

# APPENDIX E

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## Monthly Themes



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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

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## Planning Budget

## Daily Chore List

## T-Lift Reservation



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## 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.

### Grocery List

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

### 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

### 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

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Data Sheet

Community Activity Log

Functional Analysis of Behavior

Progress Report



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## 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)

## 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**

### **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  
 Attend School: Lawrence High School Neighborhood School: Lawrence High School  
 School Year: 2001-2002

Report Date: 03/07/02

<b>Goal # 1</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 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.



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<b>Goal # 2</b>	_____ will improve her vocational skills on her community job site.	<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 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>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.	