

The Transitional Classroom Level System

Students work through the level system in order to prove that they are ready for independence. They are taught independent skills systematically. Students strive to reach green level in order to achieve the highest level of independence. Although a student may be "green" they can drop to yellow or red if behaviors dictate this, and they need to prove their reliability again. "Ecrú" is the color reserved for students that may need to stay back for a day and regroup.

Because all students are working on the common goal of independence there is peer support as well as positive peer pressure to achieve this goal. This process enables students to make quick progress and increases self-esteem as well as self-management.

Level System of Independence

Level Red

Name _____

Date started _____

Date completed _____

_____ Carry necessary items with you at all times.
(bus pass, emergency card, phone money, watch.)

_____ Verbalize schedule for the day.
(times, destinations, bus numbers)

_____ Be dressed appropriately.
(clean clothing, good hygiene)

_____ Verbalize complete phone message on "pretend call."
(include name, time, place, plan)

_____ Cross streets safely, prompt by staff as needed.
(push button, use crosswalks, keep head up, eye contact)

_____ Define stranger awareness terms.
(stranger, acquaintance, friend - what's ok and not ok to say)

_____ List three "safe" people.
(store clerk, bus driver, LCC instructor, etc.)

_____ Listen to and follow directions.
(In class, at work, LCC, etc.)

_____ Behave responsibly.
(honesty, attitude, maturity)

Privileges -- Access to community for LCC, work experience and recreation with staff.

STAFF - please date and initial when student completes task. Use back to make comments --
(poor hygiene one day, borrowed phone money, etc.)

Level System of Independence

Level Yellow

Name _____

Date started _____

Date completed _____

_____ All level red criteria met.

_____/_____/_____ Demonstrate ability to make phone call from phone booth three times. (leave complete message.)

_____ Cross streets safely without prompt or assistance.

_____ Demonstrate assertive stranger/safety issues through role play.

_____ public vs. private information

_____ play role of stranger

_____ play role of refuser

_____ Find and point out three "safe" people, ask for assistance. (where is phone, bus station, the time, etc.)

Privileges -- Access to LCC solo, to and from home, other possible locations with verbal or written plan and staff approval.

STAFF - initial and date when completed. Comments on back as needed.

Level System of Independence

Level Green

Name _____

Date started _____

Date completed _____

_____ All level red and yellow criteria met.

_____ Demonstrate ability to know and follow schedule independently. (no prompts on times, bus numbers, etc. (Minimal or occasional ongoing supervision)

_____ Demonstrate assertive stranger/safety issues in community.

_____ Ability to find DD and FAB office independently.

_____ Demonstrate two ways to find out bus routes and schedules.

_____ Verbalize and carry out bus plans independently, including check in phone call. Bring written plan as needed.

Practice date

Solo trip

Privileges -- Access to community as needed and desired, for LCC, work experience, personal appointments and recreation.

STAFF - date and initial when student completes task. Use back of sheet to make comments, record notes, information.