IT’S ALL ABOUT THE PLANNING

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Life Skills Educator and Consultant
Author of *I Can Work!*
*A Work Skills Curriculum for Special Needs Programs*
AGENDA

Where it all began
The 5 Vocational Models
Use of Visual Supports
Vocational Data Collection
How to implement
Program Examples
Recommended Frequency
Vocational Goals and Objectives
Using Task Boxes
What can be done at Home
Q & A
Graduated from Lesley University in Cambridge, MA with a Masters in Special Education and Family Psychology

Intensive Special Needs Educator for over 15 years in a variety of settings as well as with a range of ages and needs
Currently a Skills for Life Educator at the Middle School level working in a self-contained classroom

Consult with a variety of schools and programs helping develop and build their vocational opportunities
My first teaching experience was as a ‘Work Skills Teacher’ working with intellectually and physically disabled high school students ages 15-22 helping to build their pre-vocational skills.
Twice a week students attended a ‘Work Skills’ class for a 45 minute period.

Many of the activities were sorting items such as rubber bands, clerical supplies or by color.

Felt disconnected from the work experiences many were participating in during in-house and off campus jobs.
What tasks were being asked of young adults when working for in-house and off campus jobs?

- Hanging and pricing clothing items
- Folding towels and sheets
- Setting a place setting
- Sorting food related items

What basic skill base do they require for future success?
What are jobs that those skills will lead too in the future?

An office setting filing papers and delivering mail
A hotel laundering bedding and towels
A restaurant setting and/or clearing tables
A retail store folding and pricing merchandise
These basic experiences will help a student determine what is a good fit in terms of what they want to do for employment after high school.
5 areas of focus to begin building or reinforcing a vocational foundation:

Module 1: Job Readiness
Module 2: Clerical
Module 3: Retail
Module 4: Food Service
Module 5: Grocery
Learning skills related to job preparation such as:

- Jobs in the community
- Appropriate work behavior
- Communication in a work environment
MODULE 1: JOB READINESS

Learning skills related to job preparation such as:

Vocabulary used in a variety of work settings

Types of uniforms as well as tools and equipment

Applications and timecards

Tracking job completion with reflection
Students will be able to:

Discuss job appropriate behaviors and expectations.

Discuss and recognize a variety of uniforms.

Learn appropriate work related communication skills.

Read, discuss and directly practice the job application process.
Students will be able to:

Fill in jobs completed in their portfolio after each activity.

Show thoughtfulness in their reflections of the task.

Learn about a job in the community by reviewing the materials, tools, equipment, and settings.
BEHAVIOR AT WORK

- A professional does not get silly when working on his or her job.
- A professional raises his or her hand and asks for help when needed.
- A professional says "Hello" and "Goodbye" to his or her supervisor.
- A professional listens carefully and follow directions.
- A professional clocks in and clocks out using a time clock.
COMMUNICATION AT WORK

Look down at the ground and walk by
Hello, how are you?
Yell "What's up?"

Start crying
Yell "I need help!
Excuse me can you please help?

Shake hands
Wave
High-five

Hello
Wave
Hug
CONNECTING TO PRIOR KNOWLEDGE

What I know?
What I want to know?
What I learned?
WHO AM I?

What do you think this person is doing?
What is his or her job?
Where does this person work?
What tools or equipment does this person work with?
What do you think this persons job responsibilities are?
UNIFORMS AND MORE

- Waiter
- Construction Worker
- Office Worker
- Chef

- Tie/Dress
- Apron
- Chef Hat/Oven Mitts
- Hard Hat/Goggles
MORE THAN A TIMECARD

First and Last name
Date and Time
Days of the Week
Establishes a routine
Cues expected work behavior
An application template helps practice and reinforce filing in personal information correctly as well as listing personal strengths and challenges.
Track all module activities as well as in-house and off campus jobs throughout the middle and high school years.
Through consistent reflection in a variety of areas over years of schooling a pattern will develop.

If a job was frustrating or challenging at first don’t quit, try other tasks and skills then come back to that one later in the planning process.
Use a large bank of vocational related words frequently.

Having prior knowledge as a young adult in a new work environment can ease anxiety and increase success.
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One per student:

Manila Folder or Binder
Weekly Timecard
Professional Statements Form
Job I Have Completed Form
Module Related Vocabulary Sheet
Data Collection Forms
VISUAL SUPPORTS FOR
WORK EXPECTATIONS

Unacceptable

Acceptable

Unacceptable

Acceptable
MODULE 2: CLERICAL

Learning skills related to jobs found in an office setting such as:

- Folding business letters into thirds
- Stuffing and sealing envelopes
Learning skills related to jobs found in an office setting such as:

Filing alphabetically or numerically

Collating and stapling papers
Students will be able to:

Fold legal size paper in half and thirds with or without a folding jig

Stuff and seal a business size envelope

Adhere mailing and return labels on a business size envelope
Students will be able to:

Prepare and seal papers for mailings

File letter/words as well as single digit and multi-digit numbers

Collate and staple multiple pages
Learning skills related to jobs found in a retail setting such as:
Sizing and boxing shoes
Hanging shirts and pants
MODULE 3: RETAIL

Learning skills related to jobs found in a retail setting such as:
Folding shirts and pants
Sizing and pricing clothes
Students will be able to:

- Line up and button shirts from the top button to the bottom
- Match shoes as pairs, size them and place them in a shoebox
- Fold a variety of sizes of towels
Students will be able to:

Hang shirts and pants properly on the correct hanger

Sort shirts by size XS, S, M, L and XL

Match and fold socks

Fold short and long sleeve shirts
Learning skills related to jobs found in a food service setting such as:

Setting and Clearing Tables
Assembling Place Settings
Learning skills related to jobs found in a food service setting such as:

- Folding Napkins and Prepping Condiments
- Sorting and Making Change
Students will be able to:

Fold napkins in a rectangle and diamond shape

Sort, collate and bag utensils i.e. fork, knife and spoon
FOOD SERVICE FOCUS

Students will be able to:

Set a table with a complete place setting

Sort, collate and bag coins i.e. penny, nickel, dime and quarter
Learning skills related to jobs found in a grocery store setting such as:

- Stocking Shelves
- Inventory of Items for Sale
MODULE 5: GROCERY

Learning skills related to jobs found in a grocery store setting such as:

- Sorting hard and soft items for bagging
- Sorting cleaning supplies and food items for bagging
Students will be able to:

Sort soft and hard grocery items

Sort cold and not cold grocery items

Sort food and cleaning items
Students will be able to:

Stock grocery items

Bag a variety of items with paper or plastic bags

Role play bagging groceries
PERSONAL CONNECTIONS

You’re the Professional of the Month
Congratulations!
WHAT TO CONSIDER FIRST

Space Available

Materials Needed

Young Adults Participating

Time Allotted
Self-Contained Skills for Life Classroom
Reversed Inclusion and Community Based Programming
Middle School Students ages 12-16
PROGRAM A

Vocational Class 2x week for 30 minutes
Task Box 2x week for 30 minutes
Follows program module by module sequentially
Life Skills Classroom
Special Area and Lunch Inclusion Model
Middle School Students ages 12-16
Vocational Class 4x week for 45 minutes
Intertwines Job Readiness Lessons with Hands-On Modules
Basic Academic Skills Program
High School Students ages 15-18
PROGRAM C

Vocational Class 1x week for 45 minutes
Intertwines Job Readiness Lessons with Hands-On Modules
Post Secondary Vocational High School Program
Community Based Vocational Model
Young Adults ages 18-22

Vocational Class 1x week for 45 minutes
Focuses on Job Readiness Model
Utilizes Professional of the Month system to reinforce work behaviors, communication and expectations.
Integrates timecards into daily “staff meetings” in conjunction with job sites.
Adult Day Program
Community Based Vocational Model
Adults ages 22 +
Vocational Class 1x week for 45 minutes
Intertwines Job Readiness Lessons
with Hands-On Modules
RECOMMENDED FREQUENCY

Self-Contained Middle School Classroom
2x per week for 30 minutes

Basic Academic Skills Middle School Classroom
1x per week for 45 minutes
or
2x per week for 30 minutes
RECOMMENDED FREQUENCY

Self-Contained High School Classroom
2 x per week for 45 minutes
Or
3 x per week for 30 minutes

Basic Academic Skills High School Classroom
2 x per week for 45-60 minutes

Post Secondary Vocational High School Programs
1 x per week for 60 minutes
Or
2 x per week for 45 minutes
OUTSIDE OF THE CLASSROOM

Occupational Therapy Sessions
Individual or Group
Utilizing Hands-On Modules 2-5
Task Boxes

Speech Therapy Sessions
Individual or Group
Utilizing Job Readiness and Who Am I? Lessons
MAKING IT MEANINGFUL

It’s more than just having a ‘job’ or learning a skill.

It’s about exposure and practice which ultimately leads to greater confidence and independence.
How can ALL young adults with diverse challenges better prepare for future employment?

With a pre-vocational ‘early intervention’ if you will.
Inquire about what opportunities vocationally are available in the classroom setting such as task boxes and a weekly life skills class.
Inquire about in-house job opportunities such as recycling, mail delivery and cafeteria set up and break down.

These ‘jobs’ help build a foundation of pre-vocational skills that will help in later years.
Look for variety over the years.

It is important that students experience tasks that are enjoyable but also challenging as well as in a range of settings utilizing a variety of materials.
Organize off-campus job experiences in a variety of settings such as grocery stores, offices and hospitals.
Continue in-house job opportunities such as recycling, mail delivery and cafeteria set up and break down.

If possible share what has been completed and either build on the skill set or brainstorm a new challenge/job.
It is important to begin the real life job experiences in the early high school years so that a range of opportunities can be experienced allowing for a better understanding of what job is a fit for the future.
(Student’s name) will build (his/her) vocational foundation through successful completion of the objectives below:
Weekly (student’s name) will participate in lessons and activities related to job readiness, clerical, retail, food service and grocery areas.

Weekly (student’s name) will track and reflect on lessons and activities related to job readiness, clerical, retail, food service and grocery areas.
(Weekly/Daily) (student’s name) will maintain an in-house job such as but not limited to making copies, mail delivery, laminating and recycling.
(Weekly/Daily) (Student’s name) will participate in an in-house job focusing on work appropriate behaviors, communication in a work environment as well as dressing appropriately for the task at hand.
(Weekly/ Daily) (Student’s name) will participate in an off-campus job focusing on work appropriate behaviors, communication in a work environment as well as dressing appropriately for the task at hand.
(Weekly/Daily) (Student’s name) will participate in an off-campus job focusing on learning the skills required to complete jobs in a variety of vocational areas in the community.
Task boxes are quite simple; they are compartments that contain materials for a certain activity.

The activities are typically short and structured, and they may offer a nice blend of familiarity and challenge.
TASK BOX ACTIVITIES

To complete this task I will...

To complete this task I will...

To complete this task I will...

To complete this task I will...

To complete this task I will...

To complete this task I will...
Create a small ‘work skills center’ in your home.
A variety of tasks can be introduced and completed in this space.

For example, if your child will be working on setting the table, have them sort utensils in this space first to prepare for the job.
WHAT CAN BE DONE AT HOME

Other examples of ‘work’ that can be completed in this space are:

- Filing by letter or word
- Collating/stapling papers
- Buttoning shirts
- Folding Towels
Facilitate a way to make chores meaningful and connected to future goals.

Knowing how to set a table is related to working in a restaurant.

Folding towels is one task that might be required in the hotel industry.

Buttoning and folding shirts is connected to working in a retail setting.
WHAT CAN BE DONE AT HOME

Expand your child’s vocabulary through real life connections.
WHAT CAN BE DONE AT HOME

Connect when in the community.
Encourage and discuss the identification of jobs, their titles and what they are working with. This helps to build vocational vocabulary and discussions over time.
To learn more about *I Can Work!* please visit:
http://icanwork.therapro.com/