



Academy of Whole Learning

Adult Education

We teach students ages 18 to 26 the mindsets to be forward thinkers, the insights to be aware of and command their own thought processes, and the social and vocational skills necessary to thrive in their communities, and in the workplace.

2020 - 2021
ADULT EDUCATION CATALOG



Academy of Whole Learning

Adult Education

Employment Skills I

Monday-Thursday 1:00pm-2:00pm

8/31 to 5/29, 2020-2021

Staff: Michael Faeth

Course Description

Employment Skills I is designed to implement, practice, and refine the executive functioning skills, vocational skills, social skills, and positive mental health strategies that young adults will need to be successful in the acquisition, retention of, and promotion within a place of employment. It is a direct instruction, hands-on, and group discussion course that utilizes materials pulled from a variety of social skills, vocational skills, and education-based research. Employment Skills I focuses on the development of the vocational and executive functioning skills necessary in the workplace for young adults with autism spectrum disorder and other neurodiverse learning needs. Employment Skills I also provides instruction, discussion, demonstration, modeling, interactive practicing, and generalizing and adaptation of behaviors and mindsets to fit a variety of adult situations.

Cost for year: \$4,625

Per month (9 months): \$514

Goals/Objectives

- Research and discuss the importance of maintaining employment, particularly as it relates to financial self-sufficiency.
- Learn about the importance of appropriate hygiene, grooming, and dress as it translates from a casual environment to a work environment.
- Develop self advocacy and assertiveness skills in the workplace through modeling, discussion, and practice scenarios.
- Learn and practice problem solving skills with coworkers in a vocational setting.
- Develop perspective taking and an understanding of differences in individuals that will present themselves in work and life situations.
- Develop task initiation skills and how to fit goals and goal planning into vocational pathways.
- Research and discuss the particular importance of attendance, punctuality, and time management skills in a vocational setting.
- Understand positions of authority and interpersonal accountability within a vocational setting.
- Learn the different types of training and skills necessary to obtain different types of jobs.
- Understand different factors that lead to job retention, dismissal, and promotion.
- Practice and research how to use various job search engines. Practice and develop skills in decoding job postings.
- Practice and research how to write resumes, cover letters, and practice job interview skills to meet the demands of various job postings.

Syllabus

Week 1: Orientation

- Students will learn and discuss the fundamentals of a job and how a vocational setting is similar and different to other social situations.
- Students will compare and contrast their work experiences, if applicable.

Week 2: Career Assessment

- Using MCIS and other career software, students will complete career assessments (or build on previously completed career assessments) to find appropriate career paths that are of interest to them.
- Students will identify personal career vocational skills, interests, and goals.
- Students will identify necessary skills, educational attainment, and job experience necessary to acquire careers in those fields.

Week 3: Entry-Level Jobs

- Continuing from the prior week, students will explore entry-level jobs, both within and outside of their fields of interest.
- Students will research and explore the concept of an entry-level position, how the expectation and pay is potentially different from a career, and how to demonstrate aptitude within an entry-level position to climb the career ladder.

Week 4: How much \$\$ is enough?

- Students will use MCIS' "Reality Check" to examine and predict their own reasonable cost of living.
- Students will compare and discuss the costs associated with adult living and living (semi)independently.
- Students will compare and contrast different occupations and their pay ranges to determine how much each job can reasonably provide after taxes and other deductions.

Week 5: Timecards, Paychecks, and Legal Employment

- Students will examine and discuss the purpose and usage of timecards, how to complete a timecard, monitor one's own time, and prepare and predict the amount of time to complete a task.
- Students will examine and complete the legal paperwork necessary to work (W-4, I-9), students will understand the purpose of withdrawals, taxes, and documentation.
- Students will examine and discuss the purpose of a paycheck. Students will examine and discuss each aspect of the paycheck.

Week 6-7: Professionalism in the Workplace (Appearance)

- Students will research and discuss the concept of "professionalism" in the workplace as it pertains to physical dress and appearance.
- Students will discuss and model appropriate and inappropriate dress, self-care, hygiene, grooming, and posture in the workplace (and how it affects others' perceptions of us).

Syllabus (continued)

Week 8-10: Professionalism in the Workplace I (Behavior)

- Students will research and discuss the concept of “professionalism” in the workplace as it pertains to behavior, attitude, and communication.
- Students will discuss and model basic appropriate and inappropriate behaviors in the workplace.

Week 11-13: Job site tour/speaker/job shadow

- This will not necessarily fall during this time, but is meant to reflect the expected amount of time during the school year spent on site visits and/or guest speakers.

Week 14-18: Safety, Self-Advocacy, and your rights in the workplace

- Purposefully placed together, this topic will cover how to stay safe in all forms in the workplace, including:
 1. Workplace boundaries (yourself and others)
 2. Sexual harassment and reporting procedures
 3. Labor laws
 4. Standard physical safety practices (including COVID awareness)
 5. OSHA Standards
- Dovetailing with topics covered in Home Living I, students will learn basic First Aid in the workplace, including CPR and AED.

Week 19-21: Authority and Procedure in the Workplace

- Students will research, examine, and discuss the role of hierarchy in the workplace, including understanding and meeting expectations, following directions, demonstrating respect, and self-advocating in a professional manner.
- Students will research, model, and discuss the concept of accountability (including “accountability talk”).
- Students will discuss the importance of receiving feedback and discuss and model appropriate and inappropriate ways to receive and incorporate feedback.
- Students will discuss activities that require approval and direction from others, and those that can be handled by the individual. Students will discuss and debate when it is appropriate and/or necessary to ask for help and direction from others, and when it is not.

Week 22-23: Communication, Teamwork, and Self-Monitoring in the Workplace

- Referring back to topics on Professionalism, this will dive more in-depth on the expectations and strategies of communicating with coworkers.
- Dovetailing with topics covered in Self-Determination I, this will explore how self-advocacy can look different in a vocational setting.
- Students will learn about the importance of teamwork and how to meet the needs of others, as well as yourself, in a vocational setting.

Syllabus (continued)

Week 24: Personal Responsibility and Task Initiation

- Building off of previous weeks and discussions in Self-Direction I, students will discuss and model the concept of personal responsibility and task initiation in the workplace.
- Dovetailing with Self-Determination I students will compare and contrast differences in task initiation and responsibility at work and in their personal/social lives.

Week 25-26: Time Management and Prioritizing Tasks

- Building off of concepts covered last week, students will explore and discuss how to manage one's time in the workplace and prioritize work.
- Students will learn and model the Eisenhower Decision matrix to learn to balance between addressing the immediate need versus long-term planning.

Week 27-28: Customer Service

- Students will learn the difference in communication with customers vs. coworkers.
- Students will learn, practice, and model de-escalation strategies when dealing with customers and coworkers.
- Students will learn to anticipate customer expectations and interpret and manage tone of voice, body language, and individual differences.

Week 29-30: Job Search/Job Postings

- Students will learn to use various job search engines to explore available job options
- Students will evaluate qualifications and skills necessary within job posting to determine their own personal qualifications for employment.
- Students will learn to decode business jargon within job postings

Week 31-32: Resume/Cover Letters

- Students will learn what a resume/cover letter is, its importance, and examine various formats and styles of each.
- Students will create (or edit) multiple resumes and cover letters of their own, building off of their prior knowledge of different job postings and expectations. Students will learn how to accurately, yet positively and enthusiastically, list and market their skills and experience.

Week 33-34: Job Interviews

- Students will learn what a job interview is and its importance
- Students will observe various job interviews and learn do's and don'ts of job interviewing.
- Students will prepare and practice for mock interviews for different job postings with both familiar and unfamiliar staff members.
- Students will learn how to accurately, yet positively and enthusiastically, list and market their skills and experience.



Academy of Whole Learning

Adult Education

Home Living Skills I

Mondays and Wednesdays- 2:00pm-3:00pm

8/31 to 5/28, 2020-2021

Staff: Michael Faeth

Course Description

Home Living I is a course designed to implement, practice, and refine the basic and intermediate home living skills necessary for young adults to live independently (or to the highest degree of independence possible). It is a direct instruction and hands-on learning course that utilizes materials pulled from a variety of life skills and transitions curriculum. The course is designed for those who can meet the most basic needs of self-care, but need instruction and practice in the self-management and executive functioning skills necessary for increased independence and autonomy. Coinciding with Community Networks I, Home Living I is meant to develop skills and knowledge that will then be modeled and implemented in the community in a variety of true-to-life scenarios.

Cost for year-- \$2,350

Per month (9 months)- \$262

Goals/Objectives

- Participants will develop and enhance competencies in the following Home Living areas:
 1. Laundry
 2. Telephone Usage/Scheduling/Appointments
 3. First Aid/Medical Awareness
 4. Personal Health/Nutrition
 5. Home Improvement
 6. Safety
 7. Finances/Money Management

Syllabus

Week 1: Orientation

- Students will discuss the importance of home living skills as it relates to transitioning into self-care and personal independence.
- Students and parents will complete the “Home Living” section of the Enderle-Severson Transition Rating (ESTR) to create an inventory of independent skill-sets and experience as it relates to independent living skills.

Weeks 2-5: Personal Health, Nutrition, and Fitness

- Dovetailing with topics covered in Self Determination I, Employment Skills I, and Community Participation I, students will research and discuss topics around their physical, emotional, and mental health.
- While Self Determination I will focus extensively on the need for self-accountability for one’s own health, Home Living I will focus on the “how” of creating positive everyday habits and plans that lead to better personal self-care and healthiness.

Weeks 6-7: Personal Cleanliness

- Students will research, model, and discuss cleanliness techniques and practices for themselves.
- Students will learn about the frequency of personal hygiene needs, what products are necessary, and other troubleshooting techniques for personal hygiene (unit dovetails with Self Determination and Employment Skills)

Weeks 8-9: Transportation

- Dovetailing with topics covered in Community Participation I, students will research transportation options available in the Twin Cities and how it relates to their everyday lives.
- In particular to Home Living I, students will learn the “rules of the road”, either as a supplement/introduction to acquiring their driver’s permit/license, or to be a more informed commuter/passenger.

Weeks 10-12: Home Inventory

- Students will learn the importance of keeping a property inventory of goods in the home. Students will research and discuss proper storage techniques for various household items.
- Using different phone and computer apps, students will practice inventory management and organizational skills in the home.
- Dovetailing with Community Participation I and Consumer Planning I, students will make shopping lists based on inventory needs in the home.

Syllabus (continued)

Weeks 13-14: Home Maintenance

- Students will learn the importance of basic home maintenance and how to check on the well-being and upkeep of their home.
- Dovetailing with Community Participation I and Consumer Planning I, students will research the tools and skills necessary to complete basic home maintenance and repair activities, as well as the cost and options of calling a maintenance professional.

Week 15-16: Recreation and Leisure

- Students will brainstorm and research various recreational activities and begin to plan, as a group, recreational activities for class as part of Home Living I and Community Participation I.

Weeks 17-19: Housing Options

- Dovetailing with Community Participation I and Consumer Planning I, students will research and discuss various living options in the Twin Cities and outstate, including:
 1. Renting (Apartment, Home, Townhome, etc)
 2. Ownership (Home, Condo, Townhome)
 3. Having/finding roommates
 4. Comparison shopping
 5. Components of a loan application, rental application, and a mortgage
- Students will research different rental and home buying websites to compare and contrast options and cost.

Week 20: Laundry

- Coinciding with units in Community Networks I and Consumer Planning I, students will learn basic and intermediate skills around laundry and garment care, including:
- Washing clothing, bedding, and linens
- Stain Removal
- Folding, hanging, and storing clothes
- Use of public and communal and laundry facilities
- Week will conclude with a visit to a community laundry facility.

Weeks 21-22: Food Safety

- Students will research, discuss, and practice proper food safety techniques, including proper handling, storage, and sanitation and cleaning of food.
- Students will research and discuss food contamination issues, including food borne illnesses and contamination.

Syllabus (continued)

Week 23-24: Managing Technology Usage

- Students will research and discuss proper and healthy use of technology at home, work, and school, including use of email and social media.
- Students will research and discuss methods of catfishing, information gathering, and cybersecurity threats found online.
- Students will research and discuss appropriate and inappropriate social contacts found online.

Week 25: Personal Information

- Continuing from the prior unit, students will discuss proper retention and maintenance of personal information, who does and does not need your personal information and for what situations, and how to remember and safeguard important information.

Week 26-28: Home Cleanliness

- Students will research, model, and discuss cleanliness techniques and practices for the home.
- Students will learn about the frequency of needing to do household chores, what products are necessary, and other troubleshooting techniques for home care.

Week 29: Medication and Medical Care

1. As part of Community Participation I unit, students will research and discuss:
2. How to get well when you are sick or hurt
3. How to take care of yourself when you are sick and hurt
4. How to seek medical care or attention for various ailments
5. How to use and refill medications responsibly

Week 30-32: First Aid

- In continuation from the previous unit, students will learn basic and intermediate first aid skills, including caring for self and others using first aid, CPR, and AED.

Week 33: Home Safety

- Students will research and discuss home safety techniques and strategies, including:
- Locking up/security
- Proper use of appliances, tools and equipment, etc
- Chemicals/poisons/reading labels
- Knowing when/how to contact emergency services

Week 34: Wrap Up/Conclusion



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Adult Education

Personal Finance I

Mondays and Wednesdays 3:00pm-4:00pm

8/31 to 5/28, 2020-2021

Staff: Michael Faeth

Course Description

Personal Finance I is a course designed to develop the basic and intermediate financial planning, awareness, and decision-making skills necessary to manage one's own finances, make informed consumer decisions, manage and understand debt, and understand long-term savings decisions. It is a direct instruction, group discussion, and hands-on course that corresponds with other Adult Education Programming to give students the practice, confidence, and awareness to make independent financial decisions to achieve increased financial independence and autonomy.

Cost for year-- \$2,350

Per month (9 months)- \$262

Goals/Objectives

- Students will develop basic and intermediate understanding of earnings and the importance of steady employment to remain financially solvent.
- Students will learn to read and interpret paychecks and bank statements.
- Students will learn basic and intermediate budgeting skills, both short-term and long.
- Students will develop basic and intermediate understanding of credit, interest, and debt.
- Students will learn different cost-saving strategies.
- Students will learn different techniques and strategies to comparison shop, both for small and large purchases.
- Students will learn about different agencies, services, and organizations that help with understanding finances, taxes, budgeting, and financial assistance.

Syllabus

Week 1: Orientation

- Students will discuss the basics of financial management and the importance of being responsible and knowledgeable in the management of one's own finances.

Weeks 2-4: Earnings

- In conjunction with units in Employment Skills I, students will use the Minnesota Career Information System (MCIS) to research various job options and their average earnings.
- Students will use MCIS 'Reality Check' to do baseline analysis of necessary earnings to maintain their desired lifestyle.
- Based on skills, interests, and random luck of the draw, students will be assigned "careers" for a year-long financial simulation.

Weeks 5: Paychecks and Taxes

- In conjunction with the unit in Employment Skills I, students will learn each aspect of a paycheck.
- Students will compare and contrast benefits of direct deposit vs. physical paycheck.
- Students will discuss taxes and various withholdings from paychecks.
- Students will begin to document their weekly "income" from simulated job experiences.

Week 6-8: Budgeting

- In continuation of documenting income, students will learn basic and intermediate budgeting skills.
- Students will learn double-entry bookkeeping to learn to balance their expenses and understand the difference between income and expenses/debit and credit.

Week 9-10: Credit

- In continuation of the previous unit, students will learn the basics of credit, including taking out loans, using a credit card, and how debt and interest can accumulate if not paid off regularly.

Weeks 11-12: Cost Saving Techniques

- In conjunction with units from Home Living I and Community Networks I, students will learn various cost saving techniques, including:
 1. Coupons
 2. Sales
 3. Buying in bulk
 4. Discount stores

Weeks 13-16: Comparison Shopping

- In conjunction with units in Community Participation I and in continuation of unit on Budgeting, students will learn techniques for comparison shopping and learn how to combine comparison shopping with long-term budgeting to find goods at best available price.
- Students will learn about and practice use of price-tracking apps available on both smartphones and computers.

PERSONAL FINANCE SKILLS

Syllabus (continued)

Weeks 17-20: Housing Options

- In conjunction with Community Participation I and Home Living I, students will compare and contrast housing options, including:
 1. Renting (Apartment, Home, Townhome, etc)
 2. Ownership (Home, Condo, Townhome)
 3. Having/finding roommates
 4. Comparison shopping
 5. Components of a loan application, rental application, and a mortgage
- Students will incorporate knowledge into year-long budgeting activity, as well as apply understanding of interest to weigh long-term costs of buying vs. renting.

Weeks 21-24: Banking

- In conjunction with Community Participation I and Home Living I, students will research and utilize various banking techniques as part of their year-long financial simulation.
- Students will simulate the creation of their own savings accounts, checking accounts, taking out a loan for various items, and using a debit card.
- Aspects of this unit will be spread throughout the course.

Weeks 25-26: Insurance Options

- In conjunction with Community Participation I, students will research various insurance options, including the need for insurance, costs, different term options, and cost/benefits of over-/under-insuring vs. saving/investing

Weeks 27-28: Investing

- Using the “Stock Market Game”, students will simulate the act of investing in the financial markets (stocks and bonds)
- Students will research and learn the to save and invest to accrue compounding interest over time
- In conjunction with Community Participation I, students will research different investment options, including online brokerage and managed brokerage accounts.

Weeks 29-30: Paying Bills

- Students will research and discuss the necessity and purpose of paying bills, the various methods through which one can pay one’s bills, and different techniques to remember to pay bills and stagger bill payments.
- Students will practice paying bills online and through mail through simulated modules/activities.

Weeks 31-33: Governmental Assistance/Agencies

- Students will research and discuss different types of services available through their federal, state, and local governments, how to access those services, who is eligible for them, and where to go to receive those services.
- Students will compare/contrast fee-based services, where applicable, and consider/discuss the necessity of services.

Week 34: Conclusion

Community Networks and Participation I

Tuesdays and Thursdays 3:00pm-4:00pm

8/31 to 5/29, 2020-2021

Staff: Michael Faeth

Course Description

Community Networks I is a two-part course designed to research the various social, financial, educational, communal, medical, and vocational (among other) options that exist in the Twin Cities metro area both in-class and hands-on in the community. Students will research and discuss various aspects of the Twin Cities in weekly preparation for site visits so they can practice and implement the skills they will need to live, work, and thrive in their community.

Cost- \$7,000 (including all memberships, transportation costs, and food/tickets purchased for year)
Per month (9 months)- \$778

Goals/Objectives

- Students will develop confidence, comfortability, continuity, and awareness of their community to be more active in all aspects of communal living.
- Students will learn, practice, and develop confidence in the use of community and/or individual transportation options to be able to explore their community.
- Students will reinforce topics learned both in-class and in other vocational/home-living courses by practicing hands-on within the community.
- Students will develop more awareness of and responsibility for their health, finances, education, transportation, and home living needs by learning the necessary prerequisite skills and knowledge through in-class and community-based experiences.
- Students will learn, practice, and model problem solving skills in the community.
- Students will learn about and compare/contrast different options as they exist within the community to meet their social, financial, medicinal, and educational needs.



Syllabus

Weeks 1-2: Orientation

- Familiarize ourselves with each other, build community and continuity (emphasized more in this class than others because of the strong social component).
- Review all school bus expectations and safety protocols.
- Discuss scheduling and pickup when we are in the community.
- Discuss safety and communication as a group when we are in the community.
- Review specific CDC guidelines for COVID-19 and policies related to social distancing and what may or may not be open over the course of the school year.

Week 3: Fitness Center

- Students will research and examine different fitness center/health club options, comparing:
 1. Public vs. Private
 2. Daily, Monthly, Annual Rates
 3. Paying for a personal trainer or not
 4. Buying equipment to use in the home as alternative or supplement
- Students will end the week by visiting 1-2 fitness centers to consider membership for the academic school year with the goal to visit once per week during the school year.
 1. Students will compare and contrast different equipment, classes, auxiliary options (pool, spa, etc) and location
- Unit will dovetail with units in Home Living I on personal health and fitness.

Week 4-7: Basics of Public Transportation

- Students will research and examine basic components of public transportation in the Minneapolis-St. Paul metropolitan area, including:
 1. Metro Transit Busing
 2. Lightrail (Green, Blue, and Southwest Lines)
 3. MetroMobility
 4. Non-public rideshare options like Uber and Lyft
- Students will learn the basics of a bus schedule, how to plan a trip, and how to anticipate bus arrival, availability, and walkability between routes to plan the most efficient trip.
- Students will plan routes from their home, school, potential places of employment, and key destinations in the Twin Cities area.
- Students will continue public transportation unit with multiple trips to Twin Cities destinations using MetroTransit as a group throughout the school year.
- Unit will dovetail with unit in Home Living I on transportation needs, and Personal Finance I on comparing transportation expenses.

COMMUNITY PARTICIPATION SKILLS

Syllabus (continued)

Week 8: Library

- Students will research and explore the function of public libraries, as a:
 1. Repository for books, music, and videos
 2. Community meeting space
 3. Public education and cultural events space (will also explore other community and cultural events outside of library system)
- Unit will conclude with a trip to the local public library where students will apply for library cards, if applicable.

Week 9: Voting

- Coinciding with the 2020 Election, students will learn the components of registering to vote and voting on election day, including:
 1. Informing yourself on the candidate's positions
 2. Providing and bringing proper identification
 3. Locating and arriving to your polling place
 4. Voting
- Unit will conclude with a trip to a local voting precinct on Election Day.

Week 10-12: Grocery/Department Store

- Students will research and explore the function, purpose, and differences between different grocery and department stores, including:
 1. Big Box Stores
 2. Local stores
 3. Discount stores
 4. Organic/high end stores
 5. Specialty stores
 6. Online shopping
- Students will practice:
 1. Planning transportation to/from stores
 2. Price comparison/sales/coupons
 3. Menu/Itinerary Planning (as part of Home Living I)
 4. Budgeting for goods (as part of Consumer Planning I)
- Each week will conclude with a trip to different grocery/department stores for comparison shopping.

COMMUNITY PARTICIPATION SKILLS

Syllabus (continued)

Week 13-14: Home Improvement Store

- As part of unit on Home Improvement in Home Living I, students will research the function, purpose, and differences between different home improvement stores, including:
 1. Big box stores
 2. Local hardware stores
 3. Speciality stores
 4. Online shopping
- Students will practice:
 1. Planning transportation to/from stores
 2. Price comparison/sales/coupons
 3. Finding proper equipment for various home improvement tasks
- Finding local specialists for tasks outside of personal abilities.
- Each week will conclude with a trip to a different home improvement store for comparison shopping.

Week 15-16: Medical Appointments

- As part of unit on Healthy Living and Medications in Home Living I, students will research function, purpose, and difference between different medical appointments, including:
 1. Doctor, Dentist, Therapy, etc.
 2. Different types of appointments (same day, long-term, recurring, routine, case-specific)
 3. Appointments made by telephone, online, in-person
- Each week will conclude with trip to different mock medical appointment.

Week 17-19: Housing Options

- As part of unit on Housing Options in Home Living I and Consumer Planning I, students will research different living options in both the Twin Cities area and outstate, including:
 1. Renting (Apartment, Home, Townhome, etc)
 2. Ownership (Home, Condo, Townhome)
 3. Having/finding roommates
 4. Comparison shopping
 5. Components of a loan application, rental application, and a mortgage
 6. Students will research different rental and home buying websites to compare and contrast options and cost.
- Each week will conclude with visit to apartment/home showing.

Week 20: Laundromat

- Students will learn and practice the basics of laundry care, including:
 1. Washing clothing, bedding, and linens
 2. Stain removal
 3. Folding, hanging, and storing clothes
 4. Use of public and communal and laundry facilities
- Week will conclude with visit to community laundry facility
- Course dovetails with the unit on Laundry in Home Living I.

COMMUNITY PARTICIPATION SKILLS

Syllabus (continued)

Week 21: Religious Services

- Students will research different religious practices and services in the Twin Cities area.
- Time permitting, students will visit different institutions of religion.

Week 22-24: Museums

- Students will research different museums and cultural centers in the Twin Cities area, including:
 1. Cost of admission
 2. Hours of operation
 3. Recurring/special exhibitions
 4. Discount/speciality nights
 5. Public Reviews
- At the end of each week, students will visit a museum or cultural center in the Twin Cities.

Week 25: Bank Accounts

- Students will research various aspects of a bank account, including:
 1. Savings
 2. Checking
 3. Interest
 4. Loans
 5. Debit/Credit/ATM
- Students will practice balancing a checkbook, dovetailing with Consumer Planning I
- At the end of the unit, students will visit and tour a bank.

Week 26: Financial Services/Insurance

- Students will research various financial service and insurance institutions, dovetailing with Consumer Planning I
- Students will research
 1. Insurance (Auto, Home, Car, Life, etc)
 2. Planning for retirement
- At end of unit, students will visit a financial service/insurance company.

Week 27: Dining Out

- Students will research different dining options in the Twin Cities, taking into account:
 1. Cost
 2. Location
 3. Convenience
 4. Hours
 5. Taste preference
 6. Reviews
- Students will model and practice how to order, proper table manners, and tipping.
- At the end of the unit, students will choose a restaurant together and demonstrate their knowledge from the week.

COMMUNITY PARTICIPATION SKILLS

Syllabus (continued)

Week 28: Post Office/Package Delivery

- Students will research and compare different postal/package delivery options, including USPS, FedEx, and UPS. Students will evaluate: cost, location, convenience, and reliability.
- Students will research rules on what can and cannot be sent through the delivery system.
- Students will research and practice different methods of package and parcel delivery.
- Students will learn how to address and ship envelopes and packages.
- At the end of the week, students will visit the post office to practice sending packages/letters.

Week 29-33: Intermediate Public Transportation

- Students will revisit and recreate lessons from the beginning of the year regarding public transportation, this time with more independence and oversight.
- Students will, in groups, plan trips to various locations in the Twin Cities, absent teacher oversight.
- Students will, with teacher, revisit sites in the Twin Cities at the end of each week, using public transportation (and with descaffoled support, when appropriate).

Week 34: Recap/Celebration



Academy of Whole Learning

Adult Education

Self Determination I

Monday - Thursdays 12:00pm-1:00pm

8/31 to 5/29, 2020-2021

Staff: Michael Faeth

Course Description

Self-Determination I is designed to implement, practice, and refine the executive functioning skills, social skills, and positive mental health strategies that young adults will need to live their most independent and self-fulfilled lives. It is a direct instruction and group discussion course that utilizes materials pulled from a variety of social skills and education-based research, focused on growth mindset, social skills, and executive functioning skills development (particularly mindfulness, working memory, time management, planning, problem solving, cognitive flexibility, self-regulation, and self-awareness/monitoring) for young adults with autism spectrum disorder and other neurodiverse learning needs. Self Determination I provides instruction, discussion, demonstration, modeling, interactive practice, and generalization and adaptation of behaviors and mindsets to fit a variety of adult situations.

Cost for Year: \$4,625

Per month (9 months): \$514

Goals/Objectives

- Learn about oneself, specifically one's disability and how it plays into how you learn and adapt in society.
- Learn the importance of individual and social accountability, how to set short and long-term goals, and how to follow through.
- Increase organizational skills through the use of digital planners.
- Develop self advocacy and assertiveness skills through modeling, discussion, and practice scenarios.
- Learn and practice problem solving skills with peers.
- Practice and develop time management skills.
- Develop character, personal ethics, and responsibility through modeling, discussion, and practice scenarios.
- Develop perspective taking and an understanding of differences in individuals that will present themselves in work and life situations.
- Develop task initiation skills and how to fit goals and goal planning into life pathway.
- Develop and discuss metacognition and higher-order thinking.
- Develop and discuss sustained attention and working memory.

Syllabus

Week 1: Orientation

- Students will discuss the basics of what it means to be self-determined and the core principles of self-determination.
- Students will participate in group-building activities to strengthen their sense of community and develop rapport.
- Students will review goals set in the previous year (if applicable) and review learning style surveys.

Week 2-4: Self-Awareness and Assessments

- Students will complete new learning style and interest surveys. Students will discuss with the group and compare/contrast to find similarities and differences.
- Students will complete (with staff) a yearly transitions assessment to identify individual strengths, needs, preferences, and areas for growth.
- Students will complete the ARC Self Determination scale to assess self-determination strengths and weaknesses and to develop self-determination goals and objectives.
- Students and parents will complete the Field Hoffman Self-Determination Assessment Battery to determine self-determination strengths and weaknesses.
- Students will answer “what” and “why” questions about themselves, then compare/contrast with the group to understand similarities and differences.
- Students will research and write self-assessments and discuss with staff personal strengths and areas of growth to address in the coming school year.

Week 5-6: Goal Setting

- Students will learn and discuss the fundamentals of SMART goals.
- Using information gathered from determination assessments, learning and interest surveys, and class discussions, students will make short- and long-term goals for themselves for both the semester and academic school year.

Week 7-8: Self-Monitoring and Disability Awareness

- Students will discuss their disability and read and discuss examples of those with autism spectrum disorder (and related differences) who have led successful lives.
- Students will discuss and compare adaptations necessary to find success in life with autism spectrum disorder, both for themselves and in explaining themselves to and understanding of a neurotypical world.
- Students will discuss and practice mindfulness and how it can be used to understand and clarify one's thoughts and feelings.

Week 9-11: Social Norms

- Building off of the prior weeks, students will discuss and learn standard social norms in various community and social settings, including: reading body language, social cues, opportunities to enter and leave conversations, understanding unspoken rules and expectations, predicting expected behavior to fit a given social situation, and expectations of dress to fit a given social situation.

Syllabus (continued)

Week 12-13: Healthy Relationships

- Students will research and discuss different types of social and non-business relationships both in a communal, familial, and intimate setting. Students will research and discuss setting appropriate boundaries, anticipating and resolving conflicts/differences of opinion.
- Students will research and discuss what constitutes a healthy and unhealthy intimate relationship and/or friendship.

Week 14-16: Personal Ethics and Responsibility

- Students will research and discuss different values, moral, and personal codes of ethics. Students will discuss how those conflicts can overlap or come into conflict with social pressures, societal expectations, or situational ambiguities. Students will research and discuss the importance of having a code of ethics, while understanding and accepting differences in opinions, religions, values, and societal norms and expectations.
- Dovetailing with Employment Skills I, students will discuss when it is necessary to self-advocate in your life and the different means of doing so.

Week 17: Mid-Year Break, Reflection, and Goal Analysis

- Students will work with staff to review semester and yearly goals to reflect on their level of progress, potential need to reevaluate or set new goals, and what has helped expedite or inhibit progress in their goal areas.

Week 18-21: Positive Thinking and Gratitude

- Students will research and discuss the powerful effects of positivity and gratitude in our daily lives. Students will read and discuss excerpts from Achor's "The Happiness Advantage" and Yale's online "Science of Well-Being".

Week 22-23: Motivation and Procrastination

- Students will learn the tenants of motivation and procrastination and how the two are often at odds with each other.
- Students will research and discuss the core underlying reasons for procrastination (self-doubt, low-frustration tolerance, excuse making, etc.) and how to overcome them (making a plan, positive self-talk, identifying your distractions, learning to say "No", being patient with yourself)

Week 24-25: Task Initiation and Perseverance

- Building on prior weeks' discussions, students will research and discuss the importance of task interdependence and perseverance. Students will research and discuss how someone creates a mindset and organizational structure to initiative a task, and how a mindset can help develop perseverance (and when perseverance is necessary).
- Dovetailing with Employment Skills I, students will compare and contrast differences in task initiation and responsibility at work and in their personal/social lives.

Syllabus (continued)

Week 26-29: Organization and Time Management

- Students will research and discuss different organizational and time management techniques. Students will practice and implement various strategies to determine which works best for them.
- Students will research and discuss the mindsets and techniques necessary for becoming a more organized and efficient adult.
- Students will research and discuss the importance of routines, how to set and predict a reasonable and useful routine, and how to adapt to that routine using simulated scenarios within their schedules.
- Students will research, practice, and model different methods of setting an appointment, documenting that appointment, and ensuring their timely arrival to their appointment. Students will research and discuss the importance of making appointments and which events/situations require an appointment and which do not.

Week 30-32: Thought Patterns

- Students will research and discuss different thought patterns that emerge in our lives and how we address and understand them.
- Students will research and discuss the science behind thought processing, and how we can be in control of our own thought process.
- Students will research and discuss black-and-white thinking, overgeneralizing, stereotyping, emotional thinking/intelligence, and problem solving through reasoning.
- Students will revisit the concept and practice of mindfulness to be able to slow down and control our thought processes.

Week 33: Metacognition and Higher-order thinking

- Students will research, reflect on, and discuss various metacognitive strategies learned and discussed throughout the year.
- Students will research, reflect on, and discuss different taxonomies of thought and in which situations it is important to be able to reflect, analyze, and evaluate.

Week 34: End of Year Reflection, Goal Analysis

- Students will reflect on their goals for the year, evaluating their growth and potential continued need for perseverance into the next year.
- Students will summarize what was learned and reflected upon in end of year discussion/wrap up.



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Adult Education

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