

RESOURCES

COMMUNITY LIVING SKILLS FOR STUDENTS WITH DISABILITIES



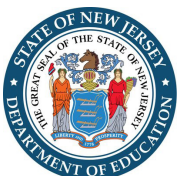
The Community Living domain focuses on the knowledge and skills that students need to successfully function and participate in their communities. Most community living activities focus on what any adult needs to do to successfully navigate day-to-day-life. Activities that include obtaining food through grocery shopping or ordering from restaurants, managing personal finances, and safely getting from one place to another.

The Community Living Domain works to ensure our students become adults who are able to not just access medical services but maintain their health and wellness, advocate for their needs and wants, set goals, keep schedules, and participate in civic life.

During this period of COVID-19 response it can appear as if we have lost access to the natural community settings in which we use and teach these skills, but this is not true.

Those settings, or the means through which we access them, have evolved (at least for a time). People are still applying the knowledge base and skill sets for community living, they have just had to adapt them in order to complete the necessary activities of life. The “new natural setting” has shifted to a virtual community in which we access the things we need. While this is not the ideal, it is the circumstance in which we find ourselves. In response to the COVID-19 world, we must teach our students how to adapt and practice these same bodies of knowledge and skill sets in order for them to be successful in the virtual as well as the traditional community.

This is a compilation of tools, activities, curricula, and articles available to supplement and enhance your instruction to support students with disabilities in acquiring and maintaining essential community living skills.



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SELF-DETERMINATION

- **Self-Determination Checklist Student Self-Assessment** can be used as a **pre-assessment and progress-monitoring** tool to guide self-advocacy lessons.
https://instrc.indiana.edu/pdf/transition_matrix/Self%20DeterminationChecklistStudentSelf-Assessment1.pdf
- **Adolescent Autonomy Checklist for Skills at Home** is from the Indiana Secondary Transition Resource Center and can be used to make lesson themes each week based on components of the checklist. Students and families can practice and address identified areas as needed at home:
https://instrc.indiana.edu/pdf/transition_matrix/il%20a%20Adolescent%20Autonomy%20Checklist.pdf
- **ChoiceMaker Self-Determination Curriculum** is from the Zarrow Center for Learning Enrichment at the University of Oklahoma. It is designed to teach students the self-determination skills needed to be successful in adult life. The ChoiceMaker Curriculum consists of three strands: (1) Choosing Goals, (2) Expressing Goals, and (3) Taking Action. Each strand addresses teaching objectives in three transition areas: Education, Employment, and Personal. Self-Determination Curriculum & Lesson Packages are available to download: <http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum>
- **Good Day Plan** from imetermined.org is a tool that students and families can use to identify factors that contribute to a good day. This can provide structure and routine that enables a student to have a productive day.
<https://www.imetermined.org/quick-links/good-day-plan/#>
- **Charting the LifeCourse Portfolio Materials** from the University of Missouri–Kansas City Institute for Human Development are tools to help individuals and families develop a vision for the future, think about what they need to do, and how to get there. These resources can be used to support and inform transition planning.
<https://www.lifecoursetools.com>
- **Goal Plan** is a tool created by ImDetermined.org to assist students in visualizing a goal, determine the steps needed to accomplish the goal, those who can support along the way, and possible outcomes resulting from attaining the goal.
<https://www.imetermined.org/quick-links/goal-plan/>
- **Joe's Goals** is a free and easy online goal and habit tracker to support and practice goal-setting with students. <http://www.joesgoals.com/>

- **Free Schedule Makers** allow educators, students and families to create structure, routine, and support weekly goal attainment.
 - **Free College Schedule Maker by Study Gizmo:** <https://www.freecollegeschedulemaker.com/>
 - **Free Online Schedule Maker by Schedule Builder Online:** <https://schedulebuilder.org/>
 - **Time Table Maker:** <https://timetablemaker.com/>
- **Education Resources on Disability Rights Issues** was created by Respectability for educators to teach students about disability and help them succeed. It includes recommended reading for both children and adults. <https://www.respectability.org/resources/education-resources-disability-issues/>
- **Self-Advocacy Online** website has ample information to empower students. They can search for self-advocacy groups, watch personal stories, explore lessons, and review accessible research. <http://selfadvocacyonline.org/>
- **Voting: It's Your Right** is a resource guide created by The Boggs Center on Developmental Disabilities in collaboration with Disability Rights New Jersey and the New Jersey Council on Developmental Disabilities to inform individuals about the voting process including how to register, how to vote and where to look for assistance. <http://rwjms.rutgers.edu/boggscenter/products/VotingItsYourRight.html>

FINANCIAL LITERACY

- **ABLE National Resource Center** is the leading source of objective, independent information and best practices related to tax-advantaged ABLE savings accounts that can fund disability-related expenses while allowing beneficiaries to remain eligible for public benefits, as well as federal and state-related ABLE programs and activities. <https://www.ablenrc.org/>
- **New Jersey Work Incentives Network Support (NJWINS)** assists Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) beneficiaries to start, continue or increase work efforts while maintaining benefits for as long as they are needed. <https://njwins.org/>
- **Cents and Sensibility: A Guide to Money Management for People with Disabilities (2013)** is a financial skill-building guide developed by the Pennsylvania Assistive Technology Foundation in conjunction with Widener University. While the intended focus is for citizens of Pennsylvania, most of the lessons and activities can be adapted for students in New Jersey. <https://fliconline.org/documents/patffinancialeducationbooklet-final.pdf>

- **FDIC Money Smart Education Program** includes four free curriculum products. Each age-appropriate curriculum includes lesson plans for educators along with guides for parents and caregivers. <https://www.fdic.gov/consumers/consumer/moneysmart/>
- **Mykidsbank.org** provides artificial banks used to assist in the education of personal money management. The person who signs up for a virtual bank has full control and becomes the banker. Parents find the service helpful for managing allowance for their children. Classroom teachers also use the service to assist in their classroom economy. <http://mykidsbank.org/>
- **Hands on Banking** is a product available from Wells Fargo with courses for students to explore and practice money skills. This resource is available for elementary, middle, and high school students and includes an educator toolkit to support instruction. <https://youth.handsonbanking.org/students/>
- **Next Gen Personal Finance Interactive Library** features simulations, graphs, quizzes, and other online interactives. These activities can supplement classroom instruction and provide opportunities for student input and engagement. <https://www.ngpf.org/interactive-library/>
- **The Mint- Tips for Teens** provides information on earning, saving, spending, owing, tracking, giving, investing and safeguarding. Each topic has an informational “Discover” section and a “play” section to apply the concepts. <http://www.themint.org/teens/>
- **Five Money Musts** is a game created by Fidelity to teach students about managing money in the real world. In this game students will be asked to make financial decisions. Based on the decisions made, students will earn points. The goal is to get through a month and earn the most points possible. <https://digital.fidelity.com/prgw/digital/five-money-musts#/home>
- **Shop 'Til You Drop: Food for Thought** is a virtual grocery shopping lesson plan from TeachersFirst. Educators can use this as an example to develop virtual CBI shopping activities. <https://www.teachersfirst.com/winners/shopdrop.cfm>
- **A List of Stores and Apps Where You Can Order Food and Grocery Deliveries**, compiled by Nicolette Accardi from NJ.com, provides resources beyond going to the grocery store during the COVID-19 pandemic. Educators can create activities for students to explore potential services available in their community. <https://www.nj.com/coronavirus/2020/03/a-list-of-stores-and-apps-where-you-can-order-food-and-grocery-deliveries.html>

HEALTH AND WELLNESS

- **Brainpop.com** is providing free access to their website and has units on nutrition, mental health, and personal health. Each unit has subtopics that include videos, quizzes, challenges, and interactive games. <https://www.brainpop.com/>
- **COVID-19 Information By and For People with Disabilities** from Self-Advocacy Resource and Technical Assistance Center (SARTAC) <https://selfadvocacyinfo.org/resource/links-to-coronavirus-information-for-self-advocates/>
- **Transition Quick Guide: Take Charge of Planning and Managing your own Health and Career Goals** was developed by Youth Transitions Collaborative, Got Transition/ Center for Health Care Transition Improvement, and the U.S. Department of Labor's Office of Disability Employment Policy. It offers resources about health insurance coverage, self-care, health care transition, decision-making, and career planning and management. <https://www.dol.gov/odep/pdf/HealthCareCareerTransitionQuickGuide.pdf>
- **Health Care Transition Resources for Youth and Families** from Got Transition hosts a wealth of information and resources to assist individuals in gaining independent skills and transitioning to adult health care. <https://www.gottransition.org/youthfamilies/index.cfm>
- **Making the Move to Managing Your Own Personal Assistance Services (PAS): A Toolkit for Youth with Disabilities Transitioning to Adulthood** from the National Collaborative on Workforce and Disability a PDF toolkit with lessons that can be adapted for distance learning. <http://www.ncwd-youth.info/publications/making-the-move-to-managing-your-own-personal-assistance-services-pas-a-toolkit-for-youth-with-disabilities-transitioning-to-adulthood/>
- **25+ Fitness Studios and Gyms Offering Live-Stream Workouts During the Coronavirus Outbreak** from Good Housekeeping provides an extensive list of free virtual fitness classes. The diversity in classes allow students to explore various fitness opportunities. <https://www.goodhousekeeping.com/health/fitness/a31792038/coronavirus-live-stream-workout-classes/>
- **YMCA Health and Fitness Videos** for free fitness at home. <https://ymca360.org/on-demand>
- **Special Olympics and WWE's School of Strength** is a free workout program for students with disabilities that includes videos, a fitness tracking sheet, a coaches playbook and a caregiver toolkit. <https://www.specialolympics.org/school-of-strength>

- **Eatright.** by the Academy of Nutrition and Dietetics, is a comprehensive website on nutrition, health, fitness and Coronavirus related information. <https://www.eatright.org/>
- **Healthy Lifestyles Project**, from The Arc of New Jersey and the New Jersey Self-Advocacy Project, promotes healthy living through exercise and stress management. The website has downloadable resources, webinars, newsletters and videos for students and families to explore. <https://www.arcnj.org/information/healthylifestyles.html>
- **Helping Adults with Intellectual and Developmental Disabilities Become Comfortable with Face Masks** by The Boggs Center on Developmental Disabilities provides strategies supporters can use to help adults with I/DD become more comfortable with face masks. http://rwjms.rutgers.edu/departments_institutes/boggscenter/links/documents/HelpingAdultswIDDFaceMasks-F.pdf
- **Wearing a Face Mask: A COVID-19 Social Story for Adults with Intellectual and Developmental Disabilities** by The Boggs Center on Developmental Disabilities can help readers understand why face masks are important for themselves and others to wear. Supporters of people with I/DD can also use this resource to discuss the importance of face masks by printing or sharing with the person on a computer screen, tablet, or smartphone. http://rwjms.rutgers.edu/departments_institutes/boggscenter/links/documents/FaceMaskSocialStoryAdultswIDD-F.pdf

TRANSPORTATION & COMMUNITY ACCESS

- **Quick Guide: Transportation and Travel Instruction** from the National Technical Assistance Center on Transition. <https://transitionta.org/system/files/resources/QGTransportation2016.pdf>
- **NJTIP: NJ Travel Independence Program** is offering personalized online travel training for individuals, along with transit orientations with “virtual field trips” for schools and agencies. Training is available on multiple platforms. <http://vtc.rutgers.edu/njtip/>
- **NJ TRANSIT** website can be accessed to expose students to services, maps, and accessibility options. <https://www.njtransit.com/>
- **NJ TRANSIT Safety** offers free statewide safety education presentations for all age groups. Students can participate in the Scouts of New Jersey Patch Program by completing the listed activities identified for their grade level. <https://www.njtransit.com/safety>

- **NJ Find-A-Ride** is an online directory of public and accessible transportation options. The website offers a place to look at how to get from one location to another in a local community through a searchable database. <https://www.njfindaride.org/>
- **A Chance to Ride: Introducing Young Adults with Autism to Independent Travel** was created by The Kennedy Center and funded by Autism Speaks. This curriculum includes an independent travel pre-assessment, six leveled lessons, activities and PowerPoints for instruction. Some materials may need to be adapted for distance learning. <https://www.thekennedycenterinc.org/what-we-do/programs-services/mobility-services/publications-resources.html>
- **Students on the Go: A Travel Training Manual** created by Laurent Clerc National Deaf Education Center at Gallaudet University, can provide insight to various topics for travel related instruction. <https://www3.gallaudet.edu/clerc-center/info-to-go/transition/students-on-the-go.html>
- **A Guide to Travel Training** was prepared by Ride Connection and funded by Special Transportation Funds through the Oregon Department of Transportation Public Transit Division. This guide provides insight into different topics and skill areas that should be addressed in relation to travel instruction including self-regulation, goal setting, self-advocacy, behavior and navigation tools. <https://www.milestones.org/files/legacy/2016/04/Ride-Wise.A-Guide-to-Travel-Training-12-7-09.pdf>
- **Building Awareness in Accessible Transportation: Transit assessment guide for students, families and educators** created by the National Aging and Disability Transportation Center. <https://www.nadtc.org/wp-content/uploads/NADTC-Building-Awareness-in-Accessible-Transportation-for-Students.pdf>

YOUR OWN COMMUNITY LIVING RESOURCES

Use this space to record any resources you know of and use to help students with disabilities develop community living skills that aren't listed.



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