

DON LUGO ADULT TRANSITION PROGRAM

GOALS FOR THE DON LUGO ADULT TRANSITION PROGRAM

The goal of the program is to provide a functional curriculum to help students with learning disabilities transition successfully from high school to the workplace, adult workshops, community college, or independent living environments. The program curriculum consists of functional academics, vocational development and independent living skills for students who are not on a diploma track.

The program is not:

A program for students with serious behavioral needs.

A program for students with serious health needs.

A program for students who require a one-on-one aide.

A credit recovery program for students on an academic track.

TARGET POPULATION

The target population is students who have completed 9th through 12th grade, graduated with a Honorary Diploma and would like to continue their education in an adult program. Students admitted into the program must already possess some degree of independent functioning, appropriate behaviors, social competence, and health that does not prohibit them from participating in off-campus enclaves and outings. Students will be considered for the program during their senior year and are eligible for the program based on the program criteria. An IEP meeting will take place to discuss placement. Students participating in the program may continue their adult education until the age of 22 and will receive an honorary "Certificate of Achievement" upon completion.

PROGRAM CURRICULUM

Functional Communication (Period 1): Knowing, understanding and reciting personal information, calendar concepts, current events, and important people; Reading and understanding bus schedules, maps, directions, and schedules; Accessing the Internet to find specific information

Functional Math (Period 2): Money and Shopping Skills (e.g. counting money, using a calculator, shopping with a budget, making change, price comparisons, calculating tax and tip); Personal and/or Household Budgeting; Banking (balancing checkbook)

Functional Vocation (Period 3): Independent work skills; Follow and retain instructions; Punctuality, attendance, and time management; Work attitude and behavior; Job application and interviewing; Career exploration; Participation in Workability; Enclaves/Volunteer job opportunities; Personal Hygiene and Grooming

Functional Self-Help (Period 4): **Community:** Access public transportation; Use printed maps and technology/apps to arrive at points of interest; Community awareness; Safety awareness; General Shopping; Food purchases; **Recreation/Leisure:** Attending community events; Using community services, Accessing community agencies; individual and/or group activities on/off campus; **Domestic:** Food preparation, household chores, money management, personal hygiene and grooming, nutrition, simple first aid, and health

Functional Communication (Period 5): Social skills and social activities: students will learn about appropriate social skills, behavior, emotions, and self-advocacy. Students will engage with their peers, participate in group activities, games, and make independent choices regarding recreation/leisure.