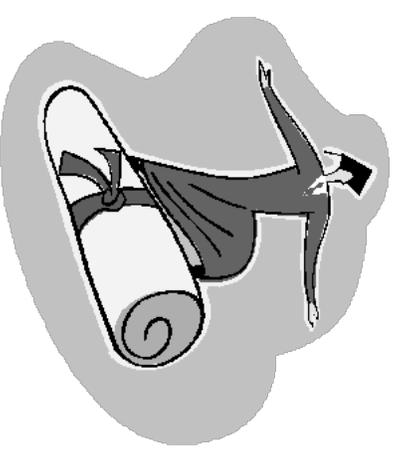


Daily Living Skills and Transition Planning for the Mild-to-Moderate Program



Susan Traugh

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Meeting and Greeting

- Say "hello." (Smile)
- Look at the person you're speaking to.
- Shake hands
 - Right hand out.
 - Hold person's hand firmly but don't squeeze.
 - Pump up and down.
 - Let go.



Getting Into Greetings

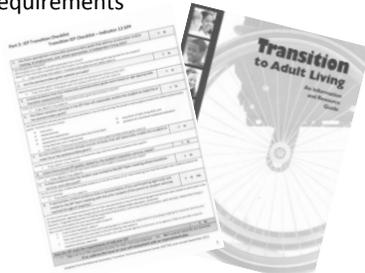


Here's your chance to practice greeting people. Get a cell phone camera and get into groups of three. Let two people "greet" each other while the third person takes a picture of one greeter's face. Check out your face and use the rubric below to grade yourself on your greeting style.

Looking	Smiling	The Handshake
1 looked the other person in the eye for an appropriate amount of time. 3 points	1 smiled nicely and looked friendly. 3 points	1 held the other person's hand firmly, pumped twice and let go smoothly. 3 points
1 didn't look towards the other person's eyes or didn't hold my gaze long enough. 2 points	1 didn't smile at the other person. 2 points	1 grabbed the person too hard or soft, or pumped inappropriately. 2 points
1 wouldn't look at the person at all or wouldn't participate in the activity. 1 point	1 refused to try to smile or the person or wouldn't participate in the activity. 1 point	1 refused to touch the other person or wouldn't participate in the activity. 1 point
Total _____	My points _____	6-8 pts = Excellent greeted 4-6 pts = Keep working—practicing getting here 2-3 pts = Keep trying—you can do this!

So, the program meets

- Federal mandates for transition
- Indicator 13 requirements



SCANS Skills Addressed— Secretary's Commission on Achieving Necessary Skills

Employment Skills for All

Transition to Adult Living

The Secretary of the U.S. Department of Labor appointed a commission to determine the skills young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. The following table illustrates the skills necessary for today's workforce.

The SCANS report identified workplace competencies or personal attributes required to acquire and retain a job:

With student needs in mind, it:

- Is written on a 3rd/4th grade reading level
- Contains light, airy pages
- Honors teen sensibilities
- Can be used independently or in groups
- Is laid out predictably and consistently
- Is fun!

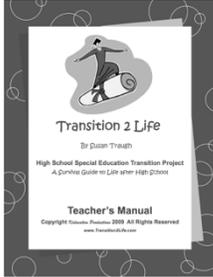


With teachers in mind, it:



- Contains grade sheets with each workbook
- Includes answer keys
- Provides Parent Letters to meet federal rules
- Includes written ITP Goals in the Teacher's Manual aligned to workbooks and lessons
- Provides Pre- and Post-Tests for easy assessment
- Requires little time/preparation from classroom teacher

So, let's look at the program...



Choose DLS or T2L:

Daily Living Skills (DLS)

- workbooks
- Heavy emphasis on life skills and independent living skills
- Can be mixed and matched to address student needs
- For students in life skills classes, independent living classes and functional skills classes

Transition 2 Life

- One-stop shop
- Addresses education/training and job skills
- For RSP students or students who just need basic guidance
- Contains 7 individual units

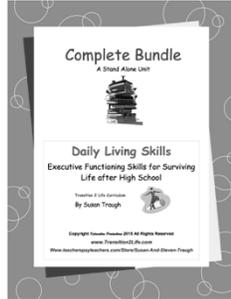


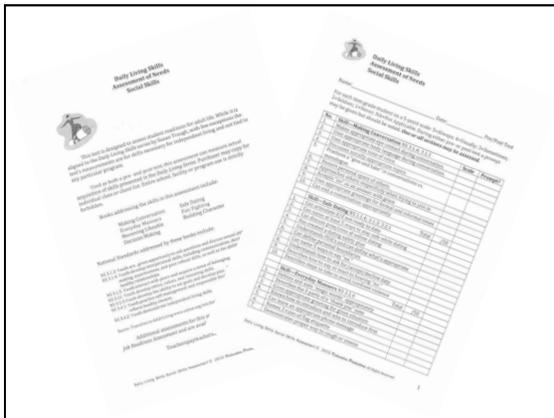
Transition 2 Life

- Built in teacher's manual with ITP Goal Bank
- Parent Letters for each unit and entire program
- Answer key included
- 7 Units
 - Who Am I? College and Career
 - Transportation
 - Education
 - Finances
 - Communication
 - Employment
 - Community Resources



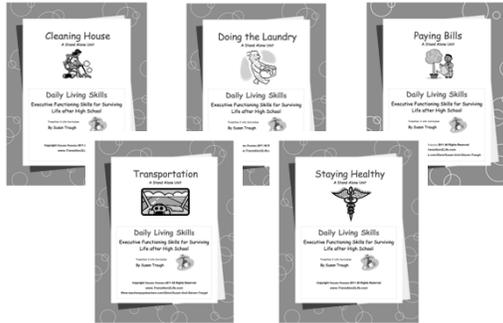
Daily Living Skills





No.	Skill—Cleaning House/Washing Dishes NS 3.4.2	Scale	Prompt?
1.	Name 5 housecleaning tools and their purpose.		
2.	Sweep a floor.		
3.	Mop a floor.		
4.	Use a vacuum and put it away.		
5.	Clean a sink.		
6.	Clean a toilet.		
7.	Clean a shower/tub.		
8.	Change sheets on a bed.		
9.	Dust a room.		
10.	Washes dishes.		
		/50	

Adult Living Skills



The Cost of Credit



Let's face it: credit cards are fun. Instant gratification. But, what do they really cost? Probably more than you think. Here's an example:

You want to buy a new flat screen TV, DVD player and Wii. It's a great deal of \$1,000. But, you don't have that money, so you put it on your credit card. Here's the cost:

Cost:	\$1,000
Interest:	24%
Minimum Payment:	2.5% or \$24

Paying only the minimum payment, it will take you 184 months (that's more than 15 years) to pay this off AND you'll pay \$2,218.80 in interest. So the final cost of your "good deal" will be: \$3,218.80!

And that assumes you never buy anything else in 15 years!

PTG Page



Dear Parent, Teacher or Guardian,

Paying Bills from *Transition 2 Life's Daily Living Skills* curriculum covers finances. In this unit, young people will learn to:

- How to organize their bill paying
- How to create a budget
- How to write a check, use an ATM, complete a register
- Where to find resources for information on adult finances
- The cost of credit and benefits of saving

You can help this young person achieve independence in this Daily Living Skill by:

- Helping them create a budget using the provided forms
- Discussing options for calendar placement and organization in their house, room or apartment
- Helping them open a checking/savings account if they have not already done so
- Helping them organize a place to keep all their financial information
- Review the "Unit Checklist" at the beginning of this unit to see if additional instruction is needed in a given area

Standards addressed:

- NS 3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.
- NS 3.4.2 Youth demonstrate independent living skills.
- NS 4.1.1 School programs support a wide range of family involvement and actively engage families...in the home.
- NS 4.1.4 Families have clear information regarding curricula.

How do you get around?

Highway History

Highways and roads are usually laid out in a grid, like graph paper. Some streets or highways run north and south, others east and west.



Now, if rivers, hills or other obstacles get in the way, the streets may circle around and not keep this pattern. Sometimes streets skip out across town at a diagonal, but usually it is easier to build on a grid.

- In the U.S. highways that go east-west are even numbers.
- Highways that go north-south are odd numbers. (A few aren't but this is usually the rule.)
- Odd numbers increase from west to east.
- Even numbers increase from south to north.
- Major, long distance routes are divisible by 5.

Look at the map on the next page and answer the following questions:

1. What number highway runs north-south through the center of the state?
2. What highway runs north-south along the coast?
3. Name the three east-west highways closest to your town.
4. Which highway would take you to Las Vegas?
5. Which highway would take you to Yosemite?

Transportation

Due Date: _____

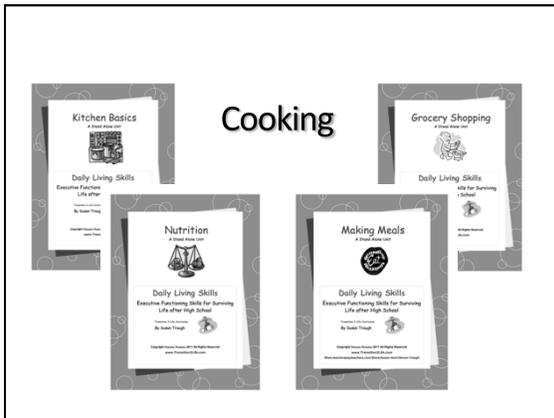
Contents:	Check-Off:
• Highway History	_____ /5
• Your Town Worksheet	_____ /5
• Bicycle's Safety Screen	_____ /5
• The Breeze Worksheets	_____ /10
• The Sprinter Schedule	_____ /10
• DMV Game	_____ /25
• DMV Sample Test	_____ /15
• Field Trip Planning Sheet	_____ /5
• Cooling Road Rage Worksheet	_____ /5
• Ticket Etiquette Worksheet	_____ /5
• Designated Driver Worksheet	_____ /5
• Always be Prepared Worksheet	_____ /5
• Total Points This Unit	_____ /100
• Signed Parent Letter—Extra Credit	_____ /5

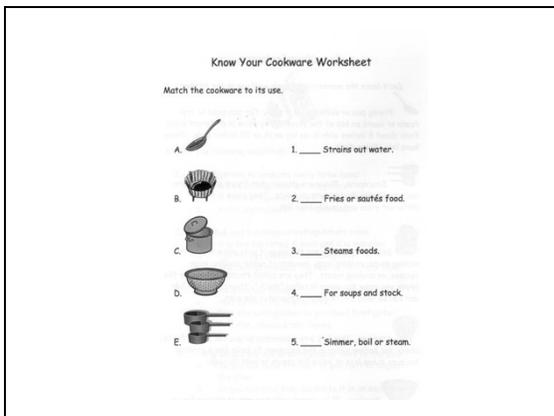
Optional Activities:

Obtain Driver's License or CA ID

From ITP Goal Bank:

- By (date) student will understand the steps needed to get around their town or neighborhood as measured by completion of "Unit Checklist" in *Transportation* from the *Daily Living Skills* series with 80% accuracy. (Entire book.)
- By (date) student will name the main transportation arteries running through her town in a north-south and east-west direction as measured by completion of "Your Town" in *Transportation* with 80% accuracy. (Page 8)





Eating on the Cheap Worksheet



Use the information in "Eating on the Cheap" to answer these questions. Each item in the recipe is one serving, so use the cost listed there to price each recipe.

- If you made a pizza with 1 piece of whole wheat pita bread, 1 serving of marinara sauce and 1 serving of vegetables on top, how much would your lunch cost?
 - Pita = _____
 - Sauce = _____
 - Veggies = _____
 - Total = _____
- If you made fried rice with 1 serving brown rice, 1 serving egg substitute, 1 serving edamame, and 1 serving vegetables, how much would your dinner cost?
 - Rice = _____
 - Egg = _____
 - Edamame = _____
 - Veggies = _____
 - Total = _____

Cost Comparing Worksheet



Most of the time store brands cost less than name brands. Here are two labels for yellow mustard. One is for French's mustard—a name brand—and one is for a store brand from Fresh & Easy Market (F&E).



- Circle the ounces (OZ) in each jar.
- How much does the French's mustard cost? _____
- How much does the F&E mustard cost? _____
- If you bought 2 F&E mustards, how many ounces of mustard would you have? _____
- How much would 2 F&E mustards cost? _____
- Circle the cost-per-ounce-figure on each label.
- How much is the French's mustard per ounce? _____
- How much is the F&E mustard per ounce? _____
- Which is the better deal? _____

Social Skills

- Making Conversation—how to ask questions, appropriate topics, timing, body language and eye contact (Introductory exercise from this unit.)
- Everyday Manners—magic words; phone, flag, hat, table and pedestrian etiquette
- Fair Fighting—how to create a win-win situation
- Safe Dating—who & how, creating a plan, setting boundaries
- Becoming Likeable—10 keys to likeability



National Standards addressed:

- NS 3.1.3 Question and discuss sexual attitudes.
- NS 3.1.4 Develop interpersonal skills, peer refusal, communication skills.
- NS 3.1.5 Interact with peers.
- NS 3.2.1 Develop ethics, values & reasoning.



Facebook's Most Popular "Likes"



Rank	Interest	Votes
1	Comedy	19,029,300
2	Family Guy	13,217,500
3	Music	11,436,400
4	Shopping	11,383,360
5	Clothes	11,038,320
6	House	9,846,300
7	Movies	9,821,420
8	The Bible	9,417,120
10	Reality TV	9,205,220
13	Coffee	8,525,140
15	Video games	7,439,860
17	Animatons	7,398,440
18	Cooking	7,378,000
21	Reading	6,755,460
26	Harry Potter	6,403,460
34	Youtube	5,686,440

*Source <http://gpin.us/facebook-most-popular-addressable-like-interest/>

Job Skills

- **Dress 4 Success**—hygiene and grown up dressing standards
- **Seeking Employment**—sample application, job shadow, employer's pet peeves
- **Interviewing Skills**—manners, voice and body language, resumes
- **Getting a Paycheck**—gross vs net, overtime, deductions, needs vs wants
- **Time Management**—goal setting, prioritizing, procrastination
- **College & Career**—career aptitude, learning styles, goal setting



Character Building

- Building Character—10 terrific traits
- Decision Making—why and how
- Managing Stress—4 ways to handle, de-stressors
- Overcoming Failure—failure stories of winners
- Practicing Patience—tips to keep from blowing up



Self-Esteem Regime

How many times did I:

Smile at	Say kind things	Listen to	Be kind to	Be nice to

Appreciation/Gratitude—How many things am I grateful for today?

1.	
2.	
3.	

Kindness Journal—How many kind things did I do today?

1.	
2.	
3.	

Building Self-Esteem Using Daily Living Skills © 2010 by Linda Ward Beech, Scholastic Teaching Resources

National Standards Addressed:

- NS 3.1.5 Interact with peers and acquire sense of belonging
- NS 3.2.1 Develop ethics, values, & reasoning skills
- NS 3.2.3 Ability to set goals and develop plan
- NS 3.4.1 Practice self-management



Make Them Successful Self-Advocacy

Teach them the 3-part accommodation ask.

- **History**—when did I use this before?
- **Help**—what accommodation helped me?
- **How**—how did this accommodation help me in class or work?

In my last class, I had a note-taker, and that really helped me keep up with lectures.

Thank you for attending!



- Check out our booth at this conference
- For more: www.susantraugh.com
- www.transition2life.com
- Susan.traugh@gmail.com
