

White Settlement ISD

Special Programs

Overview of Program Structure
Pre-K through 18+ Transition Center

Introduction to WSISD's **Special Programs**

We expect students, no matter their disability, to live, learn, work, and play in their community. Our special education classrooms are no longer “self-contained” classrooms, but classrooms that provide real life experiences in the students’ school and community that will transition them into life after public school.

Structure for Life Skills Program

PPCD:

The Preschool Program for Children with Disabilities (PPCD) is a service and support option on a continuum designed to provide individualized instruction for three to five year old students who meet one of the state recognized areas of disability. The focus is instruction and training in language, cognitive, social and physical development essential for developmentally appropriate educational performance. The components of this service place emphasis on preparation of students for entry into Pre K, Kindergarten and alternate curriculum settings.

ELEMENTARY K-4:

In K-4 students participate in a variety of life/transition skills along with academic instruction in the Life Skills classroom. At elementary, the focus is mainly on social skills and the beginning development of basic transition skills within the classroom and with their peer groups.

INTERMEDIATE 5th - 6th:

At the Intermediate level, academic and life/transition skills instruction continues within the life skills classroom. Skills begin to transfer more into their school community and within their social peer groups.

MIDDLE SCHOOL 7th-8th:

Academic and life/transition skills instruction moves into actively exploring and participating in their school community and an introduction into the community where they live. At 7th/8th grade students will begin basic career exploration and be encouraged to work and play in school clubs and organizations.

HIGH SCHOOL:

Students further develop their academic and life/transition skills at a higher level and through real life experiences in their community. Opportunities to work, live, and play with others at an independent level.

9th/10th - Students investigate more independently career/vocational exploration, and self determination. Students will begin developing job skills on the high school campus. Students will practice functional/social living skills more independently in the life skills classroom and with high school peers. Formal transition planning will be completed beginning their 9th grade year.

11th/12th - Students will work on employability skills as well as independent living skills by learning how to integrate them into real life. (daily living, job shadowing, self advocacy, and social skills) Emphasis should be placed on developing all life/transition skills in the community and real life situations. Transition planning continues each year and students may choose to visit the PRIDE program beginning their Junior year to participate and experience options.

Post Secondary Education:

Young adults plan and actively begin (with support) living as an adult in their community. They will search for appropriate employment, living arrangements, transportation, and social activities. ARD committee will decide if PRIDE or the high school Life Skills class is most appropriate.

Families will be contacted by Transition Coordinator to offer contact with outside service agencies at initial admittance to special education.

Life/Transition Skills Curriculum Focus

Social Skills:

- Listens and responds appropriately to peers
- Listens to 2-3 step directions respectfully
- Observes others' body language and responds appropriately
- Listens and waits until others are finished speaking
- Maintains eye contact when speaking/listening to others
- Aware of personal space
- Shows appropriate facial expressions
- Displays good posture when listening
- Introduces self
- Greets friends and peers appropriately
- Greets adults and authority figures appropriately
- Asks appropriate questions
- Modulates tone of voice (volume, expression, etc.)
- Stays on topic in a conversation
- Participates in group discussions
- Takes turns in a conversation
- Starts and ends conversations appropriately
- Shows composure when frustrated, in an emergency, or stressed
- Uses coping strategies when exposed to difficult situations
- Learns from mistakes
- Shows emotions appropriately (sadness, patience, anger, etc)
- Recognizes emotional states in self/others
- Accepts change
- Accepts compliments/criticism appropriately
- Discreet about personal/private issues
- Uses cultural norms (please, thank you, excuse me, etc)
- Avoids interrupting, mimicking, or repeating
- Uses appropriate language (no cussing, or rude comments)
- Knows how to handle impolite noises in public
- Distinguishes between friends and acquaintances
- Understands how actions affect others' feelings
- Initiates conversations
- Knowing how and when to help others'
- Able to work in a group or with a partner
- Follows directions from authority figures

- Asks and allows for assistance
- Knows how to share and asks to share
- Follows rules and procedures for technology
- Uses phone appropriately and safely
- Uses social media appropriately and safely

Independent Living:

- Feeds self
- Manipulates personal food items (utensils, packages, straws)
- Dresses self
- Selects appropriate clothing for different situations
- Responsible for toileting
- Manages self-care needs (bathing, teeth, hair, deodorant, etc.)
- Personal hygiene manners (uses a Kleenex, washes hands, etc.)
- Responsible for own money
- Manages emotions
- Makes healthy food choices
- Prepares basic meals (makes a sandwich, uses microwave)
- Opens packages, jars, and containers in kitchen
- Identifying/using basic measuring tools
- Completes basic food prep skills (pouring, stirring, spreading)
- Uses kitchen appliances (stove, microwave, oven)
- Reads and follows multi-step recipes
- Plans, shops, and pays for own items
- Knows basic first aid (clean, bandage, etc.)
- Knows basic safety signs and warnings
- Knows safety in community (crossing street)
- Understands effects of drugs, alcohol, and harmful substances
- Knows weather safety
- Identifies and is aware of harmful people
- Able to call for help in an emergency
- Distinguishes between emergencies and non-emergencies
- Follows a daily schedule
- Understands first/then/finally
- Manages own free time
- Knows how to use a clock or timer
- Able to shop and make choices
- Completes basic household chores (vacuums, sweeps, wipes down areas)
- Completes basic home maintenance (light bulbs, batteries)

- Wash/Dry own Laundry
- Takes care of personal belongings (room, bed, personal items)
- Cares for pets
- Cares for outside maintenance (watering plants, planting, mowing)

Self Determination:

- Knows personal informations and can relay to others
- Speaks about self appropriately (not.....I'm dumb, or bragging)
- Modulates tone of voice for a variety of situations
- Explains personal needs to others (how to get home, feelings)
- Expresses personal goals and future plans
- Asks questions for understanding and more information
- Asks for help when needed
- Asks for directions/instructions
- Expresses personal opinions/needs appropriately
- Answers yes/no questions about likes/dislikes
- Independently chooses free time activities/rec. and leisure
- Asks others to participate in personal interests
- Demonstrates appropriate assertiveness with peers
- Knows and identifies support systems
- Knows who to go to for advice (safe support)
- Explains illnesses and injuries
- Chooses own food items
- Chooses friends and when to participate with them
- Makes independent choice when given 2-3 items
- Accepts choices offered
- Follows through with consequences and rewards once chosen
- Listens and accepts constructive criticism
- Knows academic, personal, and vocational strengths/needs
- Verbally expresses strengths/weaknesses
- Writes strengths and other information on forms
- Knows awards, honors, club involvement, etc.
- Knows personal limitations/disabilities
- Knows/expresses needed accommodations
- Knows and can express medical history/allergies/medications
- Monitors attitude, emotions, and behavior
- Takes an active role in own IEP/Transition Plan

Community Access:

- Able to stand in line or wait area
- Appropriately sits or stands to wait
- Moves at appropriate pace in public
- Moves in/out of doors appropriately
- Crosses street or parking lot safely
- Recognizes strangers as safe/unsafe
- Uses public/private transportation
- Uses public elevators/escalators
- Bikes/Walks as transportation in community
- Able to access weather information
- Able to order using a phone, internet, etc.
- Find business information in a variety of ways
- Uses a phone to get needed information
- Able to speak to others in community to get information
- Knows and applies community safety rules/laws

Career/Vocational Education:

- Able to tell time
- Maintains good attendance
- Dresses appropriately
- Follows directions
- Follows safety guidelines
- Knows and follows job responsibilities
- Manages personal work hours/schedule
- Has work stamina
- Works efficiently
- Stays focused on job
- Manages time when working
- Handles criticism
- Has a strong work ethic
- Able to problem solve
- Is a team player
- Maintains a positive attitude
- Shows self-confidence
- Flexible
- Handles pressure
- Honest/trustworthy

- Exposed to a variety of careers/trades
- Has knowledge of skills for particular trades
- Willingness to learn new job skills
- Volunteers/Job Shadows
- Makes realistic vocational goals
- Completes job applications
- Generates a resume
- Can search for available jobs
- Performs in an interview

Recreation and Leisure:

- Initiates own activities
- Uses free time effectively
- Stays with an activity for a set amount of time
- Investigates to find new activities
- Participates in both independent and group activities
- Knows and follows the rules of games
- Knows how to share with others
- Shows Patience
- Shows good sportsmanship

Mission Statement
White Settlement ISD Transition
Services

The WSISD Center for Transition Services is dedicated to helping students with disabilities to excel in society. The center will provide transition services that include vocational training, employment advocacy, independent living skills, community access skills, and social/recreational activities. The center will be a place where people with disabilities are able to build relationships, realize future career paths, and seek independence and community integration with a commitment to serve.

WSISD Center For Transition Services

Transition Services - Path 1 (High School Campus)

Path 1 is provided for students with significant disabilities in the life skills program. If the ARD committee determines that the student would benefit from continued services, but does not meet the criteria for PRIDE, then transition skills may be taught at a more intense level in the life skills classroom on the high school campus.

Transition Services - Path 2 (Center for Transition Services Campus)

Brewer Bear P.R.I.D.E. Transition Program

Preparing for Responsibility and Independence in the Daily Environment

The goal of PRIDE is to provide students with a successful transition from high school into adult life. In PRIDE, students will develop their independent living skills, social relationships, vocational skills, employment exploration, and recreational activities. This program is not a typical school day, the focus is to give students the opportunity to practice and participate in a variety of life situations with support. **The ultimate goal for this program will be to truly transition students into life after public school.**

**** Note: Students who choose to receive post-secondary transition services through the Center for Transition Services or the High School Campus will receive their high school diploma when they exit services.**

Criteria for Recommendation to PRIDE

- Student must be 18 years or older and has completed all required high school credits for graduation prior to attending.
- Student has participated in a Life Skills, or VAC class in high school and as a disability (ID or AU) that affects their ability to function in daily life.
- Student and family agree that independence is the main focus for the future.
- Student demonstrates appropriate behavior in public settings.
- Student is responsible for personal hygiene and toileting.
- Student and family has a goal to obtain paid employment (full or supported).
- Student is willing to volunteer and job shadow in the community and has appropriate social skills in a variety of places.
- Student has or is willing to obtain a state ID.
- Student is capable to transition throughout a typical day with limited assistance.
- Student's transition planning indicates that the student will benefit from off campus transition services.

Process for Post - Secondary Transition Services

- During the student's senior year, planning should begin to determine if the student would benefit from receiving services through the PRIDE program, in the High School Life Skills class, or if they will receive their diploma and be served by outside agencies. The district Transition Coordinator, Teachers, Student, and Family will collaborate to make the decision.
- The student and family will be informed on how the student may participate in the graduation ceremony and receive a certificate of completion. An official diploma will not be received until the student leaves the public school system.
- The length of time a student attends and the determination of a student's transition schedule is individually determined by the ARD committee and the student's Individual Education Plan. A student may attend until their 21st birthday; however, students may exit services at any time before they are 21 if they make that decision with the ARD committee.
- In post-secondary transition services, academics are no longer the focus. The focus will move towards developing the independent living and vocational skills to move towards employment and integration into the community.
- The majority of the curriculum will be community based and the student and family will need to understand that they will be experiencing how to work, live, and play in real-life situations.
- The student and family need to understand their role in the transition process. Everyone is working together to gain independence for the student. The family must be active participants in this whole process and allow for the student to make their own choices and be responsible for themselves.
- School district transportation may still be used if student continues at the Center for Transition Services. Once employment has been obtained, the school district will no longer provide this service.

Curriculum Overview for PRIDE

Social Skills

- Listens and responds appropriately to others
- Initiates, participates in, and ends conversations appropriately
- Uses coping strategies when exposed to difficult situations
- Communicates needs/wants, asks questions to acquire information
- Practices patience and personal awareness in public places
- Uses appropriate language in a variety of circumstances
- Appropriate behaviors with peers and in the community
- Uses phone, technology devices, and social media safely

Independent Living

- Plans and budgets to buy needed items from store
- Prepares daily meals using a variety of kitchen appliances
- Knows safety procedures for different circumstances
- Uses manners in all situations
- Makes healthy choices and plans own menu
- Takes care of all self help skills (personal hygiene, laundry, etc.)
- Makes appointments, manages schedule, can find information
- Knows all aspects involved of caring for a home

Self Determination

- Knows and expresses strengths and weaknesses
- Knows personal information
- Advocates for self and needs
- Expresses personal goals and future plans
- Identifies and uses support systems
- Knows and expresses needed accommodations
- Monitors attitude, emotions, and behavior
- Listens and accepts criticism

Community Access

- Knows how to wait in line and use public facilities
- Uses public/private transportation appropriately

- Knows and applies community safety rules/laws
- Can access information using a phone, internet, media, etc.
- Uses appropriate behavior in all public places
- Able to access needed community services; post office, medical facilities, DPS, Social Security office, and service agencies.
- Uses caution with strangers and identifies danger
- Access public places for social activities (mall, movie theater, etc.)

Career Awareness / Vocational Education

- Exposed to a variety of careers/trades
- Completes job applications
- Practices and performs in an interview
- Generates a resume
- Knows characteristics of a good employee; honest, dependable, strong work ethic, flexible, positive attitude etc.
- Volunteers / Job Shadows
- Manages time and own schedule
- Able to follow job duties/responsibilities (follows 3-4 step instructions)

Recreation and Leisure

- Initiates own activities
- Researches and investigates in different ways to find new activities
- Participates in both independent and group activities
- Practices patience and good sportsmanship
- Learns to access local places; Rec. Center, YMCA, Parks, etc.
- Plan activities with friends and family
- Plays games appropriately
- Participates in outside organizations and clubs