

# Teacher's Guide for Keeping It Real: How to Get The Support You Need for the Life You Want

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April 2006

THE ELIZABETH M. BOGGS CENTER  
ON DEVELOPMENTAL DISABILITIES

Department of Pediatrics



ROBERT WOOD JOHNSON  
MEDICAL SCHOOL

University of Medicine & Dentistry of New Jersey

*A University Center for Excellence  
In Developmental Disabilities Education, Research, and Service*

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# Keeping It Real: How to Get the Support You Need For the Life You Want

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## **I. Introduction: Purpose of the Curriculum**

We live in exciting times. The opportunities for youth with disabilities in employment, higher education, and community participation challenge us as educators to prepare our students for a world of possibilities that we could not have imagined when most of us were in high school. Recent changes in federal legislation, technology, public attitudes, and trends in adult services for people with disabilities have made community inclusion and equal opportunity the benchmark by which we evaluate the outcomes our students achieve.

### **The Concept of Support**

The concept of support is central to our understanding of the changing world which we must prepare our students to enter. In the recent past, people with disabilities were supported exclusively by professionals or agencies that provided services based upon assessment of a person's deficits or a diagnostic label. People with significant disabilities were served in institutions, nursing homes, or group homes. For many, employment meant work in a sheltered workshop, or a low paying, dead-end job. If you had a disability, you were likely to experience significant social isolation, and have restricted options for recreation and leisure. Many young people would graduate from high school only to live in their parents' home with little to do and less to look forward to. While these situations may still exist, the limits placed on the lives of people with disabilities are becoming less and less common.

**We all need supports to be successful in life. The key is figuring out what kinds of supports will be most helpful for reaching a specific goal.**

**The right supports enable people with disabilities to live full, productive lives in their communities.**

Until recently, the fields of education and human services were oriented towards addressing the person's deficits in knowledge, skills and abilities. We used a readiness model to determine when, if ever, a person could become competitively employed or live independently. Now we are trying to shift the way we think about disability toward a focus on developing individualized supports that enable people with disabilities to experience full inclusion and opportunity in the present, not at some uncertain point in the future. We recognize that we all need supports to be successful in life. Those supports might be a person to help us (friends and neighbors), a thing we might use (calculator or computer program), or a service (counseling, income tax preparation).

**The purpose of this curriculum is to teach students how to get the supports that will help them achieve their dreams. In short, it teaches the life long skill of being an effective self-advocate.**

## **Self-Determination and Self-Direction**

The concepts of self-determination and self-direction have driven this shift in our thinking away from professionally prescribed or “one size fits all” services and toward supports that reflect the unique interests, needs, and preferences of people with disabilities. Self-determination means knowing what you want to do with your life, knowing how to develop personal goals, and how to effectively work toward your goals. As educators, we know that to be self-determined, young people need knowledge and skills. We also know that to do something well, our students need opportunities to practice. Self-direction is a term that has developed in human services to describe the ability of a person to plan, manage and pay for their own disability related supports. For many people with disabilities, the degree to which they can be self-determining depends upon the ability to self-direct the supports they need to be successful.

## **Collaboration**

The concept of collaboration is central to this curriculum. Although schools may have the legal responsibility to prepare students for the transition to adult life, in reality, educators must depend on the active participation of family members, community organizations, and students themselves in this important process.

To develop the curriculum we looked at (and borrowed from) the best examples of related curricula and materials we could find. We depended on the wisdom and guidance of an advisory committee of educators, service-providers, self-advocates, and family members. We conducted interviews and focus groups with people with disabilities, family members and educators to help us make decisions about content. Finally, we piloted the curriculum in three very different school districts in New Jersey and revised it based upon what students and teachers told us about how we could make it better.

## **II. How to Use the Curriculum**

This curriculum was conceptualized as something to be used for students with disabilities across a range of ability levels. This posed a significant challenge to us as we designed the workbook, and we appreciate the challenge this poses for educators with the task of providing instruction to diverse learners. Since we recognize that students will need varying levels of support to get the most out of the curriculum, we developed this companion Teacher's Guide to assist teachers (as well as other coaches and mentors) in making decisions about the amount and type of support a student may need to access the information and complete the activities in the workbook.

Using this curriculum in the classroom with diverse learners requires differentiation of instruction based on a student's level of readiness, individual interest, and the type of products we believe the student should be able to create. Adaptation of the activities, the materials, and technology used will further ensure the student's success. Providing students with opportunities to practice skills across a range of people and settings will appeal to diverse learning styles and facilitate generalization of skill acquisition.

We believe in the amazing abilities and creativity of educators. We also know that time is a precious resource in today's schools. We hope this manual will provide some useful ideas and instructional strategies that will help you use the curriculum with your students. We would be very happy if you share your ideas with us about ways we can improve it.

### **Decisions about Where and When to Use the Curriculum**

Perhaps the first decision educators must make is when, where and with whom to use this curriculum. Regarding when and where, we suggest that there are three options to consider: 1) using this material within existing "life skills" or vocational courses; 2) using the material within an existing traditional content area such as health education or social science; or 3) using the material for an independent study or elective. We developed this curriculum in the state of New Jersey and referenced it to the state's Core Content Curriculum Standards. This may be another factor that influence's a teacher's decision about what setting is most appropriate.

We suggest that there are many options in deciding who should provide instruction or serve as a coach for the student. Classroom teachers may decide to provide the instruction, use para-professionals and peer tutors, solicit parent participation, or use any combination of the above. We highly recommend the use of peer tutors and

suggest that students may earn service learning or other credit for serving as a peer tutor.

If you are not an educator in a school, or are not using the curriculum in New Jersey, you will find that some sections, such as the New Jersey Core Curriculum Content Standards, will be not as useful to you. As with any curriculum or educational product, you will need to judiciously select the sections that are most relevant for you and for the students you are working with.

The participation of parents is essential for student success. Many of the suggested activities must be conducted outside the classroom setting, and would best be facilitated by parents or other family members. Moreover, parents may learn and benefit from participation alongside their sons and daughters. A companion Parent's Module has been created (and translated into Spanish) to help parents better understand the skills their children are learning, and why these skills are so important.

## **Decisions about What to Teach**

Keeping It Real introduces students to the concept of supports and the importance of understanding themselves, gives them an opportunity to apply that understanding to the four major domains of adult life (employment, post-secondary education, living arrangements, and recreation), and provides them with a list of national and state resources to get them started in gathering more information. Each chapter contains key concepts, activities to reinforce student learning, stories about students that place the concepts in an easy-to-understand context, and questions for review. The content can be approached in a sequential manner, from beginning to end, or students and teachers may choose particular chapters based on interest, age and/or grade level, a student's IEP goals, or the fit within the general curriculum. For example, exploring the concepts in Understanding Myself and Understanding Supports may meet the needs of a student one year, while another student may be ready to start applying and expanding on those concepts in the Employment and Career chapter. Teachers and students may also want to make choices about which activities to complete within the chapters. Hopefully, all the activities are useful, but decisions about what to teach should be individualized based on the time available and teacher/student priorities. Rather than viewing the curriculum as something that has to be completed in order page by page, it is important that teachers remember the underlying purpose of the curriculum and use it as a springboard for exploring the issues of how someone gets the help they need to reach their life goals.



## **Decisions about How to Teach**

The narrative content in this curriculum was designed to be understood at about a 6<sup>th</sup> grade reading level. We tried very hard to keep the style clear and direct. However, we understand that many students will have difficulty reading and comprehending the written material. To help students access the material we highlight and define key concepts. We use activities and stories. Other decisions about how to teach might include:

- Individualized instruction
- Mixed-ability cooperative learning groups that allow students to help and learn from each other
- Peer tutors who can read material to non-readers and support peers to complete activities
- A group mentoring model, in which the instructor is also a mentor for the student (for more information on this model, go to [www.mentoring.org](http://www.mentoring.org) )

## **Curriculum Adaptation**

There are many ways you can modify the presentation of the curriculum and the students' interaction with it to enhance access and progress. Consider some of these adaptations:

- Try changing the font size and/or using pictures and graphics.
- The use of alternative media or assistive technology, such as scan readers.
- Read or play an audiotape of written materials.
- Use video to allow students to demonstrate their learning.
- Use role-playing.
- Have students use drama or artwork to express their ideas.
- Reduce the number of questions the student is asked to respond to or the scope of an activity she is asked to complete.
- Be flexible about what a student is expected to learn and how they demonstrate their learning (e.g., while some students might be expected to complete all the activities in a chapter independently, others might receive equal credit for completing a single activity with support).

## **Content Enhancement:**

This curriculum makes use of content enhancement. Each content chapter highlights the big ideas that will be covered, and then uses multiple means, such as stories and activities, to improve access to the content for diverse learners. You should consider

other ways that you can select critical features of the content and transform them to promote student learning. Some possible ways you can do this include using:

- Concrete objects (e.g., find an object related to a career)
- Pictures and symbols (e.g., find picture of things students want to have)
- Modeling (e.g., teachers share their likes and dislikes and model requesting assistance)
- Current and past events (e.g. compare current and past media images of disability; research current events associated with the Americans with Disabilities Act)
- Compare and contrast (e.g., compare and contrast different types of jobs or post-secondary education options)
- Hypothetical scenarios (e.g. generate hypothetical scenarios to test student knowledge and understanding of supports)
- Personal stories (Stories are included in the curriculum to illustrate key points. The impact of these would be even more powerful if there were also stories from members of your community.)
- Guest Speakers (the Recent High School Graduate activity on page 51 is especially relevant for this)

## **Portfolio development**

We developed this curriculum to be functional, and to help students learn about themselves and plan for the future in very concrete and realistic ways. To achieve this, we intended the activities in the workbook to result in student portfolios, a permanent product designed to help students meet their goals. Portfolios are individualized systems for storing and organizing important documents including legal documents, records of school and community learning experiences, and examples of students' accomplishments (e.g., their best examples of work that reflects their unique talents and abilities). Portfolios can be adapted for students who are non-readers, have visual or communication impairments, or who speak English as a second language.

We don't propose a specific design for a student portfolio. They may take many forms, from three- ring binders, to file boxes, to digital multi-media. They will likely change and grow as students move through their high school experience. The important thing is that portfolios are designed to be a useful tool that serves students throughout their adult lives. Here are some ideas about what the portfolio can contain. **(Note: Using duplicates of important documents is recommended.)**

- As students complete activities in their workbook, they can maintain completed written documents or other information formats (e.g.; audio-video recordings, photographs or graphics, in their portfolio).

- Educational records, such as assessment and testing information, IEPs, transcripts, and diplomas.
- Employment data, such as a resume, references, and work samples.
- Financial information, such as bank statements, credit information, Social Security information, copies of loans, and other bills.
- Personal information, such as birth certificates, Social Security cards, and ID cards.
- Medical information, such as benefits and insurance, and other health care provider information, including records of medical history, procedures, and allergies.
- Documentation of important accomplishments such as awards and letters of recognition, involvement in school and community organizations, and any other achievements of which students may be proud.

Some students will require assistance to develop and maintain their portfolios. Again, important documents should be copied and originals stored in a secure place. Sensitive information should be kept confidential. Most importantly, students should take ownership of their portfolios, and should decide what is included in them and how that information is represented. To assist them in this decision-making process, it is suggested that some of the completed activities in the workbook be placed in a section of the portfolio for “Official Information,” and some be placed in the section for “Personal Information.” Official information is meant to be shared with others; personal information is for the students to use in whatever way they find helpful as they try to understand themselves and define their goals, and it is up to them to choose whether or not to share it with anyone else.

### **III. Instructional Strategies**

As we suggested earlier, a variety of instructional strategies may be used to assist students to use the information and complete the activities in the workbook. In this section we will suggest some specific ways that student learning and success may be facilitated. We’ll approach the workbook section by section, and share some ways of adapting the activities that we have tried or that teachers have told us about.

#### **Chapter 2. List of What’s Covered in Each Chapter**

The purpose of the curriculum is to help students gain a better understanding of who they are and how to get the supports they need to reach their goals. The workbook should be used in whatever way is most effective for teaching those concepts to a particular class or an individual student. In order to help students and teachers choose

which sections and activities are most relevant to the students' interests, ages, and IEP goals, a listing of chapter contents and page numbers is included in the student's workbook. A more detailed list is given at the end of the Teacher's Guide.

### **Chapter 3. So, what's all this talk about "transition?" (Overview of Transition)**

Transition is an abstract concept that seeks to describe the changes in roles and activities that occur gradually as adolescents become adults. Our challenge is to make this concept relevant and interesting to youth who may not want to think about life beyond the coming weekend, and who may find thinking about the future confusing and overwhelming. This section includes activities and stories that students told us they liked and found helpful.

Here are some additional ideas for helping students access the information and complete the activities in this section:

- In the activity on page 12, students are asked to identify people who have provided support to them, and how they've been helpful. Teachers in the pilot schools told us that this activity was most meaningful when they completed it themselves and shared their personal experiences with the class. It helped to reinforce the idea that *everyone* needs supports, not just people with disabilities, and it made it easier for students to open up when they saw their teacher was comfortable doing so. Students can be paired and complete the activity together. They can also take the activity home and ask their parents to complete it.
- In the activity on page 15, students are asked to identify things they would like to have (e.g., their own apartment). Then they are asked to list some things they will need to get what they want (e.g., a job). Teachers can break this activity down into its components. For example, students can be asked to identify things they would like to have in the future: possessions, jobs, friends, and so on. They can be asked to find pictures that represent their "wants" in magazines and cut out pictures of these to make "a dream board."
- Play "I have a dream." In this small group activity, have students write a dream for the future on a sheet of paper and then pass this to the person on their right. That person writes one thing the student will have to do to realize their dream.

**Teachers told us that it was helpful when they participated in activities themselves. For instance, what were some of their life goals? What supports did they use along the way? Sharing their own personal experiences made it easier for the students to do the same.**

The dream gets passed around until it returns to the student who now has a list of things they need to do to realize their dream. They can discuss and critique the ideas as a group.

- The activity on page 17 has students looking at their IEPs. The idea here is not necessarily to read through the whole IEP (although one of the teachers in the pilot said her students were eager to do that), but to focus on the goals that are listed in the IEP. Alternatively, a blank IEP can be used to generate a conversation about the kinds of input students should have in developing their transition goals.
- The National Dissemination Center for Children with Disabilities has published two helpful resources: *Student Guide to the IEP* and *Technical Assistance Guide: Helping Students Develop Their IEPs*. These are available for free at <http://www.nichcy.org/index.html>
- Have students act out Felicia's story on page 24. Drama is a powerful tool for helping students become more deeply engaged in the ideas being presented. It can also be fun.
- Invite an adult with a disability from the local Center for Independent Living to give a talk on Transition. The speaker can share her personal story regarding the people and services that helped to her to be successful.

## **Chapter 4. Understanding Myself**

An essential activity of transition is coming to understand ourselves as individuals. As children, we seek to satisfy the adults in our lives. As young adults, we need to identify and take ownership of our own likes and dislikes, strengths, and the things we'd like to improve. It's also very important that we begin thinking about goals that reflect not only what our parents may desire, but more importantly, the life we want to live. Once again, the topics in this chapter may not seem immediately relevant, or may not be things students want to think about or discuss with their peers. It may be OK to talk about what I like, or to discuss my strengths, but it may be less acceptable to talk about things I find hard to do, or to acknowledge and discuss my disability. Students should know that they should share only information they are comfortable revealing. For example, in the activity on pg. 44, students are asked to answer questions regarding their specific disability. This activity is designed to be completed with their teacher, or at home with their parents or other responsible adult. Students may or may not want to share what they have learned about their disability with their classmates.

Here are some additional ideas for helping students access the information and complete the activities in this section:

- In the activity on page 31, students are asked to simply identify two things they like and two things they dislike. This activity lends itself very well to visual representation. Students can be asked to make visual or audio presentations of their likes and dislikes. They can present their likes/dislikes to each other and discuss. As a class, students can make a visual presentation of likes and dislikes.
- Teachers can share information about their own likes and dislikes, strengths and challenges. In the pilots that were done of the curriculum, teachers said that this was a very helpful strategy for getting students to open up about themselves.
- Students can keep a journal of their daily activities (written or audio) and reflect on those they liked or disliked.
- Ask students to complete the self-assessment with a peer, or at home with a parent.
- Have groups of students research a disability on the web and make a presentation of what they've learned to the class.

## **Chapter 5. Understanding Supports**

**The challenges we face, the goals we aim for, and the supports that are available to us change over time. That means we can't rely on one kind of support to meet all our needs.**

In this section, students are asked to begin thinking about and exploring the different types of supports people use: natural supports, community supports, formal supports and assistive technology. The main idea we want students to understand is that there is no one support that will meet all of their needs. Their families can't do everything; nor can the Division of Developmental Disabilities (DDD) or the Division of Vocational Rehabilitation Services (DVRS). What supports they use will

depend on what specific goal they are trying to reach or what specific problem they are trying to solve. For example, a student may need help with transportation, but that's not enough information to know what kind of support would be most helpful. If that student needs help getting to an occasional doctor's appointment, asking a family member or friend for a ride might be appropriate. However, if that student needs help getting to and from work everyday, some other kind of arrangement might be necessary.

The other important point to emphasize is that everyone's needs change over time, and the supports that are available can change as well. This means that someone might be given help, but it's not the help they need to reach a particular goal. That's why we encourage students to evaluate the supports they are getting by asking the basic question, "Am I getting the help I need?" Answering this question takes an

understanding of themselves and what they want to do, and is a problem-solving skill that students will use again and again throughout their lives.

In this chapter, there is a Resource Activity on page 57 that helps student to begin to think about the various types of supports they might use in typical, everyday situations. They are asked to identify whether the supports they would need in each situation are natural, community, or formal supports. They also are asked whether assistive technology or some environmental adaptation would help. For most students, a lot of pre-teaching will be needed before they can complete this activity. Multiple examples of each type of support can be provided verbally and by using pictures, and other terms can be used to describe the types of support (for example, “friends and family” instead of “natural supports,” or “places near your home” instead of “community supports”). The activity questions can also be done as a whole class or in small groups.

Here are some additional ideas for helping students access the information and complete the activities in this section:

- Have students develop daily or weekly “to do lists” and identify what supports are needed to accomplish the activities on their list. If they require support, what type of support and how will they access it? Have students develop a plan for obtaining the support (e.g., asking an older brother for a ride to the library). Afterward, ask them to critique the plan. What worked or didn’t work? What did they like or dislike about the support? Again, this is an activity the teacher can do along with the students.
- Have students complete the List of Resources (page 72) for natural supports, either individually or with the help of a parent or other family member. Students can create a photo album of people who support them.
- In small groups, students can conduct web searches and create their own lists of community resources for recreation, healthcare, transportation, or other areas of interest.
- Ask a representative of an organization that provides formal supports (e.g., residential, vocational, therapeutic) to make a presentation to the class. Larger organizations are usually willing to send a representative.

## **Chapter 6. Employment and Careers**

It’s never too early to begin discussions about employment and careers. Competitive employment is a reality in the lives of many people with the most severe of disabilities. Employment in the community offers people the chance to find the type of job and the type of work environment that any person might want. However, for people who have barriers to employment, this may require preparation and flexibility.

The information and activities in this section are designed to have students begin thinking about what kinds of support might be helpful in order to get and keep a job. It is less focused on identifying what specific job a student may want in the future (although this is discussed), and more on helping students understand the process of getting a job and the supports that can be helpful for choosing and achieving their work-related goals.

The following are examples from the Job Accommodations Network of supports and accommodations that may be provided in work settings. Please refer to the Job Accommodations Network for more ideas ([www.jan.wvu.edu](http://www.jan.wvu.edu) )

Maintaining Stamina During the Workday:

- Allow flexible scheduling
- Allow longer or more frequent breaks
- Provide additional time to learn new responsibilities
- Provide self-paced work load

Maintaining Concentration:

- Reduce distractions in the work area
- Divide large assignments into smaller tasks and goals
- Restructure job to include only essential functions

Difficulty staying Organized and Meeting Deadlines:

- Make daily To Do lists and check items off as they are completed
- Remind employee of important deadlines
- Use electronic organizers
- Divide large assignments into smaller tasks and goals

Working Effectively with Supervisors:

- Develop written work agreements including the agreed upon accommodations, clear expectations of responsibilities, and the consequences of not meeting performance standards
- Allow for open communication with managers and supervisors
- Develop strategies to deal with problems as they arise

Difficulty Handling Stress and Emotions:

- Refer to counseling and employee assistance programs
- Provide sensitivity training to coworkers and supervisors
- Reinforce peer supports

Attendance Issues:

- Provide a self-paced work load and flexible hours



- Allow work from home
- Provide part-time work schedule

Issues of Change:

- Recognize that change in the office environment or of supervisors may be difficult
- Maintain open channels of communications between the employee and the new and old supervisor in order to ensure an effective transition

Here are some additional ideas for helping students access the information and complete the activities in this section:

- Invite a Division of Vocational Rehabilitation Services (VR) counselor to make a presentation to your class. Each county VR office should have a specific counselor assigned to work with schools and transition-aged students in their region.
- Have groups of students conduct web searches of the sites included on pages 93 & 94. They can present what they've learned to their classmates.
- Students can create resource maps of their community. They can use cameras, drawings and on-line material to describe the resources available for employment and job training in their community.
- Have students develop an employer interview and use it to learn about a local employer in their community. Students can identify types of jobs that are available, qualifications needed, salaries, and other relevant information.
- Have students observe pictures of people working at different jobs. What specific skills do they think are needed for a particular job? Do they think they'd like doing those things? Why or why not? How might they learn those skills?

## **Chapter 7. Post-secondary Education and Training**

Over the past two decades, youth with disabilities have been attending post-secondary education and training in steadily increasing numbers. Federal legislation such as Section 504 of the Rehabilitation Act and the Americans with Disabilities Act support the rights of young people, regardless of disability, to attend post-secondary programs. This is important because the relationship between post-secondary education and desirable post-school outcomes (such as employment and income) could not be clearer. For students with disabilities to access these opportunities, they need information about their rights and how to identify and access needed supports in post-secondary settings.

This section provides information that may help students understand the important differences between their entitlement to Special Education services under IDEA and their right to specific, reasonable accommodations in post-secondary education.

Perhaps the most important distinction is the student's responsibility to request specific accommodations and provide documentation that these accommodations are necessary. This requires not only knowledge, but effective communication and self-advocacy skills.

Throughout this workbook, students are encouraged to think about how their disability affects them and the variety of supports they may use across multiple environments to do the things they want and need to do. The activity on page 102 asks students to think about the specific supports they may need to be successful in college, the documents that are necessary for demonstrating this need, and the importance of having these documents available for the college's office of disability services. This might also be a good time to have students review the activity on page 40, "How I Learn," which is meant to help students identify which style of learning (e.g., auditory, visual, etc.) best describes the way they most easily learn and express themselves.

The first step in this activity is to help students identify the supports that have been helpful in school thus far. It is likely that these same supports may help the student in college or vocational school (although supports such as educational assistants are not provided). Although students with similar disabilities may require different accommodations, it is helpful to be aware of typical strategies for students with various impairments. The following are some examples of supports that are typically provided in post secondary settings. You can also find information about post-secondary accommodations at: [www.washington.edu/doit/Faculty/Strategies/Disability](http://www.washington.edu/doit/Faculty/Strategies/Disability)

Students with learning disabilities:

- Notetakers and or audiotaped class sessions, captioned films
- Extra exam time, alternative testing arrangements
- Visual, aural and tactile instructional demonstrations
- Computer with speech output, spellchecker, and grammar checker

Mobility impairments:

- Notetaker, lab assistant, group lab assignments
- Adjustable lab tables, equipment located within reach
- Class assignments in electronic format

Health impairments:

- Notetaker or copy of another student's notes
- Flexible attendance requirements
- Extra exam time
- Assignments in electronic format, use of email to facilitate communication

Hearing impairments:

- Interpreter

- Notetaker
- Assistive technology such as real time captioning, FM system, open or closed captioned films, use of visual aids
- Written assignments and instructions

Blindness:

- Audiotaped, brailled or electronic format lecture notes, handouts and texts
- Verbal descriptions of visual aides
- Raised line drawings and tactile models of graphic materials

Low vision:

- Seating near front of class
- Large print handouts
- Computer equipped to enlarge screen characters and images

Many students with disabilities do not succeed in postsecondary education because they are unaware of the services available to them and/or the procedures for accessing needed supports. Other students may be knowledgeable, but unwilling to advocate for themselves due to a lack of self-advocacy skills, or fear of stigma or attracting negative attention. The activities in this section of the workbook are designed to help students develop and practice needed skills, and also to change their attitudes toward accessing disability supports.

Here are some additional ideas for helping students access the information and complete the activities in this section:

- Have students work with a peer and interview each other about the supports that have helped them be successful in schools. Have them list these supports. Students can then discuss as a group.
- Have students complete the on-line self-assessment at [www.mapping-your-future.org](http://www.mapping-your-future.org)
- The activity on page 112 has students visiting a local college's Disability Services Office (DSO). The information gathering can also be done by phone or email. Students can develop a list of questions together, and role play interviewing a DSO staff person. One or two students can be assigned to do the actual interview, and the group can then work together on making a class presentation about the information they learned.
- Have students role play Jerry's Story on page 109, first handling the situation the way Jerry did (i.e., not asking for accommodations) and then solving the problem by using effective self-advocacy skills.

## **Chapter 8. Living Arrangements**

As adults, many people with disabilities require significant supports to live in the home of their choosing. Formal supports can be quite expensive. If students know the supports they require, often less expensive alternatives can be found. The activities in this section of the workbook are designed to help students think about the living arrangement they would like and the options available to them. Students are assisted to think about supports by envisioning typical, daily routines and the type of supports they might need to complete them. This practical approach lends itself to a range of instructional activities including individual work, dyads, and small groups. Parents and other family members can assist. Activities that take place in the community will greatly enhance student learning and skills acquisition.

In this section, the concepts of Person-Centered Planning and Circles of Support (first introduced on page 49) are emphasized. These are important strategies that have proven their effectiveness for planning and implementing residential and community supports for more than 25 years. Teachers and other educational professionals can play a pivotal role in helping students and their families develop person-centered plans and support networks.

Here are some additional ideas for helping students access the information and complete the activities in this section:

- Have students imagine changing their morning or weekend routine (activities on pages 123 and 132). What about other routines in their life? Ask, “How would it feel to have someone else decide what your important routines are like?”
- Have students take responsibility for particular jobs at home (e.g. creating the weekly grocery shopping list or cooking dinner). Using either written words or pictures, students can keep a journal of their experience.
- Working in small groups, students can develop a monthly budget for living in their own apartment alone or with roommates.
- Have a representative from a residential service provider agency make a presentation to the class and have students prepare questions for the presenter.

## **Chapter 9. Recreation and Leisure**

Spending time with friends, experiencing creativity, and being in nature are all important aspects of health and wellness. Yet far too many young people with disabilities report that they experience significant social isolation, and have few recreational and leisure activities. The activities in this section of the workbook are

intended to help students think about what recreational and leisure activities are a good match for them, and what supports they might need to enjoy these activities regularly.

This chapter focuses on supported recreation and uses the example of Kristen to demonstrate how youth with disabilities (in this case with the help of family members) should communicate with support providers when things are not going well. It also addresses the importance of recognizing others for the supports they provide when things are going well. The role of Circles of Support is again emphasized.

Recreation and leisure is an important topic for all students, and one that is too often ignored. Although the activities in this section of the workbook are designed for students with disabilities, non-disabled students can participate in activities by being a peer buddy and helping a student with a disability to participate in and enjoy a recreational activity at school or in the community.

Here are some additional ideas for helping students access the information and complete the activities in this section:

- Have students role play a discussion with someone who is helping them in which they provide constructive feedback to the person's performance. Practice talking to someone when things are going well and when things are not going well.
- Have students develop a resource map of recreation and leisure activities in their community.
- Have students construct a picture book or video presentation of their recreation and leisure interests.

## **Chapter 10. Moving Forward**

When students have completed the activities in the workbook, teachers have some decisions to make. How will their work be evaluated and will they receive credit for the work they've done? How will the students maintain and use their portfolios? If they need assistance, who will assist them? One teacher we know described keeping a copy of the portfolio for a former student, and replenishing items as the student misplaced them. We don't recommend this approach, but it does underscore the need of some students to have a designated person and/or place to maintain the portfolio materials.

We think it is important to recognize student effort and accomplishments in completing this curriculum. One good way to do this is to formally recognize students by some type of ceremony or celebration. Another way is to display student work or have students present their portfolios (or portions of them) to classmates.

## **Chapter 11. Resources**

This chapter lists some state and national resources, but it is NOT meant to be a comprehensive resource guide. We know that available services, names of organizations, phone numbers, web addresses and other such information can change from one day to the next. Students need to know how to persevere and find what they need even when that happens. Again, the purpose of this curriculum is to teach lifelong, problem-solving skills, and we include the list of resources only as a way to help students get started with the information gathering process.

## **Chapter 12. Worksheets**

The worksheets are intended to break down the process of getting and evaluating supports into manageable steps. They are also intended to give students prompts for interviewing potential support providers (natural, community, formal, and assistive technology).

Finally, we would like to thank you for your work in assisting students and families to plan and prepare for life after high school. As New Jersey singer/songwriter John Gorka wrote:

*Life beyond the playground fence is serious*

And, as we are realizing each day, filled with increasing opportunities for all students.

## List of What's covered in Each Chapter (for teachers)

Note: Shaded areas are items for student's **PORTFOLIO**

<b>Chapter 3. So what's all this talk about "transition?"</b>	
<b>List of what's included in the chapter</b>	<b>Page #</b>
What do "transition" and "transition planning" mean?	10
What are "goals?"	10
What does the word "supports" mean?	10-11
<b>Thinking about supports (activity)</b>	12-13
What is the difference between "wants" and "needs"?	14
<b>Wants and needs (activity)</b>	15
What is an "Individualized Education Program (IEP)?"	14-16
<b>Understanding the goals and supports in my IEP (activity)</b>	17-18
<b>PORTFOLIO:</b> Put IEP (or pages with information about goals) in section for "Official Information"	18
What are "transition services?"	19
What is "self-determination?"	19
<b>"Who Decides?" (activity)</b>	20
<b>PORTFOLIO:</b> Put "Who Decides?" activity in section for "Personal Information"	20
What is "self-advocacy?"	21
<b>Self-advocacy (activity)</b>	22
What are "self-directed services?"	21
Who is Justin Dart, Jr.?	23
Felicia's story	24
<b>Thinking about Felicia's story (activity)</b>	25
Advocacy organizations for people with disabilities	27
<b>Chapter 4. Understanding Myself</b>	
<b>List of what's included in the chapter</b>	<b>Page #</b>
What are my "likes" and "dislikes?"	29-33
What are my "strengths" and "challenges?"	34-35
Choosing goals to work on	36-38
<b>"Self-assessment" (activity)</b>	31-38
<b>PORTFOLIO:</b> Put "Self-assessment" in section for "Personal Information"	38
<b>"How I Learn" (activity)</b>	39-40
<b>PORTFOLIO:</b> Put the "How I Learn" activity in section for	40

“Personal Information”	
<b>“Thinking About Stereotypes” (activity)</b>	<b>41-42</b>
<b>Understanding my own disability (activity)</b>	<b>43-45</b>
<b>PORTFOLIO:</b> Put the page about my disability in section for “Personal Information”	<b>44</b>
Who is LeDerick Horne?	<b>46</b>
Kristen’s story	<b>47</b>
<b>Thinking about Kristen’s story (activity)</b>	<b>48</b>
What are “Circles of Support” and “Person-Centered Planning?”	<b>49</b>
<b>“Suggested Questions for Recent Graduates” (activity)</b>	<b>51</b>
New Jersey organizations for specific disabilities	<b>51-52</b>
What is “Essential Lifestyle Planning?”	<b>52</b>
<b>Chapter 5. Understanding Supports</b>	
<b>List of what’s included in the chapter</b>	<b>Page #</b>
Looking at “What Kind of Support Would Be Most Helpful?” worksheet	<b>55</b>
The four different kinds of supports	<b>56</b>
<b>“Resource Activity”</b>	<b>57</b>
Looking at “My To Do List” worksheet	<b>59</b>
Looking at “Getting the Natural Supports I Need” worksheet	<b>60</b>
Looking at “Getting the Community Supports I Need” worksheet	<b>61</b>
Looking at the “Getting the Formal Supports I Need” worksheets	<b>62</b>
Looking at the “Getting and Evaluating the Assistive Technology/Environmental Adaptations I Need” worksheet	<b>63</b>
What does it meant to “evaluate” and “manage” my supports?	<b>64</b>
Looking at “Evaluating and Managing My Supports” worksheet	<b>65</b>
Who is Ed Roberts?	<b>67</b>
Kristen’s story	<b>68</b>
<b>Thinking about Kristen’s story (activity)</b>	<b>69-70</b>
Reading through Chapter 11. Resources	<b>72</b>
<b>“List of Resources” activity</b>	<b>72</b>
<b>PORTFOLIO:</b> Put “List of Resources” in section for “Official Information”	<b>72</b>
Thinking about trust and respect	<b>73</b>
<b>Chapter 6. Employment and Careers</b>	
<b>List of what’s included in the chapter</b>	<b>Page #</b>



Reasons to get a job	75
Barriers to employment	76-77
<b>Thinking about my own barriers to employment (activity)</b>	78
Learning about Rita’s story and the Division of Vocational Rehabilitation Services	79-87
<b>Adding VR to your List of Resources (activity)</b>	80
<b>Role playing calling VR (activity)</b>	80
<b>Thinking about transportation needs for employment (activity)</b>	82
<b>Getting information about local bus transportation (activity)</b>	83-84
<b>Telling other people about something you need help with (activity)</b>	86
<b>Thinking about the supports Rita used (activity)</b>	88
Who is Patricia Wright?	89
Faruk’s story	90
<b>Thinking about Faruk’s story (activity)</b>	91
<b>Creating a resume (activity)</b>	93
<b>PORTFOLIO:</b> Put the resume in the section for “Official Information”	93
<b>Using the internet to find out about federal Work Incentive programs (activity)</b>	93
<b>Using the internet to find out about different careers (activity)</b>	93
<b>Finding out more about an employment-related resource (activity)</b>	94
<b>Talking to family and friends about the jobs they have (activity)</b>	94
<b>Learning what jobs are in your neighborhood (activity)</b>	94
“Ideas for Managing Stress”	94
<b>“Using What You’ve Learned” (activity)</b>	95
<b>Chapter 7. Post-Secondary Education and Training</b>	
<b>List of what’s included in the chapter</b>	<b>Page #</b>
Learning about Section 504 of the Rehabilitation Act, the American with Disabilities Act, and “reasonable accommodations” in post-secondary education/training	97-99
<b>What is “professional documentation” of a disability? (activity)</b>	99-101
<b>Thinking about support needs and the professional documentation that demonstrates this need (activity)</b>	102-104

<b>PORTFOLIO:</b> Put any professional documentation in the section for “Official Information”	<b>102</b>
Description of different kinds of post-secondary education options	<b>105-107</b>
Who is Judith Heumann?	<b>108</b>
Jerry’s story	<b>109</b>
<b>Thinking about Jerry’s story (activity)</b>	<b>110</b>
<b>Finding out about different post-secondary education options (activities)</b>	<b>112</b>
<b>“Using What You’ve Learned” (activity)</b>	<b>113</b>
<b>Chapter 8. Living Arrangements</b>	
<b>List of what’s included in the chapter</b>	<b>Page #</b>
What are the different kinds of living arrangements?	<b>115-116</b>
Greg’s story	<b>117</b>
<b>Thinking about Greg’s story (activity)</b>	<b>118</b>
What is a “Personal Futures Plan?”	<b>119-120</b>
<b>“My Morning Routine” (activity)</b>	<b>122-124</b>
<b>PORTFOLIO:</b> Put “My Morning Routine” activity in section for “Personal Information”	<b>123</b>
More about “residential services”	<b>126-127</b>
Who is Colleen Fraser?	<b>128</b>
Felicia’s story	<b>129</b>
<b>Thinking about Felicia’s story (activity)</b>	<b>130</b>
<b>Thinking about other routines</b>	<b>132</b>
<b>Interviewing service providers about residential services (activity)</b>	<b>132</b>
<b>Contacting a local Center for Independent Living, a local County Office for the Disabled, and the NJ Division of Disability Services (activities)</b>	<b>133</b>
<b>“Using What You’ve Learned” (activity)</b>	<b>134</b>
<b>Chapter 9. Recreation and Leisure</b>	
<b>List of what’s included in the chapter</b>	<b>Page #</b>
Kristen’s story	<b>137, 139, 141</b>
<b>Thinking about Kirsten’s story (activities)</b>	<b>138, 140, 142</b>
Handling problems with the people who provide you with supports	<b>141-143</b>
Who is Samuel Jenkins?	<b>144</b>
<b>“Signs of a healthy/unhealthy work relationship” (activity)</b>	<b>146</b>
<b>“Using What You’ve Learned” (activity)</b>	<b>147</b>

<b>Chapter 10. Moving Forward</b>	
<b>List of what's included in the chapter</b>	<b>Page #</b>
Reviewing the basic steps for getting the supports you need	<b>148</b>
<b>“Resource Activity”</b>	<b>149</b>
<b>Plan a celebration! (activity)</b>	<b>151</b>
<b>Be a resource for other students (activity)</b>	<b>152</b>
<b>Chapter 11. Resources</b>	
Arc of New Jersey	<b>153</b>
Association for Persons in Supported Employment (APSE)	<b>153</b>
Centers for Independent Living (CILs)	<b>154</b>
Cerebral Palsy of New Jersey	<b>154</b>
Commission for the Blind and Visually Impaired (CBVI)	<b>155</b>
Disability Info.gov	<b>155</b>
Division of Developmental Disabilities (DDD)	<b>155</b>
Division of the Deaf and Hard of Hearing (DDHH)	<b>156</b>
Division of Disability Services (DDS)	<b>156</b>
Division of Mental Health Services (DMHS)	<b>157</b>
Division of Vocational Rehabilitation Services (DVRS)	<b>157</b>
Job Accommodations Network	<b>158</b>
Medicaid	<b>158</b>
New Jersey Association of County Offices of the Disabled	<b>159</b>
New Jersey Council on Developmental Disabilities	<b>159</b>
New Jersey Protection and Advocacy (NJPA)	<b>160</b>
New Jersey Transit	<b>161</b>
NJHelps	<b>161</b>
One-Stop Career Centers	<b>162</b>
Recording for the Blind and Dyslexic (RFB&D)	<b>162</b>
Social Security – Number/Card	<b>163</b>
Social Security – Supplemental Security Income (SSI)	<b>163</b>
Social Security – Social Security Disability Insurance (SSDI)	<b>163</b>
Statewide Parent Advocacy Network (SPAN)	<b>164</b>
<b>Chapter 12. Worksheets</b>	
What Kind of Support Would Be Most Helpful?	
My To Do List	
Getting the Natural Supports I Need	
Getting the Community Supports I Need	
Getting the Formal Supports (public agency or private service provider) I Need	
Getting the Formal Supports (paid support person/ personal	

assistant) I Need	
Evaluating and Managing My Supports	
Getting and Evaluating the Assistive Technology/ Environmental Adaptations I Need	

# **NEW JERSEY CORE CURRICULUM CONTENT STANDARDS**

(as of October 2004)

The following section is meant to give teachers ideas about ways they can connect the curriculum to New Jersey's Core Curriculum Content Standards.

## **Language Arts Literacy**

### **Standard 3.1 (Reading)**

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

- *The curriculum is designed to be read by students.*

### **Standard 3.2 (Writing)**

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- *There are many worksheets that involve writing. Some lend themselves more to writing single word answers, while others give students a chance to practice writing their thoughts in complete, organized sentences.*

### **Standard 3.3 (Speaking)**

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

- *There are many group activities in which students are expected to communicate clearly with others. There are also activities that involve asking other people for help, for information, etc.*

### **Standard 3.4 (Listening)**

All students will listen actively to information from a variety of sources in a variety of situations.

- *Some students will need to have the curriculum read to them, either by the teacher or by using some kind of assistive technology. Also, group activities, and asking other people for help, for information, etc. are activities that involve listening skills.*

# Career Education and Consumer, Family and Life Skills

## Standard 9.1: (Career and Technical Education)

All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

**Descriptive Statement:** All students will explore career opportunities and make informed choices based on aptitudes and interests... Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment. They will be able to use the job application process, including resumes, forms, and interviews...

### Standard 9.1 Strands and Cumulative Progress Indicators (by the end of Grade 12):

#### A. Career Awareness and Planning

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
  - *Self-assessment activities (pp.31-38) and “How I Learn” activity (pp.39-40)*
2. Evaluate academic and career skills needed in various career clusters.
  - *Using the internet to find out about various careers and what skills are needed (pp.93,112)*
3. Analyze factors that can impact an individual’s career.
  - *Section on barriers to employment (pp.76-82)*

## **Career Education and Consumer, Family and Life Skills (cont.)**

### **Standard 9.1 Strands and Cumulative Progress Indicators (by the end of Grade 8):**

#### **A. Career Awareness and Planning**

3. Apply research skills to career exploration.
  - *Using the internet to find out about various careers and what skills are needed (pp.93,112)*
  - *Researching one resource that provides employment-related supports (p.94)*
  - *Talking to family about their job/career experience, and looking around the neighborhood to see what jobs are available close to home (p.94)*
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
  - *Self-assessment activities (pp.31-38)*

#### **B. Employability Skills**

1. Research local and state employment opportunities
  - *Looking around the neighborhood to see what jobs are available close to home (p.94)*
2. Develop an employment package that includes a job application, letter of interest, and resume.
  - *Writing a resume (p.93)*
  - *Each student is expected to create a portfolio to be shared with prospective employers*
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
  - *Choosing an employment-related goal to work on (pp.38,95)*

## **Career Education and Consumer, Family and Life Skills (cont.)**

### **Standard 9.2 (Consumer, Family, and Life Skills)**

All students will demonstrate critical life skills in order to be functional members of society.

**Descriptive Statement:** All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected...

### **Standard 9.2 Strands and Cumulative Progress Indicators (by the end of Grade 12)**

#### **A. Critical Thinking**

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
  - *Using the steps outlined in each of the worksheets.*
  - *Completing the steps of the “Using What You’ve Learned” activity for Employment and Careers (p.95), Post-secondary Education and Training (p.113), Living Arrangements (p.134), and Recreation and Leisure (p.147).*
5. Apply knowledge and skills needed to use various means of transportation within a community.
  - *Section on thinking about transportation, including the activity that involves calling the bus company for information (pp.81-84)*

#### **C. Interpersonal Communication**

1. Model interpersonal and effective conflict resolution skills.
  - *Section on handling a respite worker who appears not to be doing her job well (pp.141-143)*
  - *“Signs of a healthy/unhealthy work relationship” (p.146)*



## Career Education and Consumer, Family and Life Skills (cont.)

### Standard 9.2 Strands and Cumulative Progress Indicators (by the end of Grade 8)

#### A. Critical Thinking

1. Communicate, analyze data, apply technology, and problem solve.
  - *Using the steps outlined in each of the worksheets*
  - *Completing the steps of the “Using What You’ve Learned” activity for Employment and Careers (p.95), Post-secondary Education and Training (p.113), Living Arrangements (p.134), and Recreation and Leisure (p.147)*
  - *Activities at the end of many of the chapters involve using different resources, including the internet, to find information*
3. Identify and assess problems that interfere with attaining goals.
  - *Section on barriers to employment (pp.76-82)*
5. Practice goal setting and decision-making in areas relative to life skills.
  - *Completing the steps of the “Using What You’ve Learned” activity for Employment and Careers (p.95), Post-secondary Education and Training (p.113), Living Arrangements (p.134), and Recreation and Leisure (p.147).*

#### B. Self-Management

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
  - *Completing the “What Kind of Support Would Be Most Helpful?” worksheet*
  - *Completing the steps of the “Using What You’ve Learned” activity for Employment and Careers (p.95), Post-secondary Education and Training (p.113), Living Arrangements (p.134), and Recreation and Leisure (p.147)*

# Technological Literacy

## Standard 8.1 (Computer and Information Literacy)

All students will use computer applications to gather and organize information and to solve problems.

**Descriptive Statement:** Using computer applications and technology tools students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and consumer, family, and life skills. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

### Standard 8.1 Strands and Cumulative Progress Indicators (by the end of Grade 12)

#### A. Basic Computer Skills and Tools

2. Create documents including a resume and a business letter using professional format.

- *Writing a resume (p.93)*

#### B. Application of Productivity Tools

1. Describe the potential and implications of contemporary and emerging computer application for personal, social, lifelong learning, and workplace needs.

- *Activities at the end of many of the chapters involve using the internet to find information*

## Technological Literacy (cont.)

### Standard 8.1 Strands and Cumulative Progress Indicators (by the end of Grade 8)

#### B. Application of Productivity Tools

1. Demonstrate an understanding of how changes in technology impact the workplace and society.

- *Sections that talk about assistive technology/ environmental adaptations (pp.13,56,63,90-91), as well as completing the worksheet for “Getting and Evaluating the Assistive Technology/ Environmental Adaptations I Need”*

6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:

On-line resources and databases

Search engines and subject directories

- *Completing the worksheet for “Getting and Evaluating the Assistive Technology/ Environmental Adaptations I Need”*
- *Activities at the end of many of the chapters involve using the internet to find information*

## Technological Literacy (cont.)

### Standard 8.2 (Technology Education)

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

**Descriptive Statement:** ...Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change...

#### Standard 8.2 Strands and Cumulative Progress Indicators (by the end of Grade 12)

##### A. Nature and Impact of Technology

3. Provide various examples of how technological developments have shaped human history.

- *Students who use assistive technology can give examples of how this has helped them do what they need to do. (p.13)*

#### Standard 8.2 Strands and Cumulative Progress Indicators (by the end of Grade 8)

##### A. Nature and Impact of Technology

3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.

- *Sections that talk about assistive technology/ environmental adaptations (pp. 13,56,63,90-91), as well as completing the worksheet for “Getting and Evaluating the Assistive Technology/ Environmental Adaptations I Need”*
- *Students who use assistive technology can give examples of how this has helped them do what they need to do.*

# Science

## Standard 5.4 (Nature and Process of Technology)

All students will understand the interrelationships between science and technology and develop a conceptual understanding of the nature and process of technology.

**Descriptive Statement:** This standard focuses on developing students' understanding of the interrelationship between science and technology. It introduces students to and expands their understanding of the nature of technology. In addition, it introduces and develops students' abilities with technological design including experiences in predicting, decision making, critical thinking, and problem solving.

### Standard 5.4 Strands and Cumulative Progress Indicators (by the end of Grade 12)

#### A. Science and Technology

1. Know that scientific inquiry is driven by the desire to understand the natural world and seeks to answer questions that may or may not directly influence humans, while technology is driven by the need to meet human needs and solve human problems.

- *Sections that talk about assistive technology/ environmental adaptations (pp. 13,56,63,90-91), as well as completing the worksheet for “Getting and Evaluating the Assistive Technology/ Environmental Adaptations I Need”*
- *Students who use assistive technology can give examples of how this has helped them do what they need to do.*

## Science (cont.)

### Standard 5.4 Strands and Cumulative Progress Indicators (by the end of Grade 8)

#### B. Nature of Technology

1. Analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs and risks involved in using the product or system, how the product or system might fail, and how the product or system might be improved.

- *Completing the worksheet for “Getting and Evaluating the Assistive Technology/ Environmental Adaptations I Need.” Especially relevant are the questions:*

*“This is what I need help with (be as specific as possible)”*

*“Is this assistive technology/ environmental adaptation helping me do what I need to do?”*

*“If not what do I think the problem is?”*

# Social Studies

## Standard 6.2 (Civics)

All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Descriptive Statement: The purpose of this standard is to prepare students to be informed, active, and responsible citizens in the American democratic republic...How can citizens and groups participate effectively in the democratic process?

### Standard 6.2 Strands and Cumulative Progress Indicators (by the end of Grade 12)

#### B. American Values and Principles

5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g. rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).

- *Activity that examines disability stereotypes (p.42)*
- *Reading the short biographies of self-advocates at the end of each chapter (pp.23,46,67,89,108,128,144)*

## Social Studies (cont.)

### Standard 6.2 Strands and Cumulative Progress Indicators (by the end of Grade 8)

#### B. American Values and Principles

3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Paul Robeson, and Cesar Chavez.

- *Reading the short biographies of self-advocates at the end of each chapter (pp.23,46,67,89,108,128,144)*

#### E. International Education: Global Challenges, Cultures, and Connections

12. Discuss the impact of stereotyping on relationships, achievement, and life goals.

- *Activity that examines disability stereotypes (p.42)*



## Bibliography

(Note: resources in bold are other transition curricula)

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