



Doctor Franklin Perkins School

**Adult Transition Program
of Studies**

2018-2019

ADULT TRANSITION PROGRAM (17-22)

GOAL

The Goal for the Perkins Adult Transition Program (ATP) is to support youth in achieving a higher level of meaningful and sustainable well-being such that they are prepared for adulthood and the transition from high school to adulthood.

OUTCOMES

Well-being will be measured across the domains of mastery, safety, stability, social connections, and resources. Well-being is directly tied to health, happiness and personal success and, thus, young adults can be better prepared for greater independence as they transition into adulthood. Students in the ATP will work improving their skills related to interpersonal communication and social connectedness; personal appearance, hygiene, health and managing their ability to maintain personal safety; money management and consumer awareness, housing, housekeeping and food preparation; educational and vocational planning; job readiness, maintenance and professional behaviors; community resources, individual rights and legal skills; general stability, and executive functioning. It is through each individual's development, increased understanding, personal ownership of setting goals and increased proficiency within these areas that the young adults in the ATP are best prepared for adulthood.

It is important to note that the domains of well-being are intertwined within ATP, for each student. Students work towards developing healthy social boundaries through building positive relationships with their supervisors, coaching staff, peers and co-workers. In addition, students participate in group settings (i.e. social living, men and women's group), and one-on-one coaching sessions to further advance their perspective and understanding of positive social development. The program components are established to assist students in fostering personal growth, interpersonal relationships, a sense of belonging, and provides emotional support. Within the ATP students are able to expect a certain degree of stability, through having their own personal and predictable schedule in which to refer to and follow. By having a personal schedule, students are able to focus on being organized and management their time as they adhere to the individual expectations of the daily tasks and activities. Staff's coaching model promotes an environment that gives students a sense of stability and safety within the program, allowing them to be there authentic self, learn and develop their own skills through positive role modeling. A focus of acceptance and understanding is both taught and encouraged among everyone at the Perkins School. Individual mastery is a primary focus of the ATP that students work toward as they develop their own personal objectives and are responsible for working towards and tracking their ability to successfully achieve their ultimate goals. There is a strong correlation between the efforts that a student puts forth, in order to achieve the desired goal, when they have a personal investment in having set their own benchmarks and objectives in the process of achieving success. Throughout each student's time in the ATP, there is a focus on understanding and developing connections and access to meaningful and relevant resources to

support each individual. Staff supports each student's ability to research and learning about potential community resources and programs that they can access while in the program or after they leave. This provides the necessary supports specific to each young person as they become independent individuals within their community.

APPROACH

The ATP utilizes individual coaching, support and goal setting, direct instruction, supported and independent vocational opportunities, and opportunities for continuing education in settings of higher education to support youth in building their skills and overarching sense of well-being so they can transition to ever-greater independence and success in adulthood.

Each element of our approach is described in the following program components:

INDIVIDUAL TRANSITION PLAN (ITP)

The program utilizes ITP's that support young adults in understanding and internalizing a personalized plan that outlines steps towards achieving their Individual Education Plan and treatment goals. Throughout their time in the program students work towards the development of their ITP binder which includes areas such as: work experience; references; community resources; strengths and weakness including accommodations needed to support them; goal setting specific to each ITP that align with their IEP objectives and related benchmarks. Upon transitioning out of the ATP program this binder will provide students with a tool to refer to in adulthood as they schedule and plan their next steps.

CORE PROGRAM ELEMENTS

Coaching & Support: Students are initially provided with direct instruction, in addition to support/assistance until they learn and understand the tasks necessary to be completed. Once students demonstrate a positive work ethic, workplace stamina, safety, stability and have shown that they are able to complete assigned tasks, both thoroughly and successfully, staff phase out the amount of support and instruction they provide. Through the utilization of a phase-out coaching and support approach, students are provided the opportunity to develop and improve the skills necessary to learn the required tasks and work as independently as possible.

Goal Setting: Each year students develop ITP goals on areas they would like to improve over the course of the year. It is through participating in the development of their own goals, objectives and outcomes that students are best able to take ownership of their progress and success.

Students work on breaking down their goals into manageable steps and track their progress throughout the year. To aid in tracking their progress, students work towards writing quarterly reports on the areas they have successfully completed, which aligns with the achievement of the goals they have set for themselves. In addition, to tracking, they will identify areas they will continue to focus on and work towards achieving continued growth.

Direct Instruction: Students participate in a weekly lesson day. During their lesson day students increase their knowledge and skills to prepare them for job and/or college readiness and independent living. In addition to completing job readiness, college readiness and independent living lessons students also participate in lessons that are specific to their set goals and objectives. Direct instruction provides students with individual and group directed lessons in which students are then able to implement in their everyday lives (i.e., work, home). Through

these lessons, students are able to gain the skills necessary for a successful transition into adulthood.

Vocational: Each week students participate in community and on-campus volunteer and internship opportunities, as well as paid work experiences on campus. When students volunteer off campus and work on campus, a phased-out coaching and support method is utilized. The purpose of providing vocational opportunities for students is to provide them with transferable work skills, independent living skills, as well as increasing their workplace stamina, ethics, and knowledge.

Higher Education: Students that are interested in obtaining post-secondary education have the opportunity to work towards taking courses at Mount Wachusett Community College (MWCC). Students are provided with the direction and assistance necessary in order to prepare for and sign-up for a college course at MWCC. When taking a college course students are provided with direction and support from staff, so that they are able to have a meaningful and successful experience.

ON-CAMPUS OPPORTUNITIES

Students in the ATP participate in a variety of both on and off campus educational and hands-on independent living activities and vocational experiences. A variety of team members including; a special education teacher, vocational rehabilitation counselor, job coaches, speech and language pathologist, occupational therapist, and clinicians work with the students to improve transitional skills necessary for independent living. In addition, professionals from various vocational and volunteer settings also work with the students and provide instruction and support.

In this program students work on the development of transitional readiness skills. The following are some of the skills that students work on; money management, household skills, grocery shopping, meal planning, nutrition, transportation, personal care skills (hygiene, appearance, and clothing management), time management and planning and organization skills. It is through both receiving the education and the opportunity to practice the implementation of these independent living skills, that students are able to improve their ability to independently access and utilize these vital skills within their adult life. Students also learn how to access community resources (i.e., banking, shopping, identifying leisure activities/volunteer experiences and eating at restaurants) while in the ATP.

Students work within a variety of vocational settings, for both volunteer and paid experience. Students work and volunteer on-campus in order to prepare for off campus opportunities and to improve their ability to successfully participate and appropriately manage off-site volunteer and internship opportunities. It is through experience in volunteer work internships and work exposure that students develop the foundational skills necessary for successful and meaningful future employment.

Vocational opportunities within the program include:

Campus Mail Program

Tasks:

- ✓ Students assist in delivering the interoffice mail throughout the various buildings on the campus
- ✓ Sort and distribute incoming and interoffice mail
- ✓ Assist with moving boxes and light inter-office packages

Skill focus:

- Safe independent transitions
- Interpersonal communications
- Executive functioning
- Time and organization management
- Problem solving
- Dependability
- Increase stamina
- Professionalism

Purpose/Outcome: Students have the ability to utilize their earned independence and develop trust in order to deliver the interoffice mail. When completing the mail run students must portray appropriate interpersonal skills, when communicating with the staff and students they encounter throughout their transitions between buildings and also with staff in the offices.

Bowman Snack Shack

A student run coffee house.

Tasks:

- ✓ Students work on their development of customer service skills, money management, baking, cooking, and inventory skills
- ✓ Prepare breakfast sandwiches and staff lunch weekly.
- ✓ Take orders, over the phone, and in person
- ✓ Deliver food and drinks to students and staff throughout the campus
- ✓ Schedule and host class events and committee meetings throughout the campus, by setting up and preparing baked goods/meals and beverages

Skill Focus:

- Interpersonal relationships and conversations
- Customer service
- Money management
- Executive functioning
- Time management

- Working collaboratively with co-workers
- Organization management and follow through
- Problem solving
- Task initiative
- Dependability
- Employment skills development
- Increase stamina
- Professionalism

Purpose/Outcome: Volunteering at the coffee house allows students to work on the development of customer service skills and interpersonal relations between their supervisor, co-workers, and customers. Students work on the development of workplace stamina, organization, on-task focus, proper telephone etiquette, and money management skills.

Office Work Program

Tasks:

- ✓ Complete clerical tasks, such as; photocopying, typing, and assembling binders and mailings to be sent out
- ✓ Deliver paperwork throughout the classrooms to be taken home
- ✓ Pick-up and complete shredding from various classrooms and offices on campus.
- ✓ Make photocopies and deliver finished project according to a schedule.
- ✓ Fill supply requests.
- ✓ Stock, organize and clean supply rooms.
- ✓ Conference room set-up and clean-up, including monitoring the conference room schedule.
- ✓ Other administrative responsibilities as requested.

Skill Focus:

- Communication and interpersonal skills
- Executive functioning
- Organizational/personal management and task follow through
- Problem solving
- Clerical employment skills development
- Increase stamina
- Computer literacy
- Adaptability
- Time management
- Professionalism

Purpose/Outcome: Students work on organization, prioritization and communication skills, with their supervisor and co-workers, when completing and dividing up office work tasks

necessary to be completed. Furthermore, students also work on increasing their on-task focus and self-determination in order to complete tasks by assigned deadlines.

Culinary program

Participate in a foundational culinary skills & techniques program focused on developing an understanding of food handling and safety, baking and pastry, food preparation and catering.

Tasks:

- ✓ Students participate in seven units of skill building
- ✓ Aid the cafeteria staff with meal preparation
- ✓ Serve school lunches
- ✓ Bake desserts for meetings and events throughout campus
- ✓ On half days assist in assembling bagged lunches and delivering them to the students throughout campus

Skill Focus:

- Communication and interpersonal skills
- Executive functioning
- Organizational management and task follow through
- Problem solving
- Increase stamina
- Professionalism
- Reliability
- Time management
- Work Ethic

Purpose/Outcome: Through working in the culinary program students learn how to work as an interdisciplinary team with the kitchen staff. Additionally, students learn and develop the skills necessary in order to safely and properly cut, measure, bake, and cook meals. Students develop heightened work place stamina, as they are required to be on their feet throughout their work shift.

Maintenance

Work with the maintenance department assisting with the up-keep of the Perkins buildings and grounds.

Tasks:

- ✓ Students support lawn and garden maintenance
- ✓ Trim and edge around walks, flower beds, and walls
- ✓ Sweep or shovel snow from walkways and put down salt and sand to keep people from falling.

- ✓ Assist in routine building maintenance duties
- ✓ Assist in managing furniture moves within buildings or programs

Skill Focus:

- Communication and interpersonal skills
- Executive functioning
- Time management and follow through
- Problem solving
- Dependability
- Employment skills development
- Increase stamina
- Reliability
- Working collaboratively with co-workers
- Independence

Purpose/Outcome: Students gain the skills necessary to work collaboratively with the maintenance department in completing assigned tasks around the Perkins Campus. Students must portray trustworthiness and independence when completing tasks, as well as taking initiative in checking-in with their supervisor and obtaining additional tasks as they complete assigned work. Additionally, students also learn about the use and names of tools and equipment utilized and the safety requirements that must be followed.

School Library Program

Managing a full library program within the main school building.

Tasks:

- ✓ Students participate in the daily operations of running the library by assisting in the re-shelving of books.
- ✓ Check-in and out of library books, keeping track of books/videos due.
- ✓ Update the library bulletin boards.
- ✓ Place books on display that correlate with the theme of the month.
- ✓ Maintain the overall cleanliness of the library.

Skill Focus:

- Communication and interpersonal skills
- Executive functioning
- Time management and follow through
- Problem solving
- Adaptability
- Professionalism
- Computer literacy
- Employment skills development

- Increase stamina
- Independence

Purpose/Outcome: Work in the library aids the students with the development of prioritization skills, as students identify what order tasks should be completed. Students also develop computer skills in order to check-in and out books/DVD's and to register new books/DVD's into the library data base. In addition, students develop an increased awareness of the different sections of the library and where the various literatures (i.e., children's, mature audience) are kept.

Therapeutic Horsemanship Program

While working at the barn, students learn the skills necessary for both the effective running of a barn and caring of the little critters and horses.

Tasks:

- ✓ Students feed horses/small animals in accordance with menu and food prepared by the Director
- ✓ Halter, groom, and complete a visual inspection of the individual horses looking for any anomalies
- ✓ Feed medications to horses using a large plastic syringe
- ✓ Turn out horses in accordance with procedure, schedule, and paddock designation established by the Director
- ✓ Clean out stalls in accordance with technique and procedure established by Director
- ✓ Clean buckets and change water in stall and paddocks. Dump wastewater in designated area
- ✓ Sweep and dust aisle ways, tack room, feed room, and office area to remove dirt and dust in order to maintain healthy respirator conditions
- ✓ Make observations regarding the environment condition relative to safety and health of horses and children
- ✓ Maintain cleanliness and appearance of the barn, paddocks, riding rings, and exterior grounds
- ✓ Brush small animals
- ✓ Set-up obstacle courses in riding arena, free lunge horses for exercise
- ✓

Skill Focus:

- Responsibility
- Perspective taking
- Communication and interpersonal skills
- Executive functioning
- Time management and follow through
- Problem solving
- Employment skills development
- Increase stamina
- Independence

- Goal setting
- Teamwork
- Dependability

Purpose/Outcome: Provides students with the ability to increase their knowledge on how to care for both horses and small animals. Students learn about the use and names of tools and equipment utilized in a barn and the safety requirements that must be followed. When working at the barn students' work directly with the barn staff and work towards gaining an awareness of how to be most successful when working with different staff and peers.

Davis Manor

Elderly assisted living community located on the campus for both men and women with developmental disabilities.

Tasks:

- ✓ Students develop and implement activity schedule for residents
- ✓ Communicate with the Director and identify client activity needs on a regular basis
- ✓ Develop and implement the activity program for individuals in the center
- ✓ Carry out programs which focus on: skill development, self-esteem enhancement, increase in attention to task, development of social and play skills, modeling of sportsmanship behaviors, and building of physical fitness
- ✓ Use appropriate language and tone when setting expectations and limits for clients
- ✓ Assist and teach clients in self-care and activities of daily living
- ✓ Provide a safe, clean, homelike environment by participating with clients, as well as other staff, in attending to the needs of the residence
- ✓

Skill Focus:

- Responsibility
- Perspective taking
- Communication and interpersonal skills
- Executive functioning
- Time management and follow through
- Problem solving
- Employment skills development
- Increase stamina
- Independence
- Goal setting
- Professionalism
- Emotional regulation
- Reliability

Purpose/Outcome: Students learn how to work collaboratively with co-workers and supervisors in assisting the elderly with their daily activities. Students develop personal

awareness and understanding, so that they are able to alter their language and tone when communicating with the clients. Additionally, students learn how to best aid and assist in the effective and safe running of the program, through following strict protocol and carrying out assigned programs.

Housekeeping

Within the residence, education buildings and business buildings on campus.

Tasks:

- ✓ Students clean rooms, hallways, lobbies, lounges, rest rooms, corridors, stairways, and other work areas
- ✓ Wash walls, ceiling, windows and woodwork
- ✓ Sweep and wash floors
- ✓ Vacuum and clean rugs, carpets, upholstered furniture, and draperies
- ✓ Dust furniture and equipment
- ✓ Empty wastebaskets/recycling and transport to proper disposal area
- ✓ Replenish bathroom supplies

Skill Focus:

- Responsibility
- Perspective taking
- Communication and interpersonal skills
- Executive functioning
- Time management and follow through
- Problem solving
- Reliability
- Employment skills development
- Increase stamina
- Independence
- Working collaboratively with co-workers
- Emotional regulation
- Independent living skill development

Purpose/Outcome: Through completing housekeeping tasks, students develop an increased independence when completing independent living tasks, both thoroughly and accurately. Students also increase their on the job stamina and endurance when completing necessary tasks. Students learn how to prioritize the tasks needed to be completed and how to work collaboratively with their co-workers to ensure that all of the assigned work is completed within their work shift.

Shepard House Adult Program

Adult vocational day program that consists of adults ages 22-50 years old with cognitive delays.

Tasks:

- ✓ Students work with adults in preparing meals
- ✓ Develop and implement activity schedule for residents
- ✓ Communicate with the Director and identify client activity needs on a regular basis
- ✓ Carry out programs which focus on: skill development, self-esteem enhancement, increase in attention to task, development of social and play skills, modeling of sportsmanship behaviors, and building of physical fitness
- ✓ Use appropriate language and tone when setting expectations and limits for clients
- ✓ Provide a safe, clean, homelike environment by participating with clients, as well as other staff, in attending to the needs of the residence
- ✓ Adapt activities to individual's differences and needs

Skill Focus:

- Responsibility
- Perspective taking
- Communication and interpersonal skills
- Executive functioning
- Time management and follow through
- Problem solving
- Employment skills development
- Increase stamina
- Independence
- Professionalism
- Reliability
- Goal setting
- Emotional regulation

Purpose/Outcome: Students learn the benefits of and how to work collaboratively with co-workers and supervisors in assisting the clients in their daily activities, including meal preparation and clean-up. Students develop personal awareness and understanding so they are able to alter their language and tone, when communicating with the clients. Students also learn how to aid and assist in the effective and safe running of the program, through following strict protocol and carrying out assigned programs and activities.

When students in the ATP program are participating in any of the above mentioned job opportunities they are provided with job coaching and supervision from staff. Throughout the year students are evaluated, based on their job skills and have supervisory meetings which allow them to gain a greater understanding as to where they need to increase their job performance skills, in addition to those areas of strengths they have portrayed at their work site.

COMMUNITY VOLUNTEER INTERNSHIP OPPORTUNITIES

Students participate in volunteer internship opportunities in order to develop and increase their on the job work place skills and interpersonal relationships with both their co-workers and supervisors, in addition to learning about the importance of giving back to the community. In both volunteer and internship sites a phase-out coaching approach is utilized. Once students demonstrate a heightened sense of independence they transition from a volunteer opportunity to an internship. During an internship ATP program staff is available to assist, support, and provide guidance; however, the student directly checks-in with their on-site supervisor in order to obtain the list of tasks to be completed that day, or check-in if they have any questions regarding an assigned task. In addition, it is the students' responsibility to communicate to their internship supervisor if they are going to be tardy or absent from their assigned shift.

Habitat for Humanity Restore

A nonprofit home improvement store and donation center that sell new and gently used furniture, appliances, home accessories, building materials and more to the public. Proceeds are used to help build strength, stability, self-reliance and shelter in local communities and around the world.

Tasks:

- ✓ Students assist in pricing and packaging goods
- ✓ Arrange the sales floor and organize goods to be sold
- ✓ Provide customer service
- ✓ Assist overall up-keep and cleanliness of the store

Skill Focus:

- Interpersonal relationships and conversations
- Customer service
- Money management
- Executive functioning
- Time management
- Working collaboratively
- Organization management and task follow through
- Problem solving
- Task initiative
- Dependability
- Employment skills development
- Increase stamina
- Professionalism

Purpose/Outcome: Volunteering at the Habitat for Humanity Restore aids students in the development of customer service skills and interpersonal relations, between their on-site supervisor, co-workers, staff, and customers. Students work on the development of

workplace stamina, obtaining workplace direction, on-task focus, and collaboratively working with their co-workers.

Yankee Golden Retriever Rescue

Their mission is to provide comprehensive medical care, behavioral evaluations, and adoptive homes to homeless Golden Retrievers in the six New England states.

Tasks:

- ✓ Students complete laundry (blankets/toys) for the dogs
- ✓ Assist with yard clean-up
- ✓ Dog socialization
- ✓ Assist in preparing dog treats

Skill Focus:

- Responsibility
- Communication and interpersonal skills
- Executive functioning
- Time management
- Problem solving
- Employment skills development
- Increase stamina
- Independence
- Teamwork
- Reliability
- On-task focus

Purpose/Outcome- Provides students with the ability to increase their knowledge on how to care for dogs. Students work on obtaining tasks necessary to be completed from their on-site supervisor and work collaboratively with their co-workers in dividing up and completing the assigned tasks. When working at YGRR students learn about the safety requirements that must be followed when interacting with the dogs and materials/items utilized to completed necessary tasks.

Lancaster Senior Center

The mission of the Lancaster Council on Aging/ Senior Citizens' Center is to enhance the quality of life for seniors and their caretakers by assessing their needs, and meeting their needs by creating and advocating for programs that meet the established needs of the seniors. The Senior Center strives to deliver the highest quality of services to all senior citizens by providing services in a professional, polite, timely and efficient manner.

Tasks:

- ✓ Students assist in preparing activities for campers on school vacation
- ✓ Socialize with the elderly
- ✓ Assist in setting up seasonal/holiday decorations
- ✓ Aid in the overall cleaning/organizing tasks around the senior center

Skill Focus:

- Responsibility
- Communication and interpersonal skills
- Executive functioning
- Time management
- Problem solving
- Employment skills development
- Increase stamina
- Independence
- Teamwork
- Dependability
- On-task focus

Purpose/Outcome: When volunteering at the Lancaster Senior Center students have the opportunity to give back to the local community and aid in the effective running and upkeep of the senior center. Students learn how to work collaboratively with a variety of different staff at the senior center and work towards increasing their on-task focus and task initiation.

Sholan Farms

The mission of Sholan Farms is to be a family oriented, recreational and educational farm making full use of natural resources with an integrated ecosystem that is practical and environmentally friendly. Their goal is constant improvement while striving to preserve and protect their diverse property. They desire to be beneficial to the community by bringing people, education, business, and culture to the City of Leominster and surrounding communities in Central Massachusetts.

Tasks:

- ✓ Students assist in preparing land for growing produce and flowers
- ✓ Help plant seeds and weed
- ✓ Water the produce and flowers
- ✓ Pick produce for market

Skill Focus:

- Communication and interpersonal skills
- Executive functioning
- Time management
- Employment skills development

- Increase stamina
- Teamwork
- Dependability
- On-task focus
- Personal awareness of needs on the job
- Daily job preparation

Purpose/Outcome: While at Sholan Farms volunteering students learn the skills necessary for effectively growing produce, in addition to the daily upkeep required for maintaining produce so that it can be bountiful. Students learn how to take direction from their farm supervisor and work together with their co-workers in order to complete the necessary tasks. When working on the farm students gain a greater understanding regarding their personal wellness, including the importance of coming prepared for the day's weather.

Bolton Orchards Internship

A privately owned supermarket and deli, located in Bolton, MA. Students who obtain an internship at Bolton Orchards have portrayed a higher level of independence and work ethic. Students refer primarily to their on-site supervisor at Bolton Orchards regarding any work related questions.

Tasks:

- ✓ Students assist in preparing salads
- ✓ Bake and cook meals to be sold
- ✓ Price and restock goods
- ✓ Package and measure baking items (i.e., flour)
- ✓ Bag customer groceries
- ✓ Assist with the overall upkeep of the store

Skill Focus:

- Communication and interpersonal skills
- Executive functioning
- Time management when completing tasks and taking breaks
- Employment skills development
- Increase stamina
- Teamwork
- Dependability/reliability
- On-task focus

Purpose/Outcome: Gain an increased understanding of the many important aspects and components necessary for effectively running a store and deli. Students learn how to obtain assignments for the day, check-in with their co-workers, and refer to their on-site supervisor when they have and concerns or questions.

The overall goal and purpose for students participating in vocational paid and

volunteer/internships is to aid in their development of vocational skills that are imperative for career and independent living success. It is through work experiences that students are able to develop the following skills; responsibility, accountability, good attendance and punctuality, supervisor relations, employee relations, and customer service skills. Additionally, students work towards increasing their workplace stamina and mastery of familiar job tasks. In both volunteer and internship opportunities students learn how to appropriately self-advocate and/or request or make any on the job accommodations.

Post-Secondary Education

Students have the opportunity to participate in college courses through Mount Wachusett Community College (MWCC). Through an individualized program specific to each student, they are provided with opportunities to successfully participate in a college readiness program. Students who would benefit from a learning environment in preparation for post-secondary work, are provided the opportunity to participate in Edgenuity online coursework. When completing the Edgenuity course students are able to gain assistance through staff coaching as they work on the development of time management, writing and study skills, which are all imperative skills that one must possess in order to prepare for success in a college based setting. Students, who are prepared to engage in an online or in person course, are provided the opportunity to participate through MWCC offerings. When enrolled in an online college course students have the opportunity to access the MWCC campus, throughout the semester, in order to utilize the library and support center. Students are also provided guidance and assistance from coaching staff.

GROUP EXPERIENCES

Skill Development Group

Groups are held on a weekly basis for ATP the students in order to aid them in gaining a greater understanding of important skills necessary, both within the workplace and their daily interactions with others. Through these groups and additional supports students are aided in the development of social and emotional skills that are important as they transition into adulthood.

Men and Women's group

These groups allow for open discussion for students to further discuss the importance of independent living and interpersonal skills and how to successfully implement these skills as they near adulthood. Students are provided the opportunity to bring up any questions, or concerns they encounter, or may encounter within the workplace, or as they near adulthood.

Topics include, but are not limited to:

- Aging
- Alcohol
- Budgeting
- Conflicts
- Dating
- Death
- Delayed Gratification
- Depression
- Drugs
- Fathers
- Food
- Friendships
- Goal Setting
- Household Responsibilities
- Hobbies
- Hygiene
- Loss
- Love
- Money
- Mothers
- Movies
- Nurturing
- Peer Pressure
- Poetry
- Politics
- Procrastination
- Regret
- Relationships
- Religion
- Shame
- Songs
- Work

Social Living Group

This group focuses on helping students build strong social skills in order to handle the intricate social dynamics of the workplace as well as in their personal life as a young adult. The class covers a variety of social pragmatic skills including: socially expected and unexpected behaviors in the workplace; hidden rules in the workplace (in comparison to the classroom and between supervisors); code switching language (e.g., language used when talking to your boss versus a coworker); accepting constructive criticism from your boss; getting along with your boss and coworkers; problem solving in the workplace; time management skills; dressing professionally and personal hygiene skills; expected conversation topics with coworkers/customers; and job interview skills. Lessons are done in a variety of formats including: classroom discussions, role-playing opportunities, and video modeling.

Group Lesson Day

Each week the ATP students attend a lesson day in order to work on the development and improvement of their independent living and job readiness skills. Students learn information related to on the job success, including how to obtain and maintain a job. Additionally, students work on various independent living skills, such as managing money and accessing community resources. During lesson day students work together to identify and prepare a nutritious, well balanced meal.

Topics include, but are not limited to:

Life Skills:

- Cooking Skills
- Leisure Activities
- Housekeeping
- Apartment Living

- Verbal & Non-verbal Communication
- Kitchen Safety
- Problem Solving
- Money Management/budgeting
- Time Management
- Conflict Resolution
- First Aid and Red Cross Certification

Job Knowledge and Readiness:

- Resume/cover letter preparation
- Interview Skills
- Executive Functioning
- Job Application
- Employability Skills
- Co-worker/supervisor relationships
- Job Leads/Networking
- Personal Appearance
- Workplace Culture
- Career Research
- Expectations on the Job
- Planning Career Goals
- Following Directions
- Workplace Literacy
- Positive Attitudes in Keeping/Getting a Job
- Maintaining Regular Attendance

IPAD TECHNOLOGY SUPPORTS

iPads are incorporated into the ATP learning environment in order to help foster student success with technology. Students are able to utilize their iPad in order to access the Internet, with clear outlined expectations, so that they can research jobs, look up current events and investigate facts or information for various assigned topics, across various topic areas. Apps are downloaded to assist students with writing resumes, keeping mock budgets, tracking work hours, preparing for their own presentations and for expanding writing assignments. The iPads are utilized for students to record notes from job trainings or other information given during social living groups, to take down shopping or inventory lists, as well as allowing students to write professional emails to their workplace supervisor, staff, or clinicians when they are required or needed to do so.