Wednesday**

Grilled Cheese  
Fruit cup  
Juice

#### **Thursday**

Scrambled Eggs & Bacon  
Toast  
Juice

### **Groceries left from last week:**

Salad Dressing  
Cheese Slices  
Butter  
Cookies  
Fruit Cups  
Eggs  
Bacon

### **Grocery List**

Bread	\$1.25
Lettuce	\$1.25
Microwave Pizza	\$2.00
Juice Boxes	\$1.50
Total:	\$6.00

### **Budget for the week:**

#### **Monday**

Grocery Shopping	\$6.00
------------------	--------

#### **Tuesday**

Snack at Work	\$1.00
T-Lift Bus	\$1.00
Bowling	\$1.60

#### **Wednesday**

Snack at Work	\$1.00
T-Lift Bus	\$1.00

#### **Thursday**

Snack at Work	\$1.00
T-Lift Bus	\$1.00

#### **Friday**

3 <sup>rd</sup> Places	\$3.00
Lunch Out (McDonald's)	\$5.00

### **Total for the week:**

\$21.60

## **DAILY CHORE LIST**

	Monday	Tuesday	Wednesday	Thursday	Friday
Sweep/Mop					
Vacuum/Dust					
Tub/Toilet/Bath Sink					
Kitchen Sink/ Stove Top/ Counters					
Trash					
Putting dishes away/ Microwave					
Laundry					

**Making a Reservation for the T-Lift(312-7054)**

1. Hi, my name is \_\_\_\_\_

I need to schedule a ride for myself (and a companion or friend)

From \_\_\_\_\_  
(address)

To \_\_\_\_\_  
(address)

On \_\_\_\_\_  
(date)

At \_\_\_\_\_  
(time)

2. Do you need a return ride? Yes or No

If yes, \_\_\_\_\_  
(time)

To \_\_\_\_\_  
(address)

3. Will a personal care attendant (staff member) be riding with you?  
Yes or No

4. Do you use a wheelchair? Yes or No



# APPENDIX G

---

Data Sheet

Community Activity Log

Functional Analysis of Behavior

Progress Report



[www.transitioncoalition.org](http://www.transitioncoalition.org)

---

The Community Transition Program  
Experiences Starting a Community-Based  
Program for Students Ages 18-21

by Llara Baska , Anne Kaufman, and Amy Gaumer  
Edited by Mary Morningstar, Dana Lattin, and Tony Peterson

## Data Sheet

**Name:**

**Objective:**

1= Minimal (Student needs little support) 2=Moderate (Student needs support 50% of the time) 3=Intensive  
(Student needs support 75% of the time) 4=Very intensive (Student needs support 100% of the time)

Date	Situation	Level of Support



## Community Activity Log

Date/Initials	Activity	Time & Duration of Activity	Goals Worked On	Comments

## C-Tran Functional Analysis of Behavior

√: completes independently

P: completes partially

-: does not complete

### Morning Routine

- \_\_\_\_\_ wake up with alarm
- \_\_\_\_\_ take shower when necessary
- \_\_\_\_\_ hang up towel
- \_\_\_\_\_ put dirty clothes in hamper
- \_\_\_\_\_ shave when necessary
- \_\_\_\_\_ choose clothing appropriate for weather
- \_\_\_\_\_ choose clothing appropriate for setting/activities
- \_\_\_\_\_ apply deodorant
- \_\_\_\_\_ apply aftershave
- \_\_\_\_\_ get dressed
- \_\_\_\_\_ brush teeth
- \_\_\_\_\_ put away toothbrush and paste
- \_\_\_\_\_ comb hair
- \_\_\_\_\_ make bed
- \_\_\_\_\_ tie shoes
- \_\_\_\_\_ fix and eat breakfast
- \_\_\_\_\_ prepare backpack/items for the day
- \_\_\_\_\_ put on watch
- \_\_\_\_\_ have wallet, keys, and handkerchief in pocket
- \_\_\_\_\_ turn everything off before leaving
- \_\_\_\_\_ lock doors

### Public Transportation-arranging it

- \_\_\_\_\_ phone skills to make an appointment
- \_\_\_\_\_ know/find number
- \_\_\_\_\_ dial
- \_\_\_\_\_ introduction/greeting
- \_\_\_\_\_ request for need
- \_\_\_\_\_ know address going to and from
- \_\_\_\_\_ know what time you need to arrive
- \_\_\_\_\_ wait/listen for confirmation
- \_\_\_\_\_ initiate closure
- \_\_\_\_\_ respond to cue for closing confirmation

### Using Public Transportation

- \_\_\_\_\_ be on time
- \_\_\_\_\_ have items ready before ride arrives
- \_\_\_\_\_ quick greeting
- \_\_\_\_\_ show bus pass



- \_\_\_\_\_ sit down quickly
- \_\_\_\_\_ ride without making commotion
- \_\_\_\_\_ say a short goodbye
- \_\_\_\_\_ exit quickly at stop

### **Walking to Places**

- \_\_\_\_\_ mapping skills to familiar places
- \_\_\_\_\_ street safety
- \_\_\_\_\_ greetings
- \_\_\_\_\_ know stranger danger
- \_\_\_\_\_ not interrupt other people's business
- \_\_\_\_\_ being conscience of others' personal space

### **Using a Daily Planner**

- \_\_\_\_\_ identify month, day and date
- \_\_\_\_\_ use for management of day
- \_\_\_\_\_ able to find correct day
- \_\_\_\_\_ have it available to use
- \_\_\_\_\_ request for others to write items in
- \_\_\_\_\_ enter pickup time for transportation
- \_\_\_\_\_ schedule haircut
- \_\_\_\_\_ enter work hours
- \_\_\_\_\_ enter reminders for transportation scheduling
- \_\_\_\_\_ record and keep track of phone numbers
- \_\_\_\_\_ identify if there is a schedule conflict
- \_\_\_\_\_ enter phone numbers and addresses

### **Arrival at work**

- \_\_\_\_\_ know how to call in sick
- \_\_\_\_\_ know how to coordinate with work when he/she has an appointment
- \_\_\_\_\_ has all appropriate materials
- \_\_\_\_\_ clock in/out
- \_\_\_\_\_ quick greetings
- \_\_\_\_\_ know time to get to work
- \_\_\_\_\_ follow routine for getting started
- \_\_\_\_\_ follow job sequence
- \_\_\_\_\_ work without taking a break
- \_\_\_\_\_ maintain appropriate behavior across time
- \_\_\_\_\_ continued adequate output
- \_\_\_\_\_ know when there is a need to get back on task
- \_\_\_\_\_ accept criticism from boss
- \_\_\_\_\_ accept criticism from co-worker
- \_\_\_\_\_ respond appropriately when given criticism
- \_\_\_\_\_ make change based on criticism
- \_\_\_\_\_ follow directions without asking why
- \_\_\_\_\_ accept compliments

- \_\_\_\_\_ respond appropriately to compliments
- \_\_\_\_\_ ask questions for clarification
- \_\_\_\_\_ put items away when done with them
- \_\_\_\_\_ keep hands clean
- \_\_\_\_\_ wash hands before handling food materials
- \_\_\_\_\_ keep nose wiped
- \_\_\_\_\_ keep face clean
- \_\_\_\_\_ knows who to go to when a co-worker or customer makes an inappropriate comment to him
- \_\_\_\_\_ knows other advocacy skills needed at work

### **Skills to take a 2-5 minute break**

- \_\_\_\_\_ know how often he can take a minute to relax
- \_\_\_\_\_ initiate the need to relax/interact with co-worker
- \_\_\_\_\_ identify when it is okay (when boss is not looking, etc.)
- \_\_\_\_\_ know appropriate ways to joke with co-workers (including use of augmentative communication device)
- \_\_\_\_\_ know appropriate ways to respond to joking comments
- \_\_\_\_\_ know appropriate ways to make casual conversation (how are you, what's up, etc.)
- \_\_\_\_\_ know when to end silliness
- \_\_\_\_\_ have a variety of topics to talk about

### **Skills to take a full break**

- \_\_\_\_\_ clock in/out
- \_\_\_\_\_ identify who you can talk with
- \_\_\_\_\_ get something to eat/drink
- \_\_\_\_\_ be aware of time
- \_\_\_\_\_ look at newspaper or other reading materials
- \_\_\_\_\_ know general comments to converse (i.e. weather, activities in town, sports, doing fun activities, video games, TV, girls, friends, family)
- \_\_\_\_\_ maintain positive attitude in comments
- \_\_\_\_\_ ask before using other people's things
- \_\_\_\_\_ avoid asking to use things that belong to people you do not know
- \_\_\_\_\_ choose age-appropriate shows on the television

### **Social Skills at Work**

- \_\_\_\_\_ adequate level of eye contact
- \_\_\_\_\_ use appropriate volume of voice
- \_\_\_\_\_ introductory skills (introducing new people)
- \_\_\_\_\_ consideration/awareness of others' desires in familiar situation
- \_\_\_\_\_ Interacting with customers
  - \_\_\_\_\_ casual conversation
  - \_\_\_\_\_ know when to quit
  - \_\_\_\_\_ avoid interfering with their business
  - \_\_\_\_\_ greet strangers quickly or not at all and then go on with business

- \_\_\_ Keep hands to self
- \_\_\_ no hugging
- \_\_\_ follow directions of boss
- \_\_\_ follow directions of co-employees
- \_\_\_ avoid arguing when given directions
- \_\_\_ ask for a next task when necessary
- \_\_\_ express frustration appropriately
- \_\_\_ avoid disrupting co-workers who are working
- \_\_\_ avoid disrupting customers
- \_\_\_ return to work at appropriate time

### **Leaving work**

- \_\_\_ take all personal belongings
- \_\_\_ say good-bye quickly
- \_\_\_ leave without disruption
- \_\_\_ remove work gear
- \_\_\_ put items away
- \_\_\_ change clothes in the appropriate place

### **Riding with friends**

- \_\_\_ be ready/willing to leave a place when the other person is ready/when it is time
- \_\_\_ always wear seat belt
- \_\_\_ be gracious
- \_\_\_ avoid touching gadgets in car
- \_\_\_ ask before touching radio, window, a/c, etc.
- \_\_\_ help with directions to familiar places
- \_\_\_ do not give directions if the person does not need them
- \_\_\_ get out right away at destination (within reasonable time)
- \_\_\_ keep all things together in the car
- \_\_\_ remove all items from car
- \_\_\_ transition easily to new activities

### **“Downtime” at home with roommates**

- \_\_\_ lock and unlock door
- \_\_\_ able to share items
- \_\_\_ able to initiate activities with peers
- \_\_\_ able to make phone calls to friends
  - \_\_\_ know/find phone number
  - \_\_\_ ask for correct person
  - \_\_\_ identify self-using first name
  - \_\_\_ ask if the person is busy
  - \_\_\_ respond appropriately if person is busy
  - \_\_\_ present subject to discuss
  - \_\_\_ initiate casual conversation
  - \_\_\_ follow/maintain a one-topic conversation to completion
  - \_\_\_ answer questions asked

- \_\_\_\_\_ make appropriate requests
- \_\_\_\_\_ make thorough plans
- \_\_\_\_\_ communicate about common interests/what other person is interested in
- \_\_\_\_\_ initiate closing
- \_\_\_\_\_ respond quickly to others' closing
- \_\_\_\_\_ say good-bye once
- \_\_\_\_\_ leave appropriate message on answering machine with phone number
- \_\_\_\_\_ give roommates personal space
- \_\_\_\_\_ listen to music/watch TV/play Nintendo
  - \_\_\_\_\_ know acceptable volume
  - \_\_\_\_\_ check to see if roommate is studying, sleeping, talking on phone, listening to music already, etc.
  - \_\_\_\_\_ check to see if roommate is "not in the mood"
  - \_\_\_\_\_ negotiation-decide with partner what music will be played
- \_\_\_\_\_ negotiation skills
- \_\_\_\_\_ handle conflict between roommates
- \_\_\_\_\_ use self-advocacy skills when needed
- \_\_\_\_\_ pick up subtle cues from roommates
- \_\_\_\_\_ give people space and privacy
- \_\_\_\_\_ avoid going into others' bedrooms if they are not around
- \_\_\_\_\_ knock on doors before entering
- \_\_\_\_\_ use appropriate levels of touching
- \_\_\_\_\_ avoid interrupting if another person is involved in an activity
- \_\_\_\_\_ ask before entering someone's bedroom
- \_\_\_\_\_ answer knock on the door
  - \_\_\_\_\_ find out who is there before unlocking the door
  - \_\_\_\_\_ answer only to a person he knows
  - \_\_\_\_\_ know how to respond if he does not know the person
  - \_\_\_\_\_ use appropriate social skills if he does know the person
- \_\_\_\_\_ answer phone calls for self and others
- \_\_\_\_\_ take messages for roommates
- \_\_\_\_\_ deal with telephone solicitors

### **Going to the bank**

- \_\_\_\_\_ approach counter
- \_\_\_\_\_ wait in line patiently
- \_\_\_\_\_ make appropriate transaction (take out or put in)
- \_\_\_\_\_ know when to deposit/when to withdraw
- \_\_\_\_\_ identify appropriate amount of time to converse with teller
- \_\_\_\_\_ know balance
- \_\_\_\_\_ use checkbook
- \_\_\_\_\_ use debit card
- \_\_\_\_\_ use credit card
- \_\_\_\_\_ put cash in a secure place
- \_\_\_\_\_ set up new accounts
- \_\_\_\_\_ use communication strategies/sequences

\_\_\_ use augmentative device for clarification when necessary

### **Grocery Store**

\_\_\_ inventory on-hand groceries  
\_\_\_ identify items needed  
\_\_\_ get needed items  
\_\_\_ determine menus  
\_\_\_ check/choose fresh food  
\_\_\_ check/choose low fat and low calorie foods  
\_\_\_ avoid buying excessively  
\_\_\_ select least costly item (eg. two cans of soup)  
\_\_\_ ask employee if you can't find something  
\_\_\_ maneuver cart  
\_\_\_ identify checkout lane that is open  
\_\_\_ exchange money  
\_\_\_ give correct amount of money  
\_\_\_ check to be sure the right amount of change is given  
\_\_\_ move cart through lane and put it away if necessary  
\_\_\_ use coupons  
\_\_\_ stop and visit if you know someone  
\_\_\_ take items to car  
\_\_\_ use communication strategies/sequences  
\_\_\_ use augmentative device for clarification when necessary

### **Meal preparation at home**

\_\_\_ wash hands  
\_\_\_ decide what to cook  
\_\_\_ clean and cut vegetables  
\_\_\_ operate oven  
\_\_\_ operate stove  
\_\_\_ locate cooking utensils  
\_\_\_ follow a menu  
\_\_\_ read directions  
\_\_\_ set table if needed  
\_\_\_ fix a drink  
\_\_\_ make sure appliances are off  
\_\_\_ clean up by washing dishes used in preparation as time allows

### **Clean-up after meals**

\_\_\_ clear the table  
\_\_\_ put leftover food away  
\_\_\_ wash dishes  
\_\_\_ wipe counters  
\_\_\_ empty dish washer first if dishes are clean



### **Heating Leftovers**

- \_\_\_\_\_ identify when leftovers are no longer edible
- \_\_\_\_\_ locate items
- \_\_\_\_\_ use only microwave safe bowl, etc.
- \_\_\_\_\_ use microwave
- \_\_\_\_\_ determine when items are hot
- \_\_\_\_\_ clean up mess in microwave if required

### **Maintaining a home**

- \_\_\_\_\_ do chores without reminders
- \_\_\_\_\_ do laundry (at home, parent's, laundromat)
- \_\_\_\_\_ care for bedding
- \_\_\_\_\_ fold and put away clothes
- \_\_\_\_\_ hang up clothes
- \_\_\_\_\_ vacuum
- \_\_\_\_\_ put away dishes
- \_\_\_\_\_ take out garbage
  - \_\_\_\_\_ recognize it is garbage collection day
  - \_\_\_\_\_ empty all trash cans into outside garbage can
  - \_\_\_\_\_ replace trash can liners as needed
  - \_\_\_\_\_ return all trash cans to their place in the home
  - \_\_\_\_\_ wheel garbage to street before pickup
  - \_\_\_\_\_ wheel garbage can back to home after pickup
- \_\_\_\_\_ pay bills
- \_\_\_\_\_ clean bathroom
- \_\_\_\_\_ keep things neat
- \_\_\_\_\_ mail bills
- \_\_\_\_\_ buy stamps
- \_\_\_\_\_ get mail
- \_\_\_\_\_ report problems/need for repairs
- \_\_\_\_\_ know how often to do specific chores

### **Other shopping**

- \_\_\_\_\_ find necessary department
- \_\_\_\_\_ stay within budget
- \_\_\_\_\_ ask for help when necessary
- \_\_\_\_\_ exchange money
- \_\_\_\_\_ use communication strategies/sequences
- \_\_\_\_\_ use augmentative device for clarification when necessary
- \_\_\_\_\_ return merchandise when necessary

**Public Entertainment**

- \_\_\_\_\_ call friend to schedule
- \_\_\_\_\_ make a date
- \_\_\_\_\_ put appointments in date book
- \_\_\_\_\_ be on time for transportation
- \_\_\_\_\_ act appropriately
- \_\_\_\_\_ thank friends for a good time
- \_\_\_\_\_ make sure he has the correct amount of money for activity

**Visiting a Sit-Down Restaurant**

- \_\_\_\_\_ wait for seat if necessary
- \_\_\_\_\_ locate desired item on menu
- \_\_\_\_\_ place order
- \_\_\_\_\_ wait patiently for food
- \_\_\_\_\_ eat with manners
- \_\_\_\_\_ sit casually after dining
- \_\_\_\_\_ read check
- \_\_\_\_\_ pay check
- \_\_\_\_\_ leave tip
- \_\_\_\_\_ use communication strategies/sequences
- \_\_\_\_\_ use augmentative device for clarification when necessary

**Going to a Movie**

- \_\_\_\_\_ choose a movie
- \_\_\_\_\_ buy ticket
- \_\_\_\_\_ buy concessions
- \_\_\_\_\_ find correct theatre
- \_\_\_\_\_ find seat without being disruptive to others
- \_\_\_\_\_ sit quietly through movies
- \_\_\_\_\_ locate public restrooms
- \_\_\_\_\_ use communication strategies/sequences
- \_\_\_\_\_ use augmentative device for clarification when necessary

**Recreation Facilities**

- \_\_\_\_\_ wait patiently for assistance
- \_\_\_\_\_ ask to borrow equipment
- \_\_\_\_\_ sign checkout sheet
- \_\_\_\_\_ change clothes in appropriate area
- \_\_\_\_\_ use locker for storage
- \_\_\_\_\_ use exercise equipment
- \_\_\_\_\_ interact with other patrons
- \_\_\_\_\_ check-in equipment
- \_\_\_\_\_ follow an other rules
- \_\_\_\_\_ use communication strategies/sequences
- \_\_\_\_\_ use augmentative device for clarification when necessary

### **Video Store/Library**

- \_\_\_\_\_ take necessary materials
- \_\_\_\_\_ browse quietly
- \_\_\_\_\_ locate particular movie or book
- \_\_\_\_\_ ask for help
- \_\_\_\_\_ request specific movie or book
- \_\_\_\_\_ rent movie or check out book or movie
- \_\_\_\_\_ note due dates in planner
- \_\_\_\_\_ return in timely manner
- \_\_\_\_\_ pay fines as necessary
- \_\_\_\_\_ use communication strategies/sequences
- \_\_\_\_\_ use augmentative device for clarification when necessary

Keetle, S. (1997). *C-Tran functional analysis of behavior*. Lawrence, KS: Lawrence Public Schools.

Lawrence Public Schools  
110 McDonald  
Lawrence, Kansas  
(785) 832-5000

Report Date: 03/07/02

### PROGRESS REPORT

This report shall inform the parents/guardians about the student's progress toward meeting the Annual Goals.

Student's Name: \_\_\_\_\_ Grade: 12 Teacher: Baska, Llara Annual Meeting: 10/23/2001  
Attend School: Lawrence High School Neighborhood School: Lawrence High School School Year: 2001-2002

_____ will improve decision making skills by demonstrating understanding and by making an informed choice.				
Goal #1	Short Term Benchmark/Objective	How will progress be measured?	Date	Monitoring: Is progress toward the annual goal adequate to achieve goal?
1	When asked a question, _____ will respond with a relevant answer 8 out of 10 times by 5/20/02.	Situational assessment recorded on weekly data sheets	3/7/02	Doing much better at this. Almost complete.
2	Given a naturally occurring situation and an understanding of the consequences of her choice, _____ will make an appropriate choice as observed by support staff in 8 out of 10 occasions by 3/20/02.	Situational assessment recorded on weekly data sheets	3/7/02	Good progress.
3	Given a decision that involves a relationship with another person, _____ will consider the consequences of her choice before making a decision on 10 out of 10 occasions by 5/15/02.	Situational assessment recorded on daily data sheets	3/7/02	Some progress.
4	While involved in meal planning, _____ will consider 4 food preferences without prompting to form a balanced meal on 8 out of 10 trials by 5/15/02.	Situational assessment recorded on daily data sheets	3/7/02	Having some difficulty making preferences known. Teacher is working with her on some cue cards that, hopefully, will prompt some decision making.

<b>Goal # 2</b>	_____ will improve her vocational skills on her community job site.			
<b>Bench- mark #</b>	<b>Short Term Benchmark/Objective</b>	<b>How will progress be measured?</b>	<b>Date</b>	<b>Monitoring: Is progress toward the annual goal adequate to achieve goal?</b>
1	Given naturally occurring situations at work, _____ will identify 2 or more ways to deal with the problems as observed by her co-workers and job coach by 3/15/02.	Co-worker observations/ job coach report	3/7/02	See work evaluation
2	Given a new job responsibility and the opportunity to establish a new routine, _____ will do so successfully with a positive job coach rating by 1/15/02.	Co-worker observations/ job coach report	3/7/02	See work evaluation. * We are working on typing skills at Independence, Inc. They have a tutorial disk that is helping her to practice correct finger usage. I believe she will be working on this skill at work as well.
3	_____ will improve time on task, business, and quality of work while performing job tasks independently as observed by her co-workers and job coach by 5/20/02.	Work experience co-evaluations	3/7/02	See work evaluation. * Still struggling with this a bit.
<b>Goal # 3</b>	_____ will improve independent living skills by effectively managing her money and purchases out in the community.			
<b>Bench- mark #</b>	<b>Short Term Benchmark/Objective</b>	<b>How will progress be measured?</b>	<b>Date</b>	<b>Monitoring: Is progress toward the annual goal adequate to achieve goal?</b>
1	When presented with a grocery list and at least 5 items, _____ will use comparison shopping effectively on 8 out of 10 trials as observed by her support staff member.	Situational assessment recorded on weekly data sheets	3/7/02	Good progress. Inconsistent, though at comparison shopping. Sometimes really on and others really not.
2	When purchasing an item that involves dollars and cents, _____ will choose either the "next dollar" strategy or use the correct change to purchase an item	Situational assessment recorded on weekly data sheets	3/7/02	Good progress. Does well with "next dollar" strategy, but still has difficulty counting change.