BEYOND ACADEMICS:
SOFT SKILLS FOR POST-SECONDARY SUCCESS

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WE MEET YOU WHERE YOU ARE

EXECUTIVE FUNCTION

CAREER DEVELOPMENT

INDEPENDENT LIVING SKILLS

SOCIAL SKILLS

LIVE. ENGAGE. ACHIEVE.
# Sample Student Schedule

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<th>Time</th>
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## Academic Supports

Interpersed throughout the week, students attend a variety of academic sessions such as content-specific tutoring (group or one-on-one setting) and supervised study halls while gaining access to assistive technology tools to fit their learning style and expert tutors. Student sessions also focus on addressing course material, organization, and planning for assignments and exams.

## College or Vocational Classes

Degree, Certificate, or Trade? It's their choice. Located within close proximity to a number of higher education options including universities, community colleges and vocational programs, CLE students have the opportunity to pursue their program of interest while utilizing the supports of CLE.

## Social Skills

Student-driven activities provide an ample amount of learning opportunities for the development and enhancement of social skills. Acquisition of skills can include initiating social contact, dating, respecting boundaries, perspective taking, plus building and maintaining lasting friendships. Social skills instruction is provided through 1:1 mentoring sessions, weekly focus groups, structured socials, and peer-planned activities.

## Independent Living Skills

Instructors work with students on how to best manage their independent living circumstances covering topics such as household organization, health and wellness, and financial management. Specifically, students will create a budget and meet 1:1 with their financial instructor each week to learn how to assess their budget by reviewing expenses, reconciling charges, and paying bills.

## Executive Functioning

Coaching for executive functioning skills is woven through all aspects of CLE supports and services. Additionally, students receive tailored instruction in time management from developing routines to the planning and completion of tasks. Students also work on prioritization, problem solving, setting goals, and following through.
PARTICIPANT OUTCOMES

✓ PARTICIPATES WILL HAVE THE ABILITY TO IDENTIFY SOFT SKILLS

✓ PARTICIPATES WILL HAVE THE ABILITY TO INCORPORATE EXECUTIVE FUNCTION, SOCIAL SKILLS, AND SELF-ADVOCACY SKILLS INTO TRANSITION PLANNING AT HOME AND AT SCHOOL
DIFFERENCES BETWEEN
HIGH SCHOOL AND COLLEGE

IEP: *K-12*

- School districts identify and evaluate
- Set annual goals to measure progress
- Case manager to facilitate communication
- Direct instruction in areas of need, which may include organizational skills, as well as social skills and self-advocacy
- Accommodations automatically given in class and in testing situations

504 PLAN: *K-COLLEGE*

- Students must self-identify and are responsible for evaluations
- Progress incumbent upon student
- Student must initiate support and self-advocate
- No specialized instruction
- Accommodations must be requested and scheduled by the student
**Student**
- Register with school's Disabilities Support Services Dept.
- Provide current documentation
- Discuss accommodation needs with coordinator
- Provide accommodation letter to professors
- Communicate with faculty as needed

**Disability Support Services**
- Determine eligibility for services
- Authorize appropriate academic accommodations
- Assist faculty with regard to disability specific issues

**Faculty**
- Provide accommodations listed on accommodation letter
- Respect student privacy
- Questions about accommodations? Contact DSS

**Roles and Responsibilities in College**
TRADITIONAL COLLEGE ACCOMMODATIONS

- Extra time and/or computer for exams
- Class notes
- Accessible class materials
- Assistive technology in class
- Document conversion
- Interpreters and services for deaf and hard of hearing students
- Reader/scribe for classes, exams, and/or library research
- Priority registration
- Allowing full-time student status for part-time schedule
DON’T WORRY, I GOT THIS...
SOFT SKILLS FOR POST-SECONDARY SUCCESS

EXECUTIVE FUNCTION  SOCIAL SKILLS  SELF-ADVOCACY
WHAT IS THE END GOAL FOR EXECUTIVE FUNCTION?

✓ SELF-CONTROL
✓ SELF-MONITORING
✓ PLANNING
✓ TIME MANAGEMENT
✓ ORGANIZATION
✓ ADAPTABLE THINKING

MEAL PLANNING & FOOD PREP

☐ Create a grocery shopping list
☐ Shop and follow appropriate steps to check out of grocery store
☐ Recognize signs of spoiled food, including expiration dates
☐ Store food in appropriate area based on food type such as refrigerator or pantry
☐ Wash hands before preparing and eating food

☐ Prepare at least one breakfast, lunch, dinner and snack item on your own
☐ Heat-up food safely in the microwave, oven, toaster or skillet
☐ Understand which foods can be eaten raw vs which require thorough cooking
☐ Follow a recipe (either written, pictures or video)

TIP: Identify a consistent day of the week to select and prepare a meal independently. Start with easy foods then work towards more difficult recipes.
What are some strategies we can use at home and at school to meet these goals?

- Practice waking up independently
- Practice time management strategies
- Follow a daily/weekly schedule
- Do it without prompting from parents or loved ones
WHAT IS THE END GOAL FOR SOCIAL SKILLS?

✓ SELF-AWARENESS
✓ SELF-REGULATION
✓ MOTIVATION
✓ EMPATHY
✓ SOCIALIZATION
HOW TO MEASURE SOCIAL SKILL SUCCESS

✓ SUCCESSFULLY PARTICIPATE IN GROUP PROJECTS
✓ SUCCESSFULLY PLAN AND EXECUTE A SOCIAL INTERACTION
✓ DEMONSTRATE RECIPROCITY IN CONVERSATION
✓ COMFORTABLE IN SCHOOL AND SOCIAL SETTINGS
WHAT ARE SOME STRATEGIES WE CAN USE TO MEET THESE GOALS?

- Use their interests and teacher feedback
- Participate in social skills groups
- Be a role model
WHAT IS THE END GOAL FOR SELF-ADVOCACY?

- UNDERSTANDING YOUR NEEDS
- ARTICULATING NEEDS
- ASKING FOR HELP
WHAT ASSESSMENTS WILL SHOW THAT THEY CAN MEET THOSE GOALS?

- UNDERSTANDING NEEDS
- KNOWING WHAT SUPPORTS ARE AVAILABLE
- COMMUNICATING NEEDS TO OTHERS
WHAT ARE SOME STRATEGIES WE CAN USE TO MEET THOSE GOALS?

- STUDENT INVOLVEMENT IN IEP MEETINGS
- TEACH RIGHTS AND RESPONSIBILITIES
- VOLUNTEER
- IDENTIFY THE “GO-TO” PERSON
- WRITE SAMPLE ACCOMMODATIONS LETTER
MEDICATION MANAGEMENT

☐ Know height, weight and date of birth
☐ Be aware of allergies or medical conditions
☐ Recognize symptoms of illness
☐ Identify over-the-counter medicines for basic health concerns (i.e. headache, stomach ache)
☐ Use and understand thermometer
☐ Know how to access primary care doctor (phone, address)
☐ Be able to schedule medical appointment(s)

☐ Preventative wellness: attend all wellness exams, routine dental appointments and follow-ups
☐ Fill (and refill) prescription medication at pharmacy
☐ Identify and take prescribed medication as recommended by doctor
☐ Create organization system for daily medication/vitamin use
☐ Exercise regularly (or as recommended)
MONEY MANAGEMENT

RESOURCES
• CHIME
• MINT
• RELOADABLE GIFT CARDS
• PREPAID DEBIT
• BANK

TRACKING
• NOTES IN PHONE
• RECEIPTS
• EXCEL
• ONLINE PORTAL (TOGETHER)
COOKING

❑ SUSTAIN SELF OVERNIGHT
❑ MASTER EASY MEALS
❑ BASIC SKILLS
  • BOIL WATER
  • MEASURING
  • KITCHEN/FOOD SAFETY
  • COOKING FROZEN FOODS
INDEPENDENT LIVING SKILLS

- PERSONAL CARE
- FINANCIAL LITERACY
- MEAL PREPARATION
- TRANSPORTATION TRAINING
NATIONAL DIRECTOR OF OUTREACH

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