



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Special Services
<b>Department Philosophy</b>	The Community Vocational Education Program prepares young adults who require special services with the skills necessary to become active contributors within their communities. Instruction, vocational and employment opportunities focus on increasing functional academic skills, employability skills, independent living skills, strengthening peer relationships and establishing leisure activities in a safe environment. Supporting students with post-secondary goals and living the best quality of life into adulthood is a primary focus to ensure students meet Bristol Public School's Vision of the Graduate.
<b>Course</b>	N/A
<b>Course Description</b>	N/A
<b>Grade Level</b>	12+
<b>Pre-requisites</b>	<ol style="list-style-type: none"> <li>1. The young adult is eligible for Special Services</li> <li>2. The young adult has completed their high school academic requirements</li> <li>3. The young adult requires additional transition programming as recommended by his/her IEP (Individualized Education Plan) to meet one or more of the CSDE Core Transition Skills.</li> </ol>
<b>Credit (if applicable)</b>	N/A

## UNIT 1: Independent Living Skills

**Unit description and timing: (9 weeks) Young adults will learn skills for creating schedules for work, leisure activities, and medical appointments. Young adults will learn skills for completing required documents for appointments and work as well as self-care skills. Learners will focus on conversational skills necessary for engagement in employment opportunities, work settings, or when attending personal appointments.**

### CT CORE TRANSITION SKILLS addressed in this unit

A. Explain his/her disability including individual strengths, needs, preferences, and interests.

X B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication, and self-advocacy.

C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.

D. Assist with the development of his/her Individualized Education Program (IEP).

E. Attend, participate in, and/or facilitate his/her Planning and Placement Team (PPT) meeting.

F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.

G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).

X H. Demonstrate and accept responsibility for his/her independence and activities of daily living.

X I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

X J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.

X K. Demonstrate skills to access community resources and participate in the community by establishing support networks.

L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.

M. Demonstrate skills to access appropriate employment to meet his/her individual needs.

N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

X O. Demonstrate skills needed to access appropriate transportation (both public and private).

P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

**UNIT ESSENTIAL QUESTIONS**

What are the essential daily living skills necessary for employment, living in the community, and engaging in leisurely activities?

LEV EL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements																
1	<ul style="list-style-type: none"> <li>● <i>I can create daily, weekly or monthly schedules and calendars for appointments and work schedules.</i></li> <li>● <i>I can complete paperwork required for medical, leisurely activities and employment opportunities.</i></li> <li>● <i>I can engage in conversations with peers, doctors, and employers using basic conversational skills.</i></li> <li>● <i>I can practice daily self-care skills that are required for employment, community engagement and social activities.</i></li> </ul>	<table border="1"> <tr> <td align="center" data-bbox="573 363 611 428">X</td> <td data-bbox="611 363 936 428">Pre/Post Baseline Data</td> </tr> <tr> <td align="center" data-bbox="573 428 611 493">X</td> <td data-bbox="611 428 936 493">Skills Assessment</td> </tr> <tr> <td></td> <td data-bbox="611 493 936 599">Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td data-bbox="611 599 936 704">Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td data-bbox="611 704 936 810">Behavior/Performance Rating Scale</td> </tr> <tr> <td align="center" data-bbox="573 810 611 899">X</td> <td data-bbox="611 810 936 899">Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td data-bbox="611 899 936 1005">Other</td> </tr> <tr> <td></td> <td data-bbox="611 1005 936 1500"></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment		Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other			<ul style="list-style-type: none"> <li>● Young adults will complete a schedule or calendar of school/work site opportunities or work schedule ( if employed) that includes medical appointments, leisurely activities or important dates.</li> <li>● Young adults will complete two applications, one medical form, and one leisurely activity consent form (if required) with correct information.</li> <li>● Young adults will score proficient on a conversational skills rubric from two locations observed.</li> <li>● Young adults will maintain daily self-care skills by scoring 90% on the self-care assessment rubric/subdomain scale by the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing personal schedules and calendars of appointments and activities</li> <li>● Contacting service providers to make and schedule appointments</li> <li>● Completing mock medical and employment paperwork</li> <li>● Modeled and practiced peer conversational skills</li> <li>● Lessons on hygiene, healthy sleep habits and healthy eating habits</li> <li>● Social Media/online safety</li> <li>● Choosing appropriate attire for various settings (work,</li> </ul>	<p>Young adults will be able to independently demonstrate functional daily living skills to access employment, medical and leisurely activities.</p>
X	Pre/Post Baseline Data																				
X	Skills Assessment																				
	Student Self-Assessment/Rubric																				
	Project/Experiment/Portfolio																				
	Behavior/Performance Rating Scale																				
X	Work Samples, Job Performance, or Products																				
	Other																				

					<ul style="list-style-type: none"> <li>social, home).</li> <li>Choosing leisure activities, how to schedule with others, and transportation</li> </ul>																
2	<ul style="list-style-type: none"> <li><i>I can understand supported and independent living arrangements and decide what best meets my needs.</i></li> <li><i>I can create a budget of weekly and monthly expenses for living in a supported or independent setting.</i></li> <li><i>I can plan meals and grocery shop based on store sales.</i></li> <li><i>I can launder my clothing and understand how and when items of clothing require specialized treatment (i.e. dry cleaning, hand washing).</i></li> <li><i>I can practice daily self-care skills that are required for employment, community engagement and social activities.</i></li> <li><i>I can understand and practice healthy personal safety habits.</i></li> </ul>	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td>X</td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td></td> <td></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other			<ul style="list-style-type: none"> <li>Young adults will develop a short-term and long-term living arrangement plan that includes a monthly budget of expenses.</li> <li>Young adults will review a variety of bills (electric, cable, cell phone etc) to identify key information and discounts.</li> <li>Young adults will be able to create a weekly and monthly budget based upon a selected income.</li> <li>Young adults will be able to create a weekly meal plan and develop a shopping list using a set budget and incorporating discounts and sale items.</li> <li>Young adults will maintain daily self-care skills by scoring 95% on the self-care assessment rubric/subdomain scale by the end of the school year.</li> <li>Young adults will demonstrate personal</li> </ul>	<ul style="list-style-type: none"> <li>Search supported and independent living arrangements</li> <li>Search cost of different living arrangements</li> <li>Bill analysis</li> <li>Budgeting lessons</li> <li>How to search sales and apply for store discount cards</li> <li>Lesson on couponing</li> <li>Meal planning lessons and activities</li> <li>Laundering with special care lessons and activities</li> <li>Lesson on hygiene, mental health, healthy living (sleep/exercise)</li> <li>Lesson on Personal safety (in-person and the digital world)</li> </ul>	<p>Young adults will be able to live in a supported or independent setting completing basic daily living skills.</p>
X	Pre/Post Baseline Data																				
X	Skills Assessment																				
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	Project/Experiment/Portfolio																				
	Behavior/Performance Rating Scale																				
X	Work Samples, Job Performance, or Products																				
	Other																				

				safety knowledge by scoring 90% of the personal safety domain of the LCE assessment.																	
3	<ul style="list-style-type: none"> <li>• <i>I can independently plan a weekly meal plan and budget.</i></li> <li>• <i>I can safely prepare and cook meals for myself.</i></li> <li>• <i>I understand methods for simple and complex laundering needs.</i></li> <li>• <i>I understand how to maintain a clean and healthy living environment.</i></li> <li>• <i>I have an understanding of how to access public transportation or alternative modes of transportation.</i></li> <li>• <i>I understand and practice safe sexual health.</i></li> <li>• <i>I have an understanding of how to access community and state resources.</i></li> </ul>	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td>X</td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td></td> <td></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other			<ul style="list-style-type: none"> <li>• Young adults will independently plan weekly meals using a set budget with 90% accuracy by the end of the school year.</li> <li>• Young adults will prepare simple and complex meals twice per week with 90% accuracy according to the skills rubric.</li> <li>• Young adults will learn and practice a variety of simple and complex laundering skills (washing, drying, ironing, air drying, dry cleaning etc.) with 90% proficiency.</li> <li>• Students will learn and practice using various forms of transportation and be familiar with schedules, fees, and how to access transportation with 90% proficiency.</li> <li>• Students will complete a sexual health series.</li> <li>• Students will engage in lessons around medication management.</li> <li>• Students will actively engage in one meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Meal planning using set budgets, lessons and activities</li> <li>• Simple meal prep</li> <li>• Complex meal preparations and storage</li> <li>• Laundering, ironing, dry cleaning orders, tailoring needs lessons and activities</li> <li>• Bus schedule lessons</li> <li>• Accessing/practice using public transportation, ordering a taxi or uber</li> <li>• Meeting with community and state agency representatives</li> </ul>	<p>Young adults will be able to live in a supported or independent setting, complete basic daily living skills.</p> <p>Young adults will be able to access employment or post-secondary opportunities using functional skills within the community.</p>
X	Pre/Post Baseline Data																				
X	Skills Assessment																				
X	Student Self-Assessment/Rubric																				
	Project/Experiment/Portfolio																				
	Behavior/Performance Rating Scale																				
X	Work Samples, Job Performance, or Products																				
	Other																				

				with community and/or state agencies prior to graduation (BRS, DDS, BEBS, DMHAS etc.).		
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**RESOURCES**

Next Up Curriculum Lessons  
 Life Centered Curriculum Lessons  
 Unique Curriculum Lessons

**UNIT 2: Pre-Employment Skills**

**Unit description and timing: (8 weeks) Young adults will learn skills required for searching for employment opportunities. Young adults will build skills in their ability to use a variety of technology platforms, complete simple and complex forms to obtain employment, and complete documents such as resumes and cover letters. Young adults will learn to request letters of recommendation and/or required documents from local and state agencies that are required for employment settings.**

**CT CORE TRANSITION SKILLS addressed in this unit**

X	A. Explain his/her disability including individual strengths, needs, preferences and interests.
	B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
X	C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
	D. Assist with the development of his/her Individualized Education Program (IEP).
	E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
	F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
X	G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
	H. Demonstrate and accept responsibility for his/her independence and activities of daily living.

X	I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
	J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
	K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
	L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
X	M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
X	N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
	O. Demonstrate skills needed to access appropriate transportation (both public and private).
X	P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

**UNIT ESSENTIAL QUESTIONS**

How do I secure an employment opportunity that I enjoy and know that I have the skills to be successful?

LEV EL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements
1	<ul style="list-style-type: none"> <li><i>I can complete skills assessments and surveys to determine my strengths and weaknesses as well as my employment interest areas.</i></li> <li><i>I can search and choose employment opportunities based upon my interest areas.</i></li> <li><i>I can use various technology tools and media to find employment opportunities.</i></li> </ul>	X Pre/Post Baseline Data	<ul style="list-style-type: none"> <li>Young adults will complete one strengths/weaknesses assessment and two interest inventories.</li> <li>Young adults will select three employment opportunities that he/she would be interested in pursuing based upon the assessment results.</li> <li>Young adults will use at least two technology platforms and one alternative method for searching for an</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Interest Inventories</li> <li>Completion of Transition/ Vocational assessments</li> <li>Employment searches using various medias</li> <li>Practicing prerequisite skills required of individual employment opportunities</li> </ul>	<p>Young adults will be able to choose employment opportunities that are matched to their strengths and interest areas.</p> <p>Young adults will be able to use a variety of methods to search for employment opportunities based upon their strengths and interests.</p> <p>Young adults will be able to complete required documentation for</p>
		X Skills Assessment			
		X Student Self-Assessment/Rubric			
		Project/Experiment/Portfolio			
		Behavior/Performance Rating Scale			
		X Work Samples, Job Performance, or Products			
Other					

	<ul style="list-style-type: none"> <li>• <i>I can learn the prerequisite skills that are needed for the selected employment opportunity based upon my strengths and interests.</i></li> <li>• <i>I can complete all documents required by the employer; agency or state for employment opportunities.</i></li> </ul>			<p>employment opportunity.</p> <ul style="list-style-type: none"> <li>• Young adults will search the prerequisite skills required for each selected job and self-assess their skills. This will be compared to a transition skills assessment.</li> <li>• Once an employment opportunity has been secured, the young adult will complete all required forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of various employment, state and federal forms.</li> </ul>	employment.																
2	<ul style="list-style-type: none"> <li>• <i>I can complete employment applications based upon my interest area and strengths.</i></li> <li>• <i>I can complete a cover letter and resume to submit to employers with my applications.</i></li> <li>• <i>I can make follow-up phone calls regarding my applications.</i></li> <li>• <i>I can participate in supported paid work experiences.</i></li> </ul>	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td></td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td></td> <td></td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment		Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other				<ul style="list-style-type: none"> <li>• Young adults will complete three employment applications in their area of interest.</li> <li>• Young adults will complete a cover letter and resume.</li> <li>• Once employment applications have been submitted, young adults will follow-up with employers regarding the status of the applications.</li> <li>• Young adults will participate in one paid employment opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of employment applications</li> <li>• Development of resume</li> <li>• Creation of a cover letter</li> <li>• Practicing of phone skills to employers</li> <li>• Multiple employment opportunities for skill-building</li> </ul>	<p>Young adults will be able to choose employment opportunities that are matched to their strengths and interest areas.</p> <p>Young adults will be able to apply for employment and submit resumes, cover letters and required documents. They will be able to follow-up regarding their applications.</p>
X	Pre/Post Baseline Data																					
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	Project/Experiment/Portfolio																					
	Behavior/Performance Rating Scale																					
X	Work Samples, Job Performance, or Products																					
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3	<ul style="list-style-type: none"> <li>• <i>I can use appropriate social skills (reciprocity, tone,</i></li> </ul>	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment		<ul style="list-style-type: none"> <li>• Young adults will complete an interview and score a 90% on the</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills training lessons</li> <li>• Development of</li> </ul>	Young adults will be able to participate in employment interviews to												
X	Pre/Post Baseline Data																					
X	Skills Assessment																					



<p><i>eye-contact, demeanor and level of positivity) during an interview.</i></p> <ul style="list-style-type: none"> <li>• <i>I can answer interview questions accurately and give examples</i></li> <li>• <i>I can ask follow-up questions during an interview.</i></li> <li>• <i>I can share my personal needs/accommodations with an employer or ask questions related to accommodations that the organization has available.</i></li> <li>• <i>I can end an interview appropriately.</i></li> </ul>	X	Student Self-Assessment/Rubric	<p>interview skills assessment rubric.</p> <ul style="list-style-type: none"> <li>• Young adults will have a written list of questions prepared to present to employers.</li> <li>• Young adults will create an individual list of accommodations that they may require on a job site for discussion during an interview.</li> </ul>	<p>questions to pose to employers during interviews</p> <ul style="list-style-type: none"> <li>• Development of accommodation needs to present to employers/ questions for employers regarding accommodations.</li> <li>• Mock interviews</li> <li>• Mock telephone skills.</li> <li>• Video interview tips</li> <li>• Job shadows</li> </ul>	<p>obtain competitive employment. Young adults can advocate for their individual needs and accommodations that are required to be competitively employed.</p>
		Project/Experiment/Portfolio			
		Behavior/Performance Rating Scale			
	X	Work Samples, Job Performance, or Products			
		Other			

**RESOURCES**

Next Up Curriculum Lessons  
 Life Centered Curriculum Lessons  
 Unique Curriculum Lessons

**UNIT 3: Employment Skills**

**Unit description and timing: (8 weeks) Young adults will learn hard and soft skills required for their individual job sites. Young adults will focus on developing a plan for continued growth, self-evaluating goals, addressing challenging situations and accepting or declining assignments. Additionally, students will learn banking skills and tax information for later tax preparation.**

**CT CORE TRANSITION SKILLS addressed in this unit**

A. Explain his/her disability including individual strengths, needs, preferences and interests.

B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.

	C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
	D. Assist with the development of his/her Individualized Education Program (IEP).
	E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
X	F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
X	G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
	H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
X	I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
	J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
	K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
	L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
X	M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
X	N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
	O. Demonstrate skills needed to access appropriate transportation (both public and private).
	P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

**UNIT ESSENTIAL QUESTIONS**

How do I secure an employment opportunity that I enjoy and know that I have the skills to be successful?

LEV EL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements				
1	<ul style="list-style-type: none"> <li><i>I can complete employment training</i></li> </ul>	<table border="1"> <tr> <td>X</td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment	<ul style="list-style-type: none"> <li>Young adults will complete employee</li> </ul>	<ul style="list-style-type: none"> <li>Employee trainings</li> </ul>	Young adults will be able to engage in employment
X	Pre/Post Baseline Data								
X	Skills Assessment								

	<p><i>and ask related questions so that I am clear of my duties and expectations.</i></p> <ul style="list-style-type: none"> <li>• <i>I can develop a goal for each of my employment sites that I self-monitor specific skills.</i></li> <li>• <i>I can develop a plan for addressing challenging situations (angry customers, completed tasks and not sure what to do next etc).</i></li> <li>• <i>I can read and understand my paycheck including deductions, insurance, and tax).</i></li> <li>• <i>I can understand how to open a bank account and the different transactions I can make (deposit, withdrawal etc.).</i></li> <li>• <i>I can understand how to pay bills online or by check, and how to balance my checkbook.</i></li> </ul>	<table border="1"> <tr> <td data-bbox="573 95 611 196">X</td> <td data-bbox="611 95 936 196">Student Self-Assessment/Rubric</td> </tr> <tr> <td data-bbox="573 196 611 297"></td> <td data-bbox="611 196 936 297">Project/Experiment/Portfolio</td> </tr> <tr> <td data-bbox="573 297 611 397"></td> <td data-bbox="611 297 936 397">Behavior/Performance Rating Scale</td> </tr> <tr> <td data-bbox="573 397 611 498">X</td> <td data-bbox="611 397 936 498">Work Samples, Job Performance, or Products</td> </tr> <tr> <td data-bbox="573 498 611 599">X</td> <td data-bbox="611 498 936 599">Other</td> </tr> <tr> <td data-bbox="573 599 611 1232"></td> <td data-bbox="611 599 936 1232"></td> </tr> </table>	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products	X	Other			<p>training (as required).</p> <ul style="list-style-type: none"> <li>• Young adults will develop a personal goal with specific behaviors or skills to monitor or engage in at each job site and monitor daily. Students will compare their self-assessments to a weekly employer assessment of skills.</li> <li>• Students will debrief with their job coach each day and develop a plan to address any challenging situation that occurred.</li> <li>• Students will analyze a variety of pay stubs to identify key elements.</li> </ul>	<p>(dependent on site)</p> <ul style="list-style-type: none"> <li>• Personal goal development</li> <li>• Student self-monitoring/ self-assessment of skills.</li> <li>• Scenarios to discuss and problem-solve a variety of workplace situations</li> <li>• Development of strategies and plans to assist with on-the job dilemmas.</li> <li>• Pay stub reviews</li> <li>• Opening bank accounts, withdrawals, deposits, online bill pay, checkbooks and balancing.</li> <li>• Mock tax preparations.</li> </ul>	<p>training opportunities.</p> <p>Young adults will be able to self assess their skills, develop plans for growth and problem-solve work-place situations as they occur.</p>
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	Behavior/Performance Rating Scale																
X	Work Samples, Job Performance, or Products																
X	Other																
2	<ul style="list-style-type: none"> <li>• <i>I can understand when I am personally able to accept more responsibility or not at my workplace.</i></li> <li>• <i>I understand the ways that I can ask for</i></li> </ul>	<table border="1"> <tr> <td data-bbox="573 1232 611 1300">X</td> <td data-bbox="611 1232 936 1300">Pre/Post Baseline Data</td> </tr> <tr> <td data-bbox="573 1300 611 1369">X</td> <td data-bbox="611 1300 936 1369">Skills Assessment</td> </tr> <tr> <td data-bbox="573 1369 611 1513"></td> <td data-bbox="611 1369 936 1513">Student Self-Assessment/Rubric</td> </tr> </table>	X	Pre/Post Baseline Data	X	Skills Assessment		Student Self-Assessment/Rubric	<ul style="list-style-type: none"> <li>• Young adults will identify conditions that allow them to take on additional responsibilities or that would not be suitable.</li> <li>• Young adults will</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons on accepting additional responsibility/pay raises</li> <li>• Lessons on how to decline a job</li> </ul>	<p>Young adults will be able to choose employment opportunities that are matched to their strengths and interest areas.</p> <p>Young adults will be able</p>						
X	Pre/Post Baseline Data																
X	Skills Assessment																
	Student Self-Assessment/Rubric																

	<p><i>support, training and/or assistance at my workplace.</i></p> <ul style="list-style-type: none"> <li>• <i>I understand appropriate ways that I can decline employment opportunities.</i></li> <li>• <i>I understand the ways that I can decline peer pressure or make different suggestions when at my workplace.</i></li> <li>• <i>I understand the use of leave time offered by my employer and the processes that are required.</i></li> </ul>	<input type="checkbox"/> Project/Experiment/Portfolio <input type="checkbox"/> Behavior/Performance Rating Scale <input checked="" type="checkbox"/> Work Samples, Job Performance, or Products <input type="checkbox"/> Other	<p>identify and have a scripted plan developed for seeking support when on a job site or when additional long-term supports are required.</p> <ul style="list-style-type: none"> <li>• Young adults will identify and practice ways to decline employment opportunities and peer related offers in a socially appropriate manner by scoring 90% on the assessment rubric for each setting.</li> </ul>	<p>offer</p> <ul style="list-style-type: none"> <li>• Modeling/mock situations</li> <li>• Mock and actual submission of leave requests (personal day/sick time)</li> </ul>	<p>to apply for employment and submit resumes, cover letters and required documents. They will be able to follow-up regarding their applications.</p>
3	<ul style="list-style-type: none"> <li>• <i>I understand the behaviors and performance standards that lead to continued employment, promotion, and termination.</i></li> <li>• <i>I know how I can seek another job if I want to switch to another opportunity.</i></li> <li>• <i>I understand why it is needed and how to provide two weeks notice before leaving a job.</i></li> <li>• <i>I know how to access state resources for support with employment (if</i></li> </ul>	<input checked="" type="checkbox"/> Pre/Post Baseline Data <input checked="" type="checkbox"/> Skills Assessment <input checked="" type="checkbox"/> Student Self-Assessment/Rubric <input type="checkbox"/> Project/Experiment/Portfolio <input type="checkbox"/> Behavior/Performance Rating Scale <input checked="" type="checkbox"/> Work Samples, Job Performance, or Products <input type="checkbox"/> Other	<ul style="list-style-type: none"> <li>• Young adults self-assess their behaviors, social skills and performance each day on the job site. Students will compare their self-assessments to a weekly employer assessment of skills.</li> <li>• Young adults will demonstrate the ability to transition from one job site to another by submitting a two week notice prior to transitioning to another job site.</li> <li>• Young adults will meet with Bristol's BRS representative or the student's DDS case</li> </ul>	<ul style="list-style-type: none"> <li>• Training lessons on social skills, behavioral standards at the workplace</li> <li>• Development of two week notice letters</li> <li>• How to seek or re-engage with state agencies for support</li> <li>• Ensuring that all required documents are completed (Medicaid C) if applicable</li> <li>• Visits to Group home settings or</li> </ul>	<p>Young adults will be able to monitor and maintain performance standards to continue and progress in competitive employment opportunities.</p> <p>Young adults will be able to access state services for future needs.</p>

	<i>needed).</i>		manager prior to or at the last PPT meeting to plan for additional state support after graduation.	supported employment settings (if appropriate)	
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**RESOURCES**

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**UNIT 4: Leisure Skills/Community Involvement & Citizenship**

**Unit description and timing: (8 weeks). Young adults will search and coordinate a variety of social and leisure activities. Young adults will practice planning, negotiation and problem-solving skills while also learning to coordinate times and transportation. Young adults will volunteer within the community, engage in support groups, community agency activities and learn about their civic rights.**

**CT CORE TRANSITION SKILLS addressed in this unit**

	A. Explain his/her disability including individual strengths, needs, preferences and interests.
X	B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
X	C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
	D. Assist with the development of his/her Individualized Education Program (IEP).
	E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
X	F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
	G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
X	H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
X	I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

	J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
X	K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
	L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
	M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
	N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
X	O. Demonstrate skills needed to access appropriate transportation (both public and private).
	P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

### UNIT ESSENTIAL QUESTIONS

What are all of the skills that I need to have if I want to spend free time with my friends?  
 What are the community events or supports that exist in my community and how do I participate?  
 What are my civic rights and do I have to participate?

LEV EL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements														
1	<ul style="list-style-type: none"> <li>I can invite a peer for a leisure activity.</li> <li>I can discuss and research a variety of activities based upon my own interest and the interest of my peer(s).</li> <li>I can use appropriate social skills when negotiating choices with my peers.</li> </ul>	<table border="1"> <tr> <td></td> <td>Pre/Post Baseline Data</td> </tr> <tr> <td>X</td> <td>Skills Assessment</td> </tr> <tr> <td>X</td> <td>Student Self-Assessment/Rubric</td> </tr> <tr> <td></td> <td>Project/Experiment/Portfolio</td> </tr> <tr> <td></td> <td>Behavior/Performance Rating Scale</td> </tr> <tr> <td>X</td> <td>Work Samples, Job Performance, or Products</td> </tr> <tr> <td></td> <td>Other</td> </tr> </table>		Pre/Post Baseline Data	X	Skills Assessment	X	Student Self-Assessment/Rubric		Project/Experiment/Portfolio		Behavior/Performance Rating Scale	X	Work Samples, Job Performance, or Products		Other	<ul style="list-style-type: none"> <li>Young adults will be able to contact a peer and invite them to one leisure activity per month.</li> <li>Young adults will use a script or rubric to research and propose possible leisure activities to a peer.</li> <li>Young adults will use a script and self-assessment when planning and negotiating leisure choices with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons on social pragmatic skills</li> <li>Practicing telephone skills</li> <li>Learning and practicing texting skills</li> <li>Lessons and practicing mock negotiation skills</li> <li>Researching leisure activities</li> </ul>	Young adults will be able to research and choose leisure activities and invite peers.
	Pre/Post Baseline Data																		
X	Skills Assessment																		
X	Student Self-Assessment/Rubric																		
	Project/Experiment/Portfolio																		
	Behavior/Performance Rating Scale																		
X	Work Samples, Job Performance, or Products																		
	Other																		

2	<ul style="list-style-type: none"> <li>• <i>I can invite peers or accept invitations from peers for leisure activities.</i></li> <li>• <i>I can coordinate aspects of leisure activities such as: purchasing advanced tickets and securing transportation.</i></li> <li>• <i>I can develop a plan for support if a problem arises when I am out with a peer.</i></li> </ul>		Pre/Post Baseline Data	<ul style="list-style-type: none"> <li>• Young adults will invite a peer to accept an invitation to a leisure activity or decline appropriately.</li> <li>• Young adults will ensure that all aspects of the activity have been planned (transportation, cost, attire) with 90% accuracy according to the developed checklist.</li> <li>• Young adults will have a developed plan or script to assist them with issues that might arise (flat tire, ran out of money, disagreement with peer etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills training and practicing of social skills-accepting and declining invitations or suggestions for revision to invite</li> <li>• Researching various leisure activities and critical items to plan ahead of time</li> <li>• Scenarios for situations that might arise and ways to address the situation</li> <li>• Developing plans of support or emergency plan (written or noted in phone)</li> </ul>	<p>Young adults will be able to accept or decline leisure activities and when in attendance, they will have a plan to address situations that might require support.</p>
3	<ul style="list-style-type: none"> <li>• <i>I can volunteer within my community and become an active member.</i></li> <li>• <i>I can join support groups that I might need or be interested in.</i></li> <li>• <i>I can participate in community activities.</i></li> <li>• <i>I can vote as part of my</i></li> </ul>		Pre/Post Baseline Data	<ul style="list-style-type: none"> <li>• Young adults will volunteer at one community site.</li> <li>• Young adults will participate in one support group or community activity (based upon interest and student need).</li> <li>• Students will register to vote and participate in</li> </ul>	<ul style="list-style-type: none"> <li>• Research and discuss community support groups, enrollment and applications (if applicable)</li> <li>• Research, review and visit community volunteer sites</li> </ul>	<p>Young adults will be able to access community resources as necessary.</p> <p>Young adults will be able to participate in community activities and become an active member of the Bristol community.</p>

	<i>civic duty.</i>		Rating Scale	voting (as appropriate).	<ul style="list-style-type: none"> <li>Lesson on civic rights and civic duty</li> </ul>	
		X	Work Samples, Job Performance, or Products			
			Other			

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**UNIT 5: Post-Secondary/Vocational Training**

**Unit description and timing: (6 weeks). Young adults will search and apply to postsecondary programs based upon their strengths and interest areas. Learners will research the various supports offered at postsecondary institutions to ensure that their individualized needs can be met. Young adults will learn their rights regarding ADA accommodations and learn to advocate for their rights and educational needs within the post-secondary setting.**

**CT CORE TRANSITION SKILLS addressed in this unit**

X	A. Explain his/her disability including individual strengths, needs, preferences and interests.
X	B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
X	C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
X	D. Assist with the development of his/her Individualized Education Program (IEP).
X	E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
	F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
X	G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).



	H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
	I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
	J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
	K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
X	L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
	M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
X	N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
	O. Demonstrate skills needed to access appropriate transportation (both public and private).
	P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

**UNIT ESSENTIAL QUESTIONS**

How do I select a post-secondary program or vocational training site that meets my unique needs as a learner?

LEVEL	Learning Target(s):	Evaluation	Success Criteria	Common Learning Experiences	Potential Post-School Outcome Goal Statements	
1	<ul style="list-style-type: none"> <li><i>I can identify a post-secondary program of study to pursue based upon my strengths and interest areas.</i></li> <li><i>I can complete applications to post-secondary/training programs that I am interested in pursuing.</i></li> <li><i>I can request letters of recommendation or</i></li> </ul>	X	Pre/Post Baseline Data	<ul style="list-style-type: none"> <li>Young adults will complete surveys and skills assessments to determine strengths and interest areas for post-secondary training.</li> <li>Young adults will contact two post-secondary/training programs to determine the level of support they offer to students with disabilities.</li> <li>Young adults will</li> </ul>	<ul style="list-style-type: none"> <li>Completion of skills assessments</li> <li>Completion of Interest inventories</li> <li>Career explorer activities</li> <li>Research regarding post-secondary or training programs.</li> <li>Completion of post-secondary</li> </ul>	<p>Young adults will be able to select a post-secondary program based upon their strengths and interest areas.</p> <p>Young adults will know the steps they need to take to advocate for their rights as a student with a disability who may require accommodations at a post-secondary setting.</p>
			Skills Assessment			
		X	Student Self-Assessment/Rubric			
			Project/Experiment/Portfolio			
			Behavior/Performance Rating Scale			
X	Work Samples, Job Performance, or Products					

	<ul style="list-style-type: none"> <li>complete a Portfolio.</li> <li>I know the steps I need to take to access supports or accommodations at the post-secondary level.</li> </ul>	Other	complete 1 application to a post-secondary or training program (if interested) based upon their assessment data.	applications.	
2	<ul style="list-style-type: none"> <li>I can complete an application and send all required documents to a post-secondary program.</li> <li>I can tour post-secondary programs of interest.</li> <li>I can meet with the Office of Accessibility at elected post-secondary programs to discuss my individual needs as a potential student.</li> </ul>	<input checked="" type="checkbox"/> Pre/Post Baseline Data <input type="checkbox"/> Skills Assessment <input type="checkbox"/> Student Self-Assessment/Rubric <input type="checkbox"/> Project/Experiment/Portfolio <input type="checkbox"/> Behavior/Performance Rating Scale <input checked="" type="checkbox"/> Work Samples, Job Performance, or Products <input type="checkbox"/> Other	<ul style="list-style-type: none"> <li>Young adults will complete an application for a post-secondary program based upon his/her strengths and interests.</li> <li>Young adults will complete a Portfolio</li> <li>Young adults will request 2 letters of recommendation.</li> <li>Young adults will complete 1 tour of a post-secondary program.</li> <li>Young adults will contact or meet with the Office of Accessibility for 1 post-secondary program.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of a college application(s)</li> <li>Completion of required documents for post-secondary programs</li> <li>Scheduling appointments for post-secondary programs (local or one applied to)</li> <li>Meet with and/or explore supports and services offered at various post-secondary or training programs</li> </ul>	<p>Young adults will be able to apply to the post secondary program of their choosing and submit all required documents.</p> <p>Young adults will be about to tour and meet with the Office of Accessibility to discuss services that are available to potential students.</p>
3	<ul style="list-style-type: none"> <li>I can submit all documentation to my selected post-secondary or training program once I have been accepted.</li> <li>I can assist with the completion of my Summary of Performance.</li> <li>I will attend my Exit</li> </ul>	<input checked="" type="checkbox"/> Pre/Post Baseline Data <input checked="" type="checkbox"/> Skills Assessment <input checked="" type="checkbox"/> Student Self-Assessment/Rubric <input type="checkbox"/> Project/Experiment/Portfolio <input type="checkbox"/> Behavior/Performance Rating Scale	<ul style="list-style-type: none"> <li>Young adults will submit all required documentation to the selected post-secondary program.</li> <li>Young adults will assist with completing his/her Summary of Performance.</li> <li>Young adults will attend their Exit PPT and</li> </ul>	<ul style="list-style-type: none"> <li>Completion of required documents for various programs</li> <li>Lesson on accessing forms, transcripts, records</li> <li>Lesson on student files, records and right of student</li> </ul>	<p>Young adults will be able successfully facilitate his/her Exit PPT and review the Summary of Performance while sharing their future plans and needs.</p> <p>Young adults will be able to successfully transition to a Post-secondary</p>

	<p><i>PPT, review my Summary of Performance, discuss my future plans and needs.</i></p> <ul style="list-style-type: none"> <li><i>I will meet with state representatives before or during my PPT to ensure that they can collaborate with a plan after graduation.</i></li> </ul>	X	Work Samples, Job Performance, or Products	<p>review their Summary of Performance.</p> <ul style="list-style-type: none"> <li>Young adults will share their post-HS plan and discuss needs and services that will be provided by state agencies at their Exit PPT.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of the Summary of Performance</li> <li>Contacting and meeting with BRS, DDS, BESB, DMHAS etc. (As applicable)</li> </ul>	<p>training program with or without state assistance.</p>
			Other			

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