

EMPLOYMENT

1 - Child care
 2 - Employment agencies
 3 - Help wanted
 4 - Resumes
 5 - Sales help wanted
 6 - Trade schools
 6A - Employment Aids
 7 - Work wanted

Does not appear today

Child Care Providers

VIEW SCHOOL DISTRICT
 us's on Plainfield. Full time
 ag. Experienced. Non-smok-

THE MORNING NEWS

4-11

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Full-time available. application Mon-Fri. 9-5

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Experience p

CARPENTER needed. 0103

Must have truck and license

LONG TERM - Temporary assignments available. Duties include screening calls, typing letters, memos and filing. Good hourly rate and incentive bonus program. Ask about our cash referral bonus.

CLERICAL TEACHERS - Spend your summer vacation earning top dollar! Must be 18, have reliable transportation, home phone. Confirm your work availability now! No fees! 241-6681

ACTION TEMPORARY SERVICES

CLERICAL - Individual or group assignments on Grand Rapids area. Excellent pay. Call 241-6681

PERSONNEL SERVICES
 2424 Burton SE
 957-3061

NO FEE

CLERKS - Now hiring part time. Apply at: **Convenient Food Mart**

CALL US!

PERSONNEL SERVICES
 2424 Burton SE
 957-3061

NO FEE

CLERKS - Now hiring part time. Apply at: **Convenient Food Mart**

DEIVER DRIVERS - Local and route needed now! Full time, permanent. Good pay! \$34-6000 J.O.B.S Fee

DELIVERY AND MAINTENANCE POSITION AVAILABLE - In our service department. Requires good driving record and excellent physical condition. We offer complete training and company benefits. Call Kentwood, MI 49508.

DELIVERY - Early morning delivery agents. 5 day delivery of USA. Excellent earnings. Call 1-800-333-ask for Mr. Wings.

DELIVERY/COUNTER PERSON - Afternoons Mon-Fri. Some experience required. Apply at 1724 Prairie SW, 8-5am

DELIVERY/SALES - Part time. Balloon and Gift Shop. Have good driving record. 1811 Plainfield NE.

DENTAL ASSISTANT - Southeast Orthodontic office. Someone to work in a team oriented setting. Send resume to: 2420 Burton, Grand Rapids, MI 49506.

DENTAL ASSISTANT - Circulating, in Grandville. Flexible hours. Please call or send resume to Dr. Jeff Smith, 3181 Prairie SW, Grandville

DRIVERS - Local and route needed now! Full time, permanent. Good pay! \$34-6000 J.O.B.S Fee

DRIVERS - DOT approved residential drivers. We work 100% and if you want to work for \$100,000 per year call 1-800-333-ask for Mr. Wings

DRIVE IS - Total earnings. We are a road drive company. Apply at 1811 Plainfield NE, Grand Rapids, MI

DRIVERS

LAKE STATES established national needs professional and paratransit capabilities

WE C J R

- We'll maintain your car
- Spouse message

Named after that part of the day which provides the greatest opportunity, The Morning News reports activities of the transition grant project. This publication is made possible by a grant from the Michigan Developmental Disabilities Council, contract # 90415. Life Skills Institute, Jenison Public Schools, Jenison, MI 49428.

NOVEMBER - DECEMBER 1990



Included in this issue:

- On Losing a Job
- GUESSWORK
- Autism Awareness Month

The Mail Box: Letters and Assistance From Subscribers

ABOUT OUR COVER: In creating a social story about recess at Van Raalte Elementary School in Holland, Michigan, the photographer asked the "soccer team" if she could photograph them. With verbal reluctance but demonstrated enthusiasm, the cover photo was the result. There are 8 boys and over 40 social cues in our cover picture. There were that many social cues before, and after the photograph was shot as well. Second by second, social interactions occur faster than a camera could ever shoot.

This grant has taught us the importance of social skills - from selecting the relevant cues to generating appropriate responses - for the success of our students. We nearly lost a vocational placement recently, and social skills were the major reason cited by the employer. Unlike math or reading, social skills are a part of everything...from playground, to classroom, to workplace. By focusing on this area, we've seen some progress amidst the disappointments and frustrations that have often been associated with this part of the curriculum.

We feel a responsibility to share the successes, as well as the disappointments, of the community based effort of this grant project. The article in this issue, "On Losing a Job", is about losing jobs and our first experience with a threatened vocational placement.

On Losing a Job

-Carol Gray

It was Christmas Day, 1968. Standing in my red and white volunteer "candy striper" uniform at 16, I felt pretty small as a heavy and graying Sister Theresa informed me I was no longer needed as a volunteer at St. Mary's hospital. To make a very long story short, I was "let go" for approximately the same reasons the Sisters set Maria forth from the Abby in "The Sound of Music". It was my job to deliver trays to patients, and I did...eventually. I would deliver the tray, then stop to chat with the patient, fluff their pillow, admire flowers, whatever... Meanwhile, an entire hospital could have starved to an untimely death in the time it took me to deliver a single tray. I simply didn't do the job, I was fired, and for a long time felt hurt and unsuccessful despite other successes.

So when I returned recently to my office to find a note indicating one of our training sites felt they would have to fire our student, my heart sank. Hello, reality, and Sister Theresa.

In a short period of time, the behavior of our student had deteriorated rapidly in this vocational placement. In talking with

the manager, we identified specific problems and worked out a "second chance" cooperative effort. We decided that following a short suspension, the student would return. I offered to coach the student as we had in the beginning, hoping to fade off as we had during his original training. Our goal was to have our student employee return to working without a coach, as successful as he had been at one time.

This was the first time, after almost 50 placements, that we faced the possibility of being asked to leave permanently. I was frightened. By far one of the toughest moments in this job were those spent explaining suspension to our student. I believe he was confused ...and probably like me at 16, didn't quite understand why he was in danger of losing his job. There was no question he wanted that job, yet I was uncertain of our ability to help him understand what he needed to do to keep it...and to make those changes permanent, without a coach present.

We literally dropped everything to quickly write a series of sequenced social packets that instructed the student in what he had to do to keep his job. By the time he returned to work five days later, he had completed packets on topics we felt were the most critical: refraining from using the telephone, and shouting across the store.

On the way to his job the first day of work after the suspension, I reviewed with the student all the things he needed to do to keep his job. On walking into the store, he went to the manager and said he would not use the telephone, and would not shout across the store. What struck me was that he mentioned the two topics he had covered in the sequenced packets, but NONE of the other behaviors we had discussed just minutes before.

As I coached this student, I found I had to use verbal prompts repeatedly to correct behavior and assist him in completing the task correctly. Still, he never shouted, and never went near the phone. As we developed sequenced packets to address other behaviors, he completed them and immediately ceased to need assistance in those areas as well. The packets worked so well that despite repeated successes we were surprised every time they worked. We are not accustomed to an intervention working so consistently well as this one did.

For now, and we certainly hope for a long time, this job is saved. Our student now works without a coach, back on his original schedule. He's proud, we're proud. And we all learned something in the process...

We learned that while we have no objectives to address this, losing jobs is as much a part of life in the community as getting them. Some of us may still be bitter that the Sisters kicked Maria out of the Abby. 😊 Others, like myself, may feel Sister Theresa's timing was a little "off" to fire a volunteer on Christmas Day. Irregardless, there's an Abby to run and trays to deliver no matter what our opinion might be. Life includes losing, learning, and trying again.

We also learned that despite the good intentions and hopes all of our businesses hold for our students, there's a logical limit of toleration in any site. When the success of one is threatened, so is the other. And for those of us who teach in the community, we develop an art of advocating for everyone... in the process of advocating for a business, we improve how we advocate for our students as well, and vice versa.

When we teach in the community, those elements we control diminish, and those elements under the control of our students and communities increase in return. Ultimately, the business in this story provided the second chance, and our student saved his opportunity for employment in return. Teaching in the community is the art of creating opportunity, and letting go. It is our students, and our communities, that create the successes.

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THE MAIL BOX:
LETTERS AND ASSISTANCE FROM SUBSCRIBERS

Thank you to all of you who have written and called us!

Requests for Materials

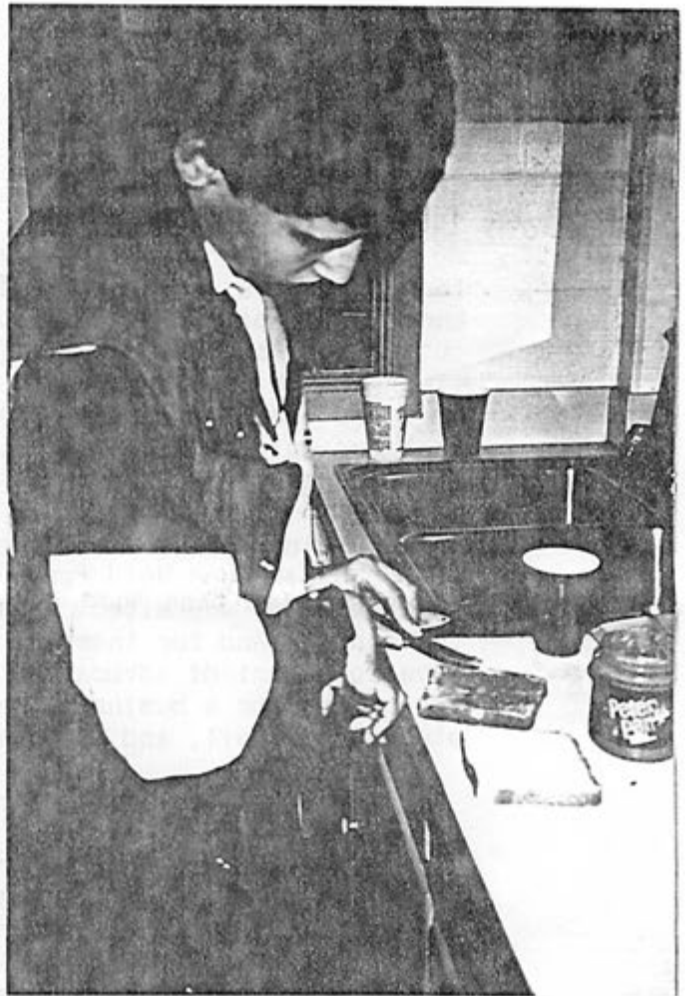
If you wrote requesting materials and have NOT received them, please let us know. From our perspective, we think we are "all caught up", so correct us if we are wrong and we will process your request immediately.

Thank you, too, for writing to share information and experiences! We start with two letters from students in South Carolina. Best of luck to you, Miller and Jeremiah! Our students will be writing to you very soon.

At Right: A picture of Miller Treadway, a student at Wade Hampton High in Greenville, S.C.. His letter is below, left.

Below Right: A letter from Jeremiah Davis, also a student at Wade Hampton High.

The letters have been reduced from their original size.



10-24-90

G

Dear friends,

I go to Wade Hampton High in the 11th grade. I go to school at 8:30 to 12:30 and I go to work 12:45 to 4:30. I work at Goodwill Ind. I have a problem with my hand I have a mother and father they are nice. My class is playing tennis for special. Oh when I am at school I read the News do scrubs, pushups and do the Tigger every day because my class is going to Charleston S.C. to compete in the Special Olympics.

Sincerely,
Miller Treadway

Dear friends

How are you? I am fine!

I am from Greenville S.C.

I like it here, I like Mrs. Mitchell's class.

How is it there? I like Mrs. Mitchell's class.

How is it up there in Michigan do you work?

I work in the school store selling candy at lunch.

well I hope you get lunch.

well I hope you get good grades on your report card.

you friend
Jeremiah Davis

The School District of Greenville County
Wade Hampton High School • Pine Knoll Drive • Greenville, South Carolina 29609 • 803-252-4557

From Indiana...

A "thank you" to Suzie Rimstidt, a Resource Specialist from the Institute for the Study of Developmental Disabilities at Indiana University for reminding us of The MAAP. The MAAP (More Able Autistic Persons) is a newsletter addressing the needs of higher functioning autistic children and adults. For further subscription information, contact: MAAP, c/o Sue Moreno, Editor, P.O. Box 524, Crown Pointe, Indiana 46307. In response to our request in the last newsletter for any information on camps addressing social skills, Suzie indicated that this may be a good resource to contact.

From Iowa...

Diana Pritts is the mother of two autistic children, and a teacher from Estherville, Iowa. She is writing a paper on adapting the regular education (elementary) curriculum for the inclusion of students with autism, and would appreciate any resources you could send her. Her address: Diana Pritts, RR#1, Box 126, Estherville, Iowa 51334. We'd also appreciate receiving any materials on that topic as well, our address is at the end of this newsletter.

From Hawaii...

We were VERY excited to add a subscriber from HAWAII this past month. Not that all subscribers aren't exciting, but Hawaii definitely captured our imagination. We hope to offer a "hand delivery" service of THE MORNING NEWS to Hawaiian subscribers!

Other Mail...

Thank you for the articles and information you have sent us. We would like to review some of those articles in THE MORNING NEWS and hope to do so in the next issue. We do read what you send us, and we will try to share that information in return.

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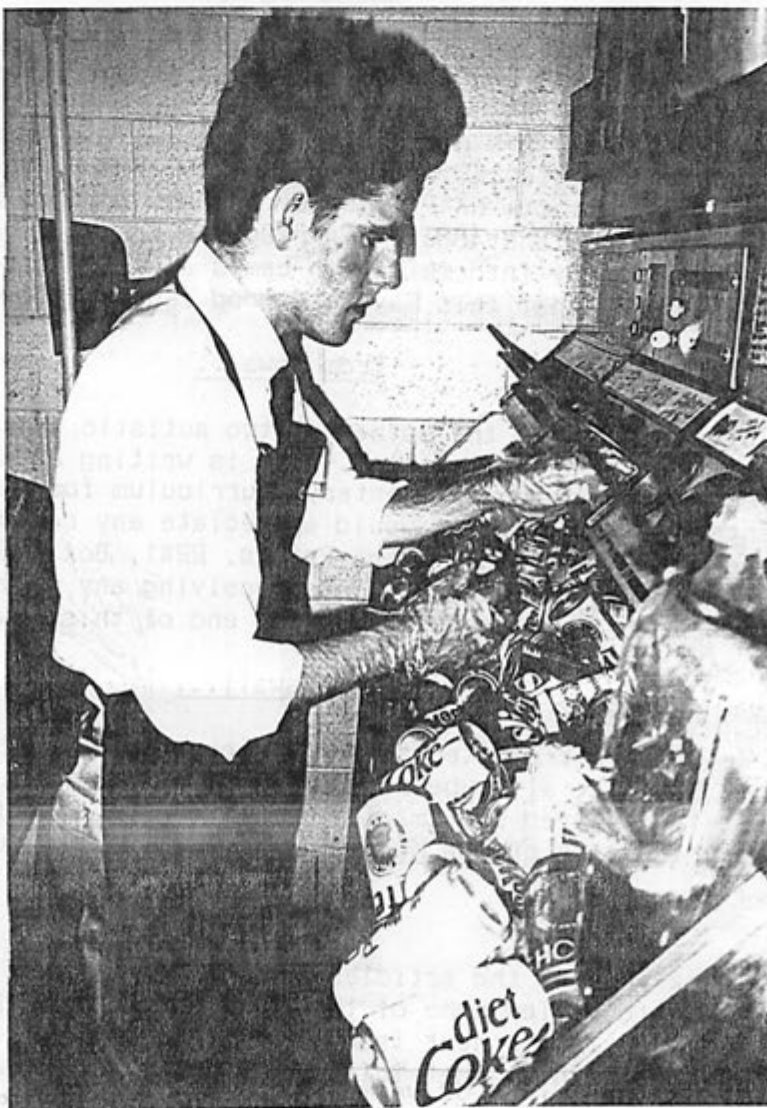
STORIES!

In our last newsletter we briefly mentioned that writing stories about social situations- social stories- seems to be helpful for some of our students. We began expanding on that idea since the last newsletter, finding we can incorporate all kinds of activities and different areas of the curriculum into these stories. In talking with Diana Pritts from Iowa (mentioned in the MAIL BOX, above) she mentioned a similar approach has been helpful with her son. Any ideas you are using along the line of writing stories to assist children with autism, we'd like to print your ideas. Chances are,

there are 100 ways to approach and write stories, and if we pool our resources we may come up with 101. We welcome your ideas.

At Right: A D&W
Associate,
Mike Moore.

Mike



HATS OFF AWARD!

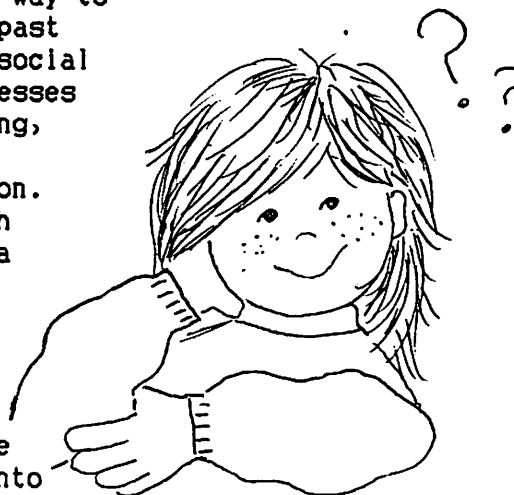
This issue's "Hats Off Award!" goes to Mike! Mike currently trains as a paid employee at D&W, with his coach, Judy Parish. Mike is "just one of the guys" at D&W, and he has made many genuine friends among the associates there. Mike is also training at Herman Miller, with his coach Joy Brower. Mike's attitude toward people is infectious, and he is to be commended for his efforts and accomplishments this past fall. (Those of you who have been subscribing for a while, might remember the article Mr. Moore wrote about his son, Mike, in our November/December issue just one year ago.)

GUESSWORK

-Carol Gray

The most successful people I know make exceptional guesses - not only that, they know when they need more information and recognize when NOT to guess. Unlike any other cognitive activity I know, making a guess requires us to draw from past knowledge, past experiences, and apply it to the present or future. Whether we are planning our day, monitoring our schedule, reading a novel, talking politics, grocery shopping, or playing...we make a series of guesses based on past experience.

Somewhere along the line, guessing got a bad name. Perhaps because it is what we are told to do as students if we don't KNOW. Maybe "wild" guesses ruined it for the entire lot. Still, in searching recently for a way to encourage our students to draw on past experiences, a skill essential in social situations and a ton of others, guesses seemed a logical activity. Guessing, perhaps, is one link between rote knowledge and functional application. Suddenly guessing doesn't have such a bad name at all, but except for a few areas like math and science, it's missing from curriculums.



We are developing a series of activities based on guessing - from simple and concrete, to more abstract and advanced - to build into our existing curriculums. This will take some time, but in the meantime we're discovering many casual ways to bring guessing into the curriculum. Some examples: I ask students when we are en route to training sites, how much time they think it will take us to get there, checking our guesses when we arrive; or we make guesses about social situations before they occur (What do you THINK will happen?) etc.. The possibilities are endless. Even though one student reported, "Guessing is hard, Carol Gray," his estimates are becoming more accurate with every guess, and we have gradually moved toward making more abstract judgements.

If you know of any existing resources or articles concerning the development of skills required to make judgements, etc., we would sincerely appreciate the information and promise to pass it on in the next newsletter.

DECEMBER IS DECLARED "AUTISM AWARENESS MONTH"

Photographs of our students will be in a display at Georgetown Library during the month of December. The Georgetown Library is located in our hometown of Jenison, Michigan. This display will include some pictures of our students working in job sites. Along with the pictures, some of the uniforms will be displayed from local Jenison businesses who have participated or are participating in our job skills training program. This exhibit will be displayed through the month of December. The West Shore Chapter, which is the parent group for this area, will be putting on the display.

In the next issue:

Part of the next issue will be written by you, we hope, as this one was. This is an open invitation to all of you to write to share experiences, information, or to send us a description of your program and it's activities.

We'll also be writing in the next issue about inclusion in regular education, an area we have neglected in the last few newsletters.

Please Don't Share This Newsletter

If someone asks to borrow this, look at them squarely and firmly suggest they get their own. You'd be helping us out financially, as we are a few subscriptions away from qualifying for bulk mail.

HAVE A SAFE AND HAPPY HOLIDAY SEASON...Best Wishes from Jenison!

Carol Gray/Melissa Andrews, 1990 All rights reserved.

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To request materials, or to send us items for THE MORNING NEWS:

Melissa Andrews/Carol Gray, Jenison Public Schools, 8375 20th,
Jenison, Michigan 49428 (616)457-8955

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If you would like to receive THE MORNING NEWS (it's free), clip this form and send it to the above address:
Please send THE MORNING NEWS to (Please PRINT your name&address)
