

Celebrate the Lifespan

Continuing Education
Adult Curriculum
Program Components

How is this program different?

- Developmentally-based
- Understanding that learning never stops
- Based on research
- Preparing young adults to be (Claudia Wallis-Time Magazine)
 - Independent thinkers able to 'think outside the box'
 - Emotionally intelligent
 - Able to think globally, about their universe
 - Understanding and access to the resources available to them in the world
 - Smart about new resources and able to determine what is useful/reliable or not
 - Strong use of technology

Continuing Education/Adult Curriculum Program

Developmental

- Integration of mind and body
- Social-emotional development
- *Thinking*

Daily Living Skills/Life Skills

Social Skills/Community Exposures

Continuing Education/Academic Support/Guidance Counseling

Mental health/Counseling

Career Development/Job Coaching

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

- **Mission:** *21st-century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st-century global workplace.*
- **Vision:** The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:
 - Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
 - Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
 - Is financially literate and financially responsible at home and in the broader community.
 - Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
 - Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
 - Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

NJ World Class Standards

Content Area: 21st-Century Life and Careers

https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

See attached link for full description of goals and objectives

50 Things Everyone Should Know

- 1. Build a Fire
- 2. Operate a Computer
- 3. Use Google Effectively
- 4. Perform CPR and the Heimlich
- 5. Drive a Manual Transmission Vehicle
- 6. Do Basic Cooking
- 7. Tell a Story that Captivates People's Attention
- 8. Win or Avoid a Fistfight
- 9. Deliver Bad News
- 10. Change a Tire
- 11. Handle a Job Interview
- 12. Manage Time

50 Things Everyone Should Know

- 13. Speed Read
- 14. Remember Names
- 15. Relocate Living Spaces
- 16. Travel Light
- 17. Handle the Police
- 18. Give Driving Directions
- 19. Perform Basic First Aid
- 20. Swim
- 21. Parallel Park
- 22. Recognize Personal Alcohol Limits
- 23. Select Good Produce
- 24. Handle a Hammer, Axe or Handsaw

50 Things Everyone Should Know

- 25. Make a Simple Budget
- 26. Speak at Least Two Common Languages
- 27. Do Push-Ups and Sit-Ups Properly
- 28. Give a Compliment
- 29. Negotiate
- 30. Listen Carefully to Others
- 31. Recite Basic Geography
- 32. Paint a Room
- 33. Make a Short, Informative Public Speech
- 34. Smile for the Camera
- 35. Flirt Without Looking Ridiculous
- 36. Take Useful Notes
- 37. Be a Respectful House Guest

50 Things Everyone Should Know

- 38. Make a Good First Impression
- 39. Navigate with a Map and Compass
- 40. Sew a Button onto Clothing
- 41. Hook Up a Basic Home Theater System
- 42. Type
- 43. Protect Personal Identity Information
- 44. Implement Basic Computer Security Best Practices
- 45. Detect a Lie
- 46. End a Date Politely Without Making Promises
- 47. Remove a Stain
- 48. Keep a Clean House
- 49. Hold a Baby
- 50. Jump Start a Car

**Monica Osgood
And
Cathy
Helmlinger**
Administration

**Diane
Sandonato**
Career Development/
Job coaching

**Andrew
Reynolds and
Melissa Hurley**
Support Staff
Job Shadowing/
Coaching

Karen McDowell
Developmental/thinking
Social Skills
Continuing Education
College Preparation
Community Exposures

**Lynn
Gonzalez**
Communication
Skills

**Liz Matheis
Alison Walik**
Mental
Health/Case
Management

**Adult Curriculum
Interdisciplinary
Team**

**OT's & PT's
Jill Rafferty
Chris
Rosado**
Health and
Well
Being/Exercise
for Life

**Cheri
Alexander**
Curriculum
Development

**Jennifer
Mandato**
Guidance
Counseling/Ment
al Health

**Immy
Moustaffa**
Community
Occupational
Therapy

Parents
Independence/
Community
Outreach/
Resources /
Lots of other things!

**Pat
Fichter/OT's
and PT's**
Life Skills/Daily
Living Skills

Parental Involvement

Transition Planning Questions for Parents

- Think about these areas of adult life:
 - Work
 - Where someone lives
 - Recreation (what someone does for Fun/Relaxation)
 - Socializing (Family, Friends, Community Connections)
 - Independent Living
 - Health and happiness

Parental Involvement

Transition Planning

Questions for Parents

- What would you like your child to be doing in each of these areas after they have graduated from high school? 5 years? 10 years?
- What do you think your child would like to be doing in each of these areas? Think about what makes your child happy. What his/her strengths are? What does he/she enjoy doing?
- Work with your child to pick one goal for each of these areas. What needs to be done (at school & at home) to help reach these goals?
- What are the barriers/fears for your child in the future? What skills need to be developed to address this barrier/fear?
- How much supervision does your child need? What can he/she do independently?
- What things are you currently doing for your child that you wish he/she could do for him/herself?
- What types of things interest and motivate your child?
- What do you need help with?

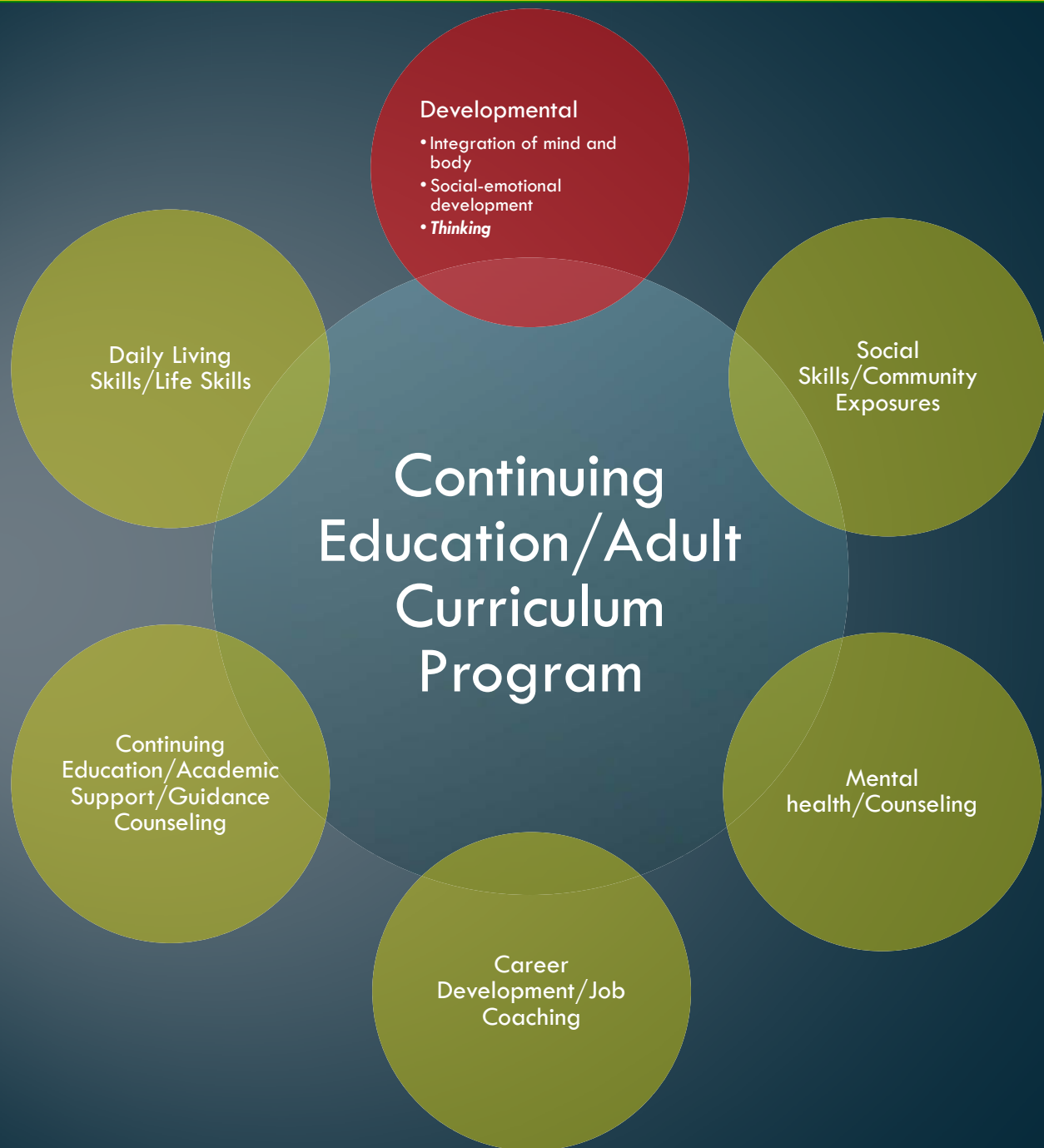
Being an informed consumer is important. Do you know about the range of services that might be available after your child graduates?

- Are you registered with DDD? DVR? What services are you registered for/waiting to receive?
- Do you have information about obtaining guardianship of your son/daughter once they turn 18?
- Are you aware of other resources (The ARC, Autism New Jersey, The Family Support Center of NJ, Statewide Parent Advocacy Network, SCARC, Inc., etc.?)
- Have you identified someone who can be a knowledgeable resource person for you? Maybe this person is an experienced parent who has successfully navigated the system and/or a case manager, a relative, or a social worker.
- Are you aware of assistance provided through Medicaid & Social Security?
- Do you know about the different types of employment and living settings that might be available (supported employment, group homes, supervised living, etc.?)
- Are you aware of transportation resources to access community sites?

Program Tracks

(Students May Have a Hybrid of Programs)

- College Prep
- Career Development
- Living Skills/Developmental Program



Developmental/ Thinking Curriculum Domains

- Visual/Spatial Processing
- Sequential Ordering
- Temporal Awareness & Ordering
- Sensory Motor Development
- Facilitation (motor movement, task, play)
- Body Awareness (Spatial, body language)
- Motor Awareness and Movement(gross, fine, graphomotor)
- Eye Contact
- Functional Emotional Development
- Meta-cognition- thinking about how you think

Developmental/ Thinking Curriculum Domains

- Language Processing
- Following Directions
- Expressive Language (oral and written) Articulation, Elaboration
- Affective Vocal Synchrony
- Reading Non-Verbal Cues
- Initiation of Verbal and Non-Verbal Interaction
- Reading Comprehension
- Quantitative Mathematical Concepts and Skills
- Dramatic/Imaginary Play

Developmental/ Thinking Curriculum Domains

- **Receptive Language (oral and written) semantics** – understanding meaning, discourse –expression, exchange, conversation
- **Sequential Ordering**-developing an appreciation for time and the correct order of steps in a process are integral to understanding how our world functions
- **Temporal Reasoning**- ability to visualize spatial patterns and mentally manipulate them over a time-ordered sequence of spatial transformations, generating and conceptualizing solutions to multi-step problems in everyday life

Developmental/ Thinking Curriculum Domains

- **Saliency Determination**-process of selecting and thinking about which information stands out or is most important, able to filter out distractions and focus on the task at hand
- **Cognitive Activation**-making rich and relevant cognitive connections , linking and associations prior knowledge and experiences with features of new information

Developmental/ Thinking Curriculum Domains

- **Short term, Active-Working & Long Term (Consolidation & Access) Memory** -process involved in coding a memory so that it can be stored and retrieved later
- **Social Cognition**-how people process social information, especially its encoding, storage, retrieval, and application to social situations –linking old to new schema in social situations
- **Higher Order Thinking**- making judgments, evaluations, synthesizing, analyzing, applying

Continuing Education/Adult Curriculum Program

Developmental

- Integration of mind and body
- Social-emotional development
- *Thinking*

Daily Living Skills/Life Skills

Social Skills/Community Exposures

Continuing Education/Academic Support/Guidance Counseling

Mental health/Counseling

Career Development/Job Coaching

Suggested Coursework- Continuing Education

- Friendship and Intimacy
- D.I.R. Levels 7,8,9
- Anxiety / Stress Reduction
- Self Advocacy
- Executive Functioning/ Study Skills
- Project Management
- Leisure Exploration
- Community Occupational Therapy

Suggested Coursework- Continuing Education

- Reading Club
- Public Speaking
- Civics
- Writing Workshop
- Justice System/ Student Government
- Sociology
- Child Development
- Global Issues
- Current Events

Suggested Coursework- Continuing Education

- Critical thinking/ Problem solving
- Technology Applications
- Financial Literacy
- Basic household Repair and Maintenance
- Health and Well Being
- Outdoor Education
- Community Exposures

Guidance Counseling Component

- College planning/visitations/selection
- Academic support services
- Parent support services
- College application process
- Transcript development
- Assessments
- Referrals
- Community outreach/partnerships
- Career/college workshops

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Tools for Life

Social Skills/Mental Health

Program Components

- **Social Cognition**- code switching (moving between variations of languages in different contexts), nonverbal communication, humor regulation, conflict resolution/negotiation, cultural/racial sensitivity
- **Self-Disclosure** – what you choose to reveal about yourself and how within jobs, school relationships, law, social interactions- what you choose to reveal about yourself and how
- **Resiliency** –positive capacity of people to cope with stress and adversity, “bouncing back” –emotional, sensory, cognitive, physical

Tools for Life

Social Skills/Mental Health Program Components

- **Thinking and Problem Solving**-predicting Higher Order, previewing, self-monitoring, self-assessment, reflection, and editing, decision-making, causal relationships
- **Metacognition**- thinking about thinking
- **Effective language and communication**
- **Demystification**- self awareness and understanding of strengths and challenges

Tools for Life

Social Skills/Mental Health Program Components

- **Emotions and brain functioning-** anatomy, biochemical, fight/flight/freeze override, anger/fear/anxiety awareness and management, depression, OCD, hormones, allergies
- **Personality types and variations-** understanding yourself and differences in others
- **Group Dynamics-** work, school, family, peers, societal
- **Expectations of adulthood-** personal, parental, societal

Tools for Life

Social Skills/Mental Health Program Components

- Affect Awareness and Regulation
- Social Reciprocity Conflict Resolution
- Relationship Skills
- Self-Marketing
- Code Switching
- Social Timing
- Collaboration

Tools for Life

Social Skills/Mental Health Program Components

- Social Facilitation & Inhibition
- Humor Regulation understanding and interpreting nuances – appropriateness, timing, audience, delivery, satire, parodies, race based, irony, puns, sarcasm, exaggeration ,political cartoons, bathroom humor
- Empathy
- Interpretation of others' feelings through tone, body language and nuance
- Discourse Topic Selection & Maintenance
- Stress Management & Anger Management

Continuing Education/Adult Curriculum Program

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Continuing Education/Academic Support/Guidance Counseling

Mental health/Counseling

Career Development/Job Coaching

Career Development Domain

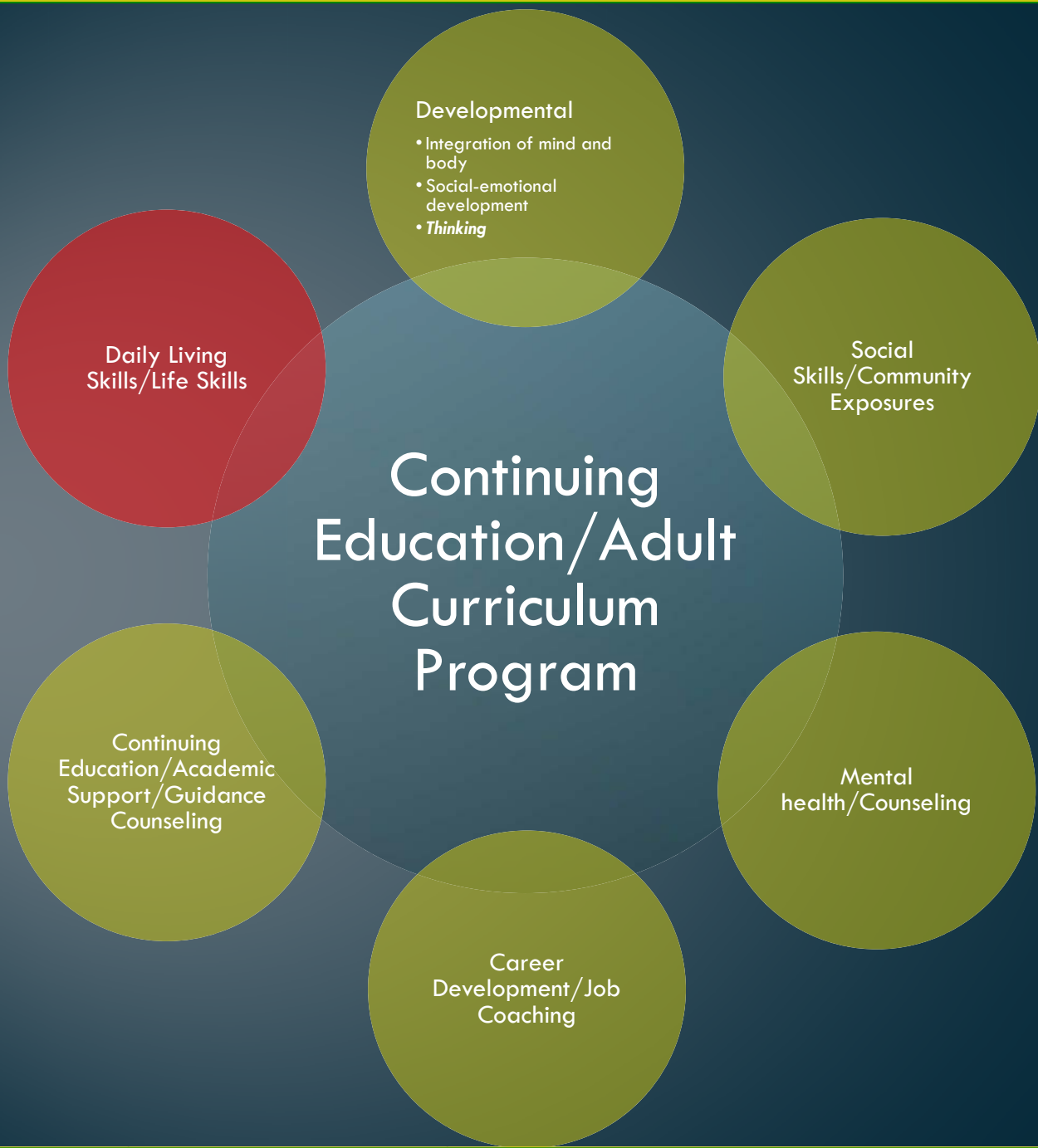
- Post Secondary
- Supported Employment
- Career Development
- Daily Living

Career Development Program Components

- Career demystification – myths & truths about various careers & jobs
- Salaries
- Expectations (sick leave, timeliness, vacation time, seniority)
- Meet and q & a various professionals
- Disability ~ Services, Rights, Laws, Employment
- Self-Disclosure on the job ~ what disclose and when

Career Development Program Components

- Unemployment vs. Underemployment
- Interview Skills
- Attire
- Social stressors/expectations



Nuts and Bolts of Adulthood- Daily Skill Components

- Financial Management
- Household Repair /Maintenance
- Community Connections/Resources
- Health and Well Being

Daily Living Skills

- Related Service young adult support and parent training
- Parent involvement and homework

Transition Domains

- Including post-secondary education
- Vocational education
- Integrated employment (including supporting employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation

Transition Components

Post Secondary Education

- Four year college or university
- Community college
- Trade school
- Adult vocational/technical school

Transition Components

Career Development

- Vocational evaluation
- Career assessment
- Community-based job sampling
- Community-based job exploration
- Community-based internships

Transition Components

Functional Academics

- Math (budget, money management skills)
- Reading (identification and comprehension)
- Writing (filling out forms, signing checks, writing resumes)
- Computer usage

Transition Components

Self Advocacy

- Knowledge of ones own disability
- Knowledge of rights
- Self-assessment
- Learning Styles
- Appropriate communication skills
- Assertiveness skills

Transition Components

Independent Living Skills

- Community resource training (banks, post office, shopping, libraries)
- Residential living skills
- Mobility/transportation
- Recreation/leisure
- Social relationships
- Health and Safety

Transition Components

Adult Service Linkages

- DDD (Division of Developmental Disabilities)
- DVRS (Division of Vocational Rehabilitative Services)
- Social Security and Medicaid
- Centers for Independent Living
- County Office on Disability

Transition Components

Other Issues to Consider

- Guardianship
- Special needs trusts/estate planning
- Insurance
- Long-term permanency planning
- Income and benefits maintenance

Life Skills

Daily Living

- [Nutrition](#)
- [Menuplanning](#)
- [grocery shopping](#)
- [meal preparation](#)
- [Dining](#)
- [kitchen cleanup](#)
- [home management](#)
- [home safety](#)
- [Beliefs About Money](#)
- [Saving](#)
- [Banking & Credit](#)
- [Budgeting/Spending Plan](#)
- [Consuming](#)
- [Leisure Time](#)
- [Legal Issues](#)

A hyperlink is attached to each skill . If you click on the skill it will bring you to the <http://www.caseylifeskills.org/> website which has more detailed information on each goal.

Housing and Money Management

- [Housing](#)
- [Transportation](#)
- [Community Resources](#)
- [Beliefs About Money](#)
- [Saving](#)
- [Income Tax](#)
- [Banking & Credit](#)
- [Budgeting/Spending Plan](#)
- [Consuming](#)
- [Work Goals](#)

A hyperlink is attached to each skill . If you click on the skill it will bring you to the <http://www.caseylifeskills.org/> website which has more detailed information on each goal.

Life Skills

Home Life

- [homelife](#)

Self Care

- [Personal Hygiene](#)
- [Health](#)
- [Alcohol, Drugs & Tobacco](#)
- [Sexuality](#)
- [Relationships](#)

A hyperlink is attached to each skill . If you click on the skill it will bring you to the <http://www.caseylifeskills.org/> website which has more detailed information on each goal.

Transition Categories of Instruction: Developing Hobbies & Interests

- Lunch/Dinner Groups
- Movie Clubs
- Cooking Class
- Specialized Enrichment Classes

Examples of Community Exposure/Skills

Social Outings & Independence

- Planning Outings (When, Where, Who, How, etc)
- Initiating Social Contacts & Outings
- Social Appropriateness (in all settings, w/all interactions)
- Being Prepared (\$, Dress appropriately, etc.)
- Reading menu's & ordering
- Paying, Tipping, Budgeting
- Transportation
- Timeliness
- Conversational Skills
- Collaboration, Cooperation, Compromise

Examples of Community Exposure/Skills

Self Help/Self Care

Physical Fitness

- Join a Gym
 - Personal Trainer
 - Group Classes
 - Learn Equipment Use
- Utilize Community Parks
- Utilize Community Programs
 - Local YMCA
- Town Recreational Programs
- Home Programs & Equipment
- Exercise w/ Friends & Family
- Computer Technology Based Fitness

Examples of Community Exposure/Skills

Self Help/Self Care cont'd.

Grooming and Appearance

- **Cleanliness**

Bathing

Nails

Dental Hygiene

- **Clothing**

Weather appropriate clothing

Matching

Ironing

Outdoor Gear

Shoes

Care of...

Activity Appropriate clothing

Doctors Appointments

What Doc's for what issues

Nurses (interactions)

Receptionists (interactions)

Making Appointments

Scheduling, Transport, Documents required

Timeliness

Asking Questions

Explaining Symptoms

Appropriate Contact

What to expect

Reading Medicine Labels

Examples of Community Exposure/Skills

Home Care/Maintenance

- Cleaning
- Repairs (& who to call if you need help, who does what)
- Garbage/Recycling & Town Schedule for this
- Painting, Types of paint, purchasing, clean-up, ventilation
- Tool Use, What tools for what jobs
- Unclogging Drains, Toilets
- Hooking up Electronics, Appliances, Etc.

Examples of Community Exposure/Skills

Home Care/Maintenance

Outdoor Maintenance

- Mowing
- Sweeping
- Washing
- Planting & Care
- Shoveling
- Raking
- Weeding, Debris clean up & disposing
- Window Cleaning, Screens, Storm Windows

House Cleaning

- Dusting
- Vacuuming
- Sweeping
- Mopping Floors
- Bathrooms
- Refrigerator
- Operating Small Appliances
- Fans, Vacuums, etc.

Examples of Community Exposure/Skills

Money

- Bank Account
- Check Writing
- Debit/Credit Card
- PIN' s
- ATM
- Teller Transactions
- Check Register
- Computer Banking
- Identity Protection
- Savings
- Budgeting
- Pay Checks (Interpreting Stubs, Deductions, Taxes)
- Paying Bills
- Money Orders
- Gift Cards
- Wallets (Organization, Protection, ID, etc.)

Examples of Community Exposure/Skills

Shopping

Grocery

- Menu
- Ingredients List
- Staples
- Nutritional Needs
- Store Flyers
- Store Card/Coupons/Sales
- Store Navigation/Reading Signs/What you get where
- Asking for help/Employee Interactions
- Interactions w/other shoppers
- Food Safety (cold, frozen, expiration dates, etc.)
- Reading Labels
- Reading/Interpreting Pricing signs w/product
- Check Out/Self Check Out
- Bagging Groceries

General Shopping

- Clothing (Reading Labels, knowing sizes, cost, etc.)
- Gifts (Birthdays, etc.)
- Cards/Flowers
- Entertainment Related
- Household Goods
- Where we get everything
- Returning & Exchanging purchased items
- Mail Order Shopping
- Sales, Discounts, Coupons
- Safety Precautions at Malls & other Public Places

Examples of Community Exposure/Skills

Cooking

- Kitchen Safety
- Meal Planning
- Measurement
- Tools of the Trade
- Prep & Clean up
- Safe Food Handling

Examples of Community Exposure/Skills Scheduling

- Daily Schedule
- Weekly Schedule
- Monthly/Seasonal/Yearly Schedule
- Birthdays
- Holidays
- Social Engagements
- Doctors Appointments, etc.
- Use of Paper/Electronic Calendars (tracking, reminders)
- Coordinating w/ other household members

Examples of Community Exposure/Skills Community

Travel Training/Transportation

NJ Transit Programs for Training
Street Navigation & Safety
Public Transportation (Bus, Train, Cab)
DMV

Fire/Police/EMT

Visits (to & in house)
Secure ID cards that identify disability to First Responders

Clubs/Organizations

Rotary, Kiwanis, Garden Club, etc.

Resources

Community Programs & Supports

Local, County, State, Federal Laws

Courts, Traffic, Elected Officials, Town Hall, etc.

Post Office/UPS

Community Service

Volunteer Opportunities (Habitat, Seniors, Parks, etc.)

College Prep	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 9:00-9:40	Morning Meeting (Monica, Liz, Karen, Jen)	Developmental/ Thinking (Karen, Monica)	Developmental / Thinking (Karen, Monica)	Developmental/ Thinking (Karen, Monica)	Mental Health Group Meeting (Liz, Jen)
Period 2 9:40-10:20	Health and Well Being (Demond, Karen)	Leisure Exploration (Demond, Karen, Crystal)	Health and Well Being (Demond, Karen)	Project Management (Demond, Karen, Crystal)	Outdoor Education (Demond, Chris R.)
Period 3 10:20-11:00	Reading Club (Karen)	Public Speaking (Karen)	Reading Club (Karen)	Public Speaking (Karen)	Outdoor Education (Demond, Chris R.)
Period 4 11:00-11:40	Financial Literacy (Kelly)	Current Events (Karen)	Psychology (Karen, Jen, Liz)	Technology Applications (Harry)	Outdoor Education (Demond, Chris R.)
Period 5 11:40-12:20	Executive Functioning/ Study Skills (Jen, Karen, Immy)	Anxiety/Stress Reduction (Karen, Jen)	Executive Functioning/ Study Skills (Jen, Karen, Immy)	Anxiety/Stress Reduction (Karen, Jen)	Justice System/ Student Government (Karen, Monica)
Period 6 12:20- 1:00	Lunch/ Relaxation	Lunch/ Relaxation	Lunch/ Relaxation	Lunch/ Relaxation	Lunch/ Relaxation
Period 7 1:00—1:40	Tools for Adulthood (Pat, Diane)	Career Development (Diane)	Tools for Adulthood (Pat, Diane)	Career Development (Diane)	N/A
Period 8 1:40-2:20	Community Occupational Therapy (Immy)	Community Exposures (Karen, Diane, Immy)	Community Occupational Therapy (Immy)	Career Development (Diane)	N/A
Period 9 2:20-2:50	Community Exposures (Karen, Diane, Immy)	Friendship and Intimacy (Monica, Karen, Jen, Liz)	Nuts and Bolts (Karen, Kelly, Immy)	Career Development (Diane)	N/A
2:50-3:00	Independence/ Executive Functioning/Self Reflection	Independence/ Executive Functioning/Self Reflection	Independence/ Executive Functioning/Self Reflection	Independence/ Executive Functioning/Self Reflection	

Sample Schedule

College Prep

Developmental
 Social Skills
 Community Exposures
 Mental Health
 Guidance Counseling
 Career Development
 Continuing Ed
 DLS/Life Skills

A Work in Progress

- We need your continued input and support
- Thank you for being amazing parents!

- Thank you to Karen McDowell for the organization of this material.
- Thank you to Diane S and Cheri A for major contributions to this project.
- Thank you to the Community School for Curriculum input