Appendix E

Monthly Themes

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

www.transitioncoalition.org
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.
# 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:

<table>
<thead>
<tr>
<th>Day</th>
<th>Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
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<tr>
<td>Tuesday</td>
<td></td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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</tbody>
</table>

## Groceries left from last week:

1. 
2. 
3. 
4. 
5. 

## Grocery List

1. 
2. 
3. 
4. 
5. 
6. 

## Budget for the week:

<table>
<thead>
<tr>
<th>Day</th>
<th>Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>

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.

**Grocery List**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>$1.25</td>
</tr>
<tr>
<td>Lettuce</td>
<td>$1.25</td>
</tr>
<tr>
<td>Microwave Pizza</td>
<td>$2.00</td>
</tr>
<tr>
<td>Juice Boxes</td>
<td>$1.50</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$6.00</strong></td>
</tr>
</tbody>
</table>

**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**
3rd Places $3.00
Lunch Out (McDonald’s) $5.00

**Total for the week:** $21.60
# DAILY CHORE LIST

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Sweep/Mop</td>
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<tr>
<td>Vacuum/Dust</td>
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<tr>
<td>Tub/Toilet/Bath</td>
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<tr>
<td>Sink</td>
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<tr>
<td>Kitchen Sink/</td>
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<tr>
<td>Stove Top/Counters</td>
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<tr>
<td>Trash</td>
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<tr>
<td>Putting dishes</td>
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<td>away/Microwave</td>
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<td>Laundry</td>
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</tbody>
</table>
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
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)

<table>
<thead>
<tr>
<th>Date</th>
<th>Situation</th>
<th>Level of Support</th>
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</tbody>
</table>
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 (e.g., 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
- but 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 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

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

<table>
<thead>
<tr>
<th>Goal # 1</th>
<th>Short Term Benchmark/Objective</th>
<th>How will progress be measured?</th>
<th>Date</th>
<th>Monitoring: Is progress toward the annual goal adequate to achieve goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When asked a question, _____ will respond with a relevant answer 8 out of 10 times by 5/20/02.</td>
<td>Situational assessment recorded on weekly data sheets</td>
<td>3/7/02</td>
<td>Doing much better at this. Almost complete.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td>Situational assessment recorded on weekly data sheets</td>
<td>3/7/02</td>
<td>Good progress.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
<td>Situational assessment recorded on daily data sheets</td>
<td>3/7/02</td>
<td>Some progress.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
<td>Situational assessment recorded on daily data sheets</td>
<td>3/7/02</td>
<td>Having some difficulty making preferences known. Teacher is working with her on some cue cards that, hopefully, will prompt some decision making.</td>
</tr>
</tbody>
</table>
### Goal # 2
_____ will improve her vocational skills on her community job site.

<table>
<thead>
<tr>
<th>Benchmark #</th>
<th>Short Term Benchmark/Objective</th>
<th>How will progress be measured?</th>
<th>Date</th>
<th>Monitoring: Is progress toward the annual goal adequate to achieve goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Given naturally occurring situations at work, _____ will identify 2 or more ways to deal with the problems as observed by her coworkers and job coach by 3/15/02.</td>
<td>Co-worker observations/job coach report</td>
<td>3/7/02</td>
<td>See work evaluation</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td>Co-worker observations/job coach report</td>
<td>3/7/02</td>
<td>See work evaluation.</td>
</tr>
<tr>
<td>3</td>
<td>_____ will improve time on task, business, and quality of work while performing job tasks independently as observed by her coworkers and job coach by 5/20/02.</td>
<td>Work experience evaluations</td>
<td>3/7/02</td>
<td>See work evaluation.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Benchmark #</th>
<th>Short Term Benchmark/Objective</th>
<th>How will progress be measured?</th>
<th>Date</th>
<th>Monitoring: Is progress toward the annual goal adequate to achieve goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td>Situational assessment recorded on weekly data sheets</td>
<td>3/7/02</td>
<td>Good progress. Inconsistent, though at comparison shopping. Sometimes really on and others really not.</td>
</tr>
<tr>
<td>2</td>
<td>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</td>
<td>Situational assessment recorded on weekly data sheets</td>
<td>3/7/02</td>
<td>Good progress. Does well with “next dollar” strategy, but still has difficulty counting change.</td>
</tr>
</tbody>
</table>