



EMPLOYMENT

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- E2 - Employment agencies
- E3 - Help wanted
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- cc - Sales help wanted
- Trade schools
- Employment Aids
- Work wanted

SALE! Tools not appear today

Engineering
Child Care Providers
Devon
NEW SCHOOL DISTRICT
on Plainfield. Full time
Experienced. Non-smok

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THE MORNING NEWS

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School/College. 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.

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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 for information, Kent Culligan, Inc.

DELIVERY - Early morning delivery agents. 5 day delivery of USA. Excellent earnings. Call 820-820 ask for Mr. Wingo.

DELIVERY/COUNTER PERSON - Part time, afternoons Mon-Fri, 5-8pm. Phone System. SW, 8-5pm

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

DENTAL ASSISTANT - South of Grand Rapids in a team oriented setting. Send spd. dial, intercom. MI 49506.

DENTAL ASSISTANT - Circu XT 2429 w/voice ing. in Grandville. Flexible hdate stamp, bran Please call or send resume to Dr. w/warrty 5135/otr. Smith, 3181 Prairie SW, Grand

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In This Issue...

An order form for THE CURRICULUM SYSTEM manual: it's FREE

To the People of Our Mailing List: Thank You.

From the Desk of Dale Ranson

Pit Bulls

...and more!

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About Our Cover

The cover photo was taken at the graduation of the first graduate from our program, at the close of our first year of the five year grant. It has been displayed in our office ever since - a reminder to work for what lies ahead after our students graduate.

The Last Morning News?

In our last issue, we announced THE MORNING NEWS would be discontinued after September of 1991, as our grant funding would come to a close. It seemed like a logical decision. We are continuing to receive requests for new subscriptions, however, which makes us look at other possibilities for continuing THE MORNING NEWS. This MAY be the last Morning News, but, we hope not. We've enjoyed communicating with you, and have benefited from the ideas you have shared with us. We'd like THE MORNING NEWS to continue ...and are currently seeking the means to do just that.

The People Who Made the Grant "Work"

Let there never be any doubt who made our grant a success. The grant involved many Jenison High School students and staff, several businesses, the JPS administration, and parents. At the center of every challenge was one of our students, surpassing our expectations and creating new challenges. Congratulations to our students, and our sincere thanks to all who have worked with us the past five years.

PROGRAM NEWS

We've new staff members in our program. Sue Jonker was hired as a Supportive Employment Assistant, and Dale Ranson accepted a teaching position in the support classroom, this fall. (David Baas accepted another position in special education). Sue is doing a fabulous job! Dale worked with us fifteen years ago. Since then, he has had a wealth of experiences - from working as a parent in a teaching home, to a position in business. Some comments from Dale follow.



In the picture above, taken fourteen years ago, Dale Ranson is the man on the far left, the woman behind the bicyclist is Carol Gray. We've aged a lot.

From the Desk of Dale Ranson

- Dale Ranson

Hello. I'm the new "kid" on the block. Returning after six years in the business world lets me know that in teaching the autistic, as in many other areas, "the more things change the

more things stay the same". I was overwhelmed by the new terminology and all the new ideas being put forth in the field. However, after a few brief moments of working with students I realized that it all boils down to determining where they are and where they realistically need to go.

I have been fortunate enough to end up in a very solid student centered program. The mark of any good program is how consistent it stays when new personnel are introduced into the equation. One of the main reasons I decided to return to teaching at this time was due to the excellent framework and support that this program offered.

This year I plan to implement a few new programs that should help develop the community based philosophy. However, like all new teachers my dreams may be different than reality. So, rather than make a fool of myself I will fill you in on both my successes and failures as they occur. I have included failures on purpose here because maybe I can help someone from making the same silly mistakes I am sure to make.

If anyone has any words to live by, survival hints, or fail safe programs to suggest I would greatly appreciate hearing from you. Otherwise I am looking forward to a great year with the students and hopefully will be sharing my progress with you (unless the editor decides there is no future for me in journalism).

To the People of Our Mailing List: Thank You.

-Carol Gray

You have been a very special mailing list. Five years ago, we received a grant which enabled us to provide vocational training and general education experiences for our secondary students with autism. At that time, the mailing list for our newsletter included about fifteen people. The purpose of the newsletter was to keep everyone informed not only of our achievements, but our issues, setbacks, and mistakes. We kept that original purpose as the mailing list grew, finally to include people from the United States, Mexico, and Canada.

As part of our mailing list - by reading, and sharing with us in phone conversations and in writing - you became a very real source of motivation. Successful people write their goals and review them often. Through "talking" with you through writing *The Morning News* every couple of months, we inadvertently talked

with ourselves as well - clarifying our ideas, renewing our "sense of direction", and refocusing on our goal. Without us directly realizing it, the exercise of writing and distributing the Morning News most likely had a significant impact on the overall success of our program.

In this issue we have a unique opportunity to share with you all we have learned. We are pleased to announce we will be able to print a number of THE CURRICULUM SYSTEM manuals free of charge. The curriculum was developed as a transition curriculum, but it could be modified for elementary use. (See the article about THE CURRICULUM SYSTEM which follows.) It's our way of saying "Thanks for being there." If you'd like a copy, send us the completed order form in this newsletter. We will place your name and address on a list in the order received. We hope to have enough manuals for everyone, but until we know the number of requests, we cannot guarantee all requests will be filled. Sorry, we cannot accept orders by phone. Delivery around Oct. 31, 1991.

Again, our "thanks" for your interest, your support, and your contributions to the newsletter and the success of the Challenge and Transition Grants awarded Jenison Public Schools. We wish each of you the best with your goals and challenges... In the words of Sgt. Esterhaus on Hill Street Blues, "Let's be careful out there."

THE CURRICULUM SYSTEM:

Success as an Educational Outcome

- Carol Gray

THE CURRICULUM SYSTEM manual tried to be like other manuals, but it isn't. Most manuals are written by a TEAM of people, whereas the team writing THE CURRICULUM SYSTEM fit into one uniform. In the spring issue of THE MORNING NEWS, we printed an overview of the rationale and components of THE CURRICULUM SYSTEM. What follows is a description of what the manual is like - the style, and the principles behind it.

It's informal and inexpensive

THE CURRICULUM SYSTEM manual is written in the style of THE MORNING NEWS - like talking over coffee and sharing what worked for us in Jenison, plain and simple. It's doesn't cost much, a

few three ring binders and paper is about all it takes.

It's a lot of work.

THE CURRICULUM SYSTEM requires a lot of teamwork among parents, students, and professionals. It is dependent upon the development of things like an Objective Bank. There's paperwork-enough to provide and share information, but not enough to wallpaper the office at the end of each day. The more you use it, the easier and less time consuming it becomes.

It's based on 205 years of research.

Through five years of trial and error, we developed a curriculum which would allow us to measure student skill acquisition in ANY environment, as well as enabling us to compare skill acquisition across environments. For implementation of the curriculum to be successful, I relied on research concerning successful people spanning the past 200 years, as well as research on disabilities. I read books by Stephen Covey, Ben Franklin, Harvey Mackay, and Thomas Jefferson. Why? To answer this question: If certain principles and habits result in successful people, could those same habits and principles be built into daily implementation of a curriculum to improve chances for success for students with disabilities?

It's open season on success.

One doesn't have to be the biggest tiger anymore to succeed. Traditionally, people haven't used the word "success" very often in connection with the developmentally disabled - instead using words like - "determined," "terrific attitude," "stops at nothing," "great worker," - but not "successful". "Successful" isn't typically used to describe teachers, either - great teachers are "kind", "patient", "enthusiastic", "warm", "caring"... with "successful" a term reserved to describe doctors, lawyers, and businessmen. THE CURRICULUM SYSTEM declares open season on success.

To teach math, we must understand math. To teach writing, we must be able to write ourselves. To teach students with developmental disabilities to be successful, we must understand

disabilities, and success. Success is the result of successful habits, and habits are learned - they can be taught. THE CURRICULUM SYSTEM defines successful habits and principles for a Collective Expert (parents, professionals, students) for each student, as well as defining techniques and activities to teach students successful habits.

**When Success is outdated,
THE CURRICULUM SYSTEM will be also.**

More than one successful person has indicated that endeavors based and implemented according to proven principles will long endure. Look at what Thomas Jefferson said, or look at his lightbulb. It's impossible to ditch the right principles in favor of others. Just like a successful person, THE CURRICULUM SYSTEM can incorporate and is compatible with any curriculum currently on the classroom shelf - or - it can perform on it's own. At the core of THE SYSTEM are guidelines and standards that have stood a five year test of time, remaining unchanged.

THE CURRICULUM SYSTEM is not a collection of our best ideas. It's a collection of our LAST best ideas.

Harvey Mackay, author of Beware the Naked Man Who Offers You His Shirt (New York, 1990), and Swim With the Sharks (New York, 1988), makes this point. There always is a better way. By basing THE CURRICULUM SYSTEM on principles, we hope the foundation will be one we can constantly build upon - to improve and update - but one we will never have to toss out to start again. In The Seven Habits of Highly Effective People (1988), by Stephen Covey, he discusses the "7th Habit: Renewal". The point is, success isn't something you arrive at, it's something which, once you have it, keeps you going, reaching further.

Though not ready in time to include in THE CURRICULUM SYSTEM manual, this year we will be developing the following: 1. A Support Session Curriculum, with group and individual activities, 2. Standards for Student Participation in Transition Programming (formerly The Ethical Standards) written in student vocabulary, and 3. a Successful Habits section to The Objective Bank. Technically, THE CURRICULUM SYSTEM will never be finished...if it was, we wouldn't consider it successful any longer. Success builds on itself, it has to keep improving.

On CHANCES and Pit Bull Terriers

-Carol Gray

There are two kinds of chances in life - those you choose - and therefore control to some extent, and those which take you by surprise. Both types of chances have marked turning points in the course of our past five year grant. Seeing where taking chances has gotten us, we'd like to close by discussing how we see them.

Six years ago, prior to receiving grant funding, we began a classroom restaurant called "Chances." Some people jokingly claimed it was named after the odds of receiving a good meal, when in fact it had been named after the social chances we all take when meeting one another for the first time. CHANCES provided the students with functional experiences preparing a lunch, which they would then sit down and share with invited guests. CHANCES was planned challenges.

At the time CHANCES was initiated, we had no idea of the more difficult chances our students, parents, and staff would be taking as the program moved toward increased involvement in the community. Looking back, CHANCES was a genuine turning point - it's success led to future student successes in the community.

The second chance was not planned, and occurred at a vocational training site. A severely impaired student and I had just finished a training session. We headed across the parking lot. I let the student in on his side of the car. Just as the door closed, I sensed a silent presence behind me.

I turned to meet the steady, unshakable gaze of a collarless pit bull terrier. This dog looked mean - like a dog with no name who ate dogs with names like "Lassie" and "Fluffy". For a cold second on an otherwise hot day, I didn't know what to do. I walked around the car, the dog followed with a low growl. I will never forget the feeling of pulling my left foot into the car past the mouth of that dog and shutting the car door.

A few months later we were training one of our students at a McDonalds. Our student had mastered the planned challenge - to make salads. Still, the "glitches" to the routine of making salads seemed endless. With a student highly upset by changes in routine, it seemed impossible to teach her to accommodate for the unexpected - chicken that was still frozen, cheese that had not arrived, or lids that were unavailable. We matter of factly taught each "glitch" as though it was part of the routine. Our student learned all the alternate, accommodating procedures, and

is successfully employed at McDonalds to this day.

While the restaurant CHANCES taught us how to plan for more important and larger challenges, the nameless pit bull taught us something as well. Teaching in the community is teaching toward planned goals and challenges, among factors we cannot always control. It's a classroom with the community invited. The last five years, it's been a great place to teach.

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Please send the manual:
THE CURRICULUM SYSTEM: Success as an Educational Outcome

Name _____

Address _____

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Past the "use by" date.
Information and/or forms in this
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usable. Please disregard.

Zip _____

Requests to: Trans _____

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