

Mild – Moderate Program Overview

Independent Living Skills

- Cooking
- Laundry
- Banking and budgeting
- Communication skills
- Self Advocacy

Social Skills

- Interpersonal relationships
- Phone and electronic ethics

Personal Goal Setting

- Focus on IEP Goals

Community Integration Skills

- Work Experience
- Job Coaching
- Mock Job Interviews



Community Integration Experience Within the Greater San Gabriel Valley Areas

Room 1 through Room 4

Public Transportation

Bus and Rail

Community Colleges

Ramona Adult School

Community Parks and Recreation

Local Business Establishments

Granada Adult Transition Program

El Monte Union
HighSchool District



Adult Transition Center

3513 Granada Street, El Monte, CA 91731

<https://www.emuhsd.org>

Mild – Moderate Program Focus

Room 1

The students in this class demonstrate a high level of independence. They require minimal assistance, are able to effectively advocate for themselves, budget their money, and most often are able to transport themselves to and from school using public transportation. The students may participate in a wide range of programs, depending upon the decision of the IEP team and in accordance with each student's ability. These programs may include attendance at one of the local community colleges, participation in job training to access more advanced work skills, or taking adult school classes



“We Strive to be independent adults”



Room 2

The focus in this class is independent living skills. We work with students in the following areas of study: Functional Math Skills, Functional Language Art Skills, and Social Skills. The students gain expertise in these areas by learning how to fill out job applications, participating in mock interviews, and accessing the community (riding the bus, walking in the community, and making purchases). The students in this class strive to be independent adults, which means the focus is on teaching the students to advocate for themselves and being socially engaged with not only their classmates but other students on our campus as well.

Room 3

The focus of this class is functional life skills and community based instruction. These areas include personal care, domestic skills, vocational training, and leisure activities. While the students may require more support in this classroom, they are encouraged to experience activities that may be out of their comfort zone. Students work on socialization and communication skills as a means to developing appropriate self advocacy skills. Students work on functional reading, writing and math in the context of life skill competencies. An emphasis is placed on practical knowledge and skills to prepare them to live as independently as possible as productive and responsible adults.

Room 4

This class targets key life skills such as independent travel, self-care, personal fitness, proper nutrition, meal planning, and basic cooking. Students also develop money management skills such as banking and budgeting personal earnings for various expenses. Students may require additional support such as prompting, cuing and occasional reminders. Students strive to improve social interactions with peers and community members, demonstrating social appropriate manners, and practicing etiquette, while on the job sites and in the communities.