



Severe Disabilities

what to teach

COURSE
enhancement
MODULE

Other Life Skills, Transition, and Putting it All Together

Objectives

The participant will be able to

1. Use an ecological inventory to identify key skills for home and community
2. Plan options for how to embed instruction in daily routines
3. Plan community-based instruction for job training or use of community resources
4. Plan a balanced IEP

Background Readings

Bambara, L.M., Koger, F., & Bartholomew, A. (2011). Building skills for home and community.

In M.E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities*. 7th Ed. pp. 529-568. Upper Saddle River, NJ: Pearson.

Browder, D.M., & Courtade, G. (2011). *Aligning IEPs to common core standards for students with moderate and severe disabilities*. Verona, WI: IEP Resources Attainment Company.

Browder, D., & Spooner, F. (2006). *Teaching academics to students with significant cognitive disabilities*. Baltimore, MD: Paul H. Brookes. (See sample standards-based IEP in chapter by Browder, Spooner, & Jimenez).

Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Columbus, OH: Merrill Prentice Hall.

Wehman, P. (2004), *Functional curriculum for elementary, middle & secondary age students with special needs* (2nd ed). Austin, TX: Pro-Ed.

Materials for Participants

The video "Everybody's Working" from Attainment Company (www.attainmentcompany.com).

Powerpoint on Other Life Skills, Transition, and Standards-based IEPs. (Not provided. Use background readings to develop the powerpoint).

Copies of article by Test et al., (2009) if this will be used for opening activity.

Newsprint for brainstorming

Activities

NOTE: The topics for this session could easily be expanded to multiple days. For this three day overview, keep the focus on continuing to add to ideas for WHAT to teach. For example, in discussing transition, keep the focus on WHAT to teach to prepare students for life after high school rather than trying to cover every aspect of transition.

Attention Grabber: Show the video “Everybody’s Working” or a similar resource. This dvd available from Attainment Company includes individuals with moderate and severe disabilities in community jobs. Clips available from <http://www.attainmentcompany.com/everybodys-working-dvd> Have participants brainstorm what life skills are needed to be successful at work.

Research to Practice: Give participants this reference to read before the workshop. Have them discuss implications for WHAT students need to learn.

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32(3), 160–181.

Powerpoint on Other Life Skills, Transition, and Standards-Based IEPs.

Putting it All Together. Using information from all three days of the workshops, have participants work in small groups to brainstorm goals that might go on an IEP. Use a student’s case study as a common starting point. If you want to show a standards-based IEP that covers all the content, there is an example in the book by Browder and Spooner. Here is a case study you can use for this activity:

Shelly is a 16 year old girl who has spastic quadriplegia and a moderate intellectual disability. She is able to use a switch to make selections on a picture response board and has learned a large vocabulary for many school and everyday activities. She does not read, but can answer comprehension questions for simplified text read aloud. She also can perform simple computation (add, subtract), counts money, and tells time using a digital clock. She relies on others for basic self care and does not participate in many home routines but likes cooking. She is eager to socialize with peers, but does not initiate interactions. Shelly participates in general education for 10th grade algebra, language arts, world history, and chemistry. She receives additional instruction in a special education resource room for academic support. During the afternoons, she participates in community-based job training. What are some ideas for her IEP that a) will access the 10th grade general curriculum content and b) prepare her to transition to adult living?