

Unique Learning System Transition Program Introduction

The main goal of this transition curriculum is to create a realistic atmosphere of skill learning that will be needed when exiting the school setting and entering the work setting and living with optimal independence.

- This curriculum program is primarily intended for students who are beyond the 12th grade or who have met high school requirements.
- The Unique Learning System Transition Program offers programming options and materials to support educators who are addressing transition training for older students. It is expected that these options may be adjusted to meet the local needs, schedules and students.
- Two types of materials are offered in the program: Core Materials and Monthly Topics. The Core Materials remain the same throughout the year. The Monthly Topics contain new information each month.
- Tasks are identified by instructional targets, which align to content standards. Therefore, tasks may be addressed to meet high school course requirements if needed. These instructional targets are the natural extension of the grade level instructional targets that are addressed in the Unique Learning System.



Transition Instructional Targets

English Language Arts/Reading:

- Build word recognition within daily living and vocational materials
- Understand and apply vocabulary related to community, daily living and vocational situations.
- Locate and use information from various sources to achieve a purpose.
- Engage in print materials for pleasure.

English Language Arts/Writing:

- Produce purposeful writing documents that follow conventional styles.
- Complete written forms related to life and job skills.
- Use appropriate conventions in writing (e.g., spelling, grammar, punctuation).

English Language Arts/Communication:

- Effectively ask and respond to questions within community, daily living and vocational activities.
- Demonstrate expressive skills to effectively participate in a social exchange.

Mathematics:

- Apply use of numbers in real-life situations, including basic computations.
- Apply and manage use of money in the context of real-world situations.
- Apply and manage use of time in the context of real-world situations.
- Solve and apply measurement processes in the context of a daily living activity.

Social Studies:

- Demonstrate basic employability skills, including work, social and hygiene habits.
- Demonstrate effective self advocacy skills to maximize independence in home, community and employment.
- Identify rights and responsibilities of citizens, including opportunities for civic participation.
- Explore community resources for personal, vocational and daily living supports.
- Participate in conversations related to current event topics of the community and beyond.

Science:

- Recognize and apply appropriate health habits and practices including: nutrition, fitness and health care.
- Identify weather conditions and make decisions in regard to appropriate activity, dress and safety.
- Responsibly use sources of energy and technology involving heat, light and/or electricity.
- Create a solution to a problem when given a budget, time frame and materials.



Who are the team members in the transition program?

This curriculum program is designed for students with significant disabilities. These are students who have moved through the grades and now require intensive training that will lead to adult living.

- The primary goal is to increase independence in the areas of job skills and daily living.
- Students with the most severe disabilities can and should be involved in this program as well. The primary goals for these students will be to create opportunities in the context of real-world situations that create interactions. For some students, this means *giving others a reason to interact with the individual*.

Students entering the transition setting are no longer addressed as students but as “*team members*” to give them the feel of transitioning from a school environment to a future work/life environment. Teachers and classroom assistants are referred to as “*supervisors*.”

Differentiated Task Levels

The Unique Learning System Transition Program is set up with three levels of student differentiation. Overall, the goal is to include all team members within an active level of participation of the same task, yet with differentiated expectations based on individual needs and abilities. One generic level of materials is provided in the lessons. The suggested differentiated levels of expectation are listed in each lesson plan.

- It is often very challenging to create meaningful experiences for individuals with severe/profound disabilities. These suggested levels do encourage responses in the form of a vocalization, a visual response, or a motor action that may be perceived as “intentional” and thus a reason for the communication partner to continue and expect further responses from the team member. The use of errorless choices and/or talking devices that can be presented for activation are common tasks represented in these lessons because these will serve to build on meaningful exchanges with others.

The three levels of differentiation are described in this way:

- **Level 1:** Students typically require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective.
- **Level 2:** Students may require picture support and other direct support in learning and the demonstration of comprehension.
- **Level 3:** Students are typically learning to read text, produce simple writing, performing basic math processes, and independently demonstrating comprehension of modified learning information.

pg. 3

