

A WORK SKILLS CURRICULUM FOR SPECIAL NEEDS PROGRAMS

Angela Mahoney, M.Ed.

There is within each of us a potential for goodness beyond our imaginings.

— Elisabeth Kübler-Ross



Credits

Author

Angela Mahoney, M.Ed.

Developmental Editor

Karen Conrad-Wehrauch, PhD, OTR/L

Editor

Monty Mason

Creative Director

Keith D. Cross, Milk Row Studio

Illustrator

James F. Kraus

Publisher

Therapro, Inc.

Please Contact the publisher directly with questions
or comments regarding the content in this manual.

Therapro, Inc.
225 Arlington Street,
Framingham, MA 01702-8723
Tel: (508) 872-9494 • (800) 257-5376
Fax: (508) 875-2062 • (800) 268-6624
Email: info@therapro.com
www.therapro.com

© 2013 Therapro, Inc. ALL RIGHTS RESERVED

No part of this publication may be reproduced,
stored in a retrieval system, or transmitted in any form
or by any means, electronic, mechanical, photocopying,
audio recording, or otherwise without written permission.

Contents

| | |
|--------------------------------------|----|
| I Can Work! | 5 |
| Icons | 7 |
| The Modules | 9 |
| Adaptations & Suggestions | 11 |
| Resources | 12 |
| Templates | 12 |
| Appendix I: IEP Objectives | 13 |
| About the Author | 16 |
| Acknowledgements | 16 |

Preface

When I began teaching in 2001, I had just graduated college with a degree in Intensive Needs Special Education from Lesley University. I was truly excited to begin my teaching career and thrilled to accept my first teaching job as a Pre-Vocational Teacher at Cotting School, a private, nonprofit school in Lexington, Massachusetts. I knew that Cotting School offered a unique opportunity for growth and knowledge, all the more so given the exceptional group of students and staff with whom I would work. I could not wait to begin.

I led a program through which I would see ten different groups of students, ranging from ten to twenty-one years of age, two times a week, for class periods of forty-five minutes each. My role was to teach them prevocational skills in the classroom setting. When the first month of school began, I quickly realized that in order for each and every one of my students to succeed vocationally, I needed to problem solve and plan a strong program to meet the many needs of the students. The program in place at the Cotting School offered a small range of prevocational activities with little organization of materials, few modifications, and limited tracking of student progress. I struggled to connect the existing prevocational activities (such as sorting colored rubber bands) to real-world job environments and sought to make each activity meaningful versus the “routine” of mere task completion.

I found myself wondering, how I could make each and every student feel both challenged and successful while learning crucial skills for their future? I began to look around my new classroom and truly explore the possibilities. I spied an array of materials one would find in an office setting: pencils, staplers, paper, paperclips, etc. That got me really thinking not just about the current age of my students but also more towards the time they would graduate. What jobs would they apply for? Where would they hope to volunteer? I literally pictured

the stores and job opportunities in the surrounding town, and it all started to connect. As I wrote out my list of places of employment (e.g., offices, grocery stores, florists, farms, retail stores), I started to see a pattern that then transformed into the *I Can Work!* modules: Clerical, Retail, Food Service, and Grocery. Creating a range of modules allowed me to focus on each vocational area – one-at-a-time – and determine which jobs fell under each category.

I wanted to know for certain that every student, with his or her individual challenges, would have access to each area of specialization and all that it had to offer for prevocational learning. I began breaking each unit into time frames and allowing each activity to connect and build on one another, as a slow progression geared specifically for each student. I also began looking beyond the physical jobs and deeply into the communications, routines, and other aspects of working in a job environment. I knew that introducing and practicing a range of problem-solving occasions would highly benefit a number of students and enable each one to perform confidently when placed in a range of these situations.

These thoughts sparked the lesson plan development. When researching lessons based on communication in the work place, I found information that was helpful for me as an educator but not practical for me to use in the classroom. I was spending countless hours rewriting questions at a comprehension level that worked best for my population, as well as adding visual supports to assist my non-readers. Based on this work, I created two formats for each lesson; one format of text-only worksheets and a second format of picture-supported text. Each format covered identical material and, therefore, enabled the lesson to meet the needs of the exceptional learning styles one typically finds in small groups. The resulting versatility of the formats deeply satisfied my sense of how education should work.

During my first two years at Cotting School, the curriculum grew, and the students’ progression began to show. As with any curriculum, it was a work in progress. I spent

that next year following a structured plan with motivational techniques, self-reflection opportunities, and a wide range of tasks and lessons, all connecting and building toward a unified whole. Additionally, I teamed up with the occupational, speech, and language professionals currently working with the same population of students and discussed the specific needs of each student's Individualized Education Plan (IEP). We realized we could effectively cross-educate many students while teaching them skills needed for their success as young adults. Our excitement grew, and before I knew it, a program called the "Work Skills Center" was developed and embraced by an amazing community of educators, therapists, parents, and, most of all, the students at Cotting School.

In the year of 2006–2007, I began another chapter in my life by serving in a public elementary school as an educator in a program for students with autism. The public school served grades K through five and followed a different programming model than I encountered in the private setting; the focus was on inclusion. After a few months of working with an amazing team of teachers and therapists and watching remarkable young children grow, I began to think about the children's vocational needs. I had always worked with young adults in the past but realized that it is never too early to start teaching prevocational skills to children with special needs. I quickly assembled a small work area and began *I Can Work!* Over the course of two years, I integrated my prevocational curriculum into this elementary school setting. As the program demonstrated success for a wide range of students, I felt a strong affirmation of my strategies to help special needs students feel passion for their work and confidence in their ability to succeed for the rest of their lives. I know this program can reach and empower many educators and therapists, and I look forward to sharing it with as many people interested in experiencing the feeling of success with their group of exceptional learners.

I Can Work!

What is it?

The *I Can Work!* program is a five-module course designed to integrate communication skills with hands-on prevocational training in the areas of job readiness, clerical, retail, food service, and the grocery industry.

Who should use this program?

I Can Work! serves to introduce and educate young adults with special needs and who are interested in working in their community. This program is geared toward middle school and high school students. Additionally this program can support recent graduates ages twenty-one through twenty-five who are transitioning from school to the workplace.

How should it be used?

First become familiar with the information in this manual. When you're ready, insert the CD into your computer's CD drive. Locate the *I Can Work!* CD (on a MAC—on a PC, by contrast, it may open automatically and launch the "dashboard"), then navigate to any *I Can Work!* file. All the *I Can Work!* files are in Adobe Portable Document Format® (PDF) and require Adobe Acrobat Reader® to view and print. If you do not have Adobe Acrobat Reader®, you can download it for free at get.adobe.com/reader/.

Open the Bookmark Toolbar and examine the content and structure of the document list. Click on any of the bookmarks to open the document on your screen. You may choose to print out the files you will need for any particular lesson or activity. Most pages will fit, without scaling, on a letter-sized piece of paper when printed on a laser or ink-jet desktop printer. However, some documents will fit best on a tabloid-sized (11 in. x 17 in.) sheet of

paper. But if you do not have access to tabloid-sized paper, you can still print-to-fit on a letter-sized sheet; some information may not be to scale and type size might be small.

What is the recommended frequency and in what format?

Educators can implement this program in a variety of settings, such as a classroom, a special area class, as well as in a small therapy setting. The suggested frequency for this program is two forty-five-minute sessions per week, although this program can meet the needs of any allotted time frame.

In my experience, I have found the greatest success in taking the activity-based modules two through five and dividing them over the course of the academic year. By designating a module of the month, and then rotating that module on a monthly basis between clerical, retail, food service, and grocery categories, educators continually challenge as well as motivate students through the change in materials as well as topics. Additionally, this model enables the facilitator to assess growth as well as gain an accurate understanding of the tasks previously attempted.

At the beginning of each module is a one-page reference sheet. This sheet includes a list of materials needed to execute the module as well as preparations required prior to beginning each lesson or activity. Use this reference sheet as a guide when starting each module.

Why is this program unique?

Text and picture-supported formats

All classrooms feature a diverse range of student needs and learning styles requiring educators to spend hours reworking lessons. To alleviate the hours of research and modifications that educators might normally need to undertake, I have created two formats—a text-only version and a picture-supported version—for each lesson and visual

supports throughout the entire program. This allows the facilitator to implement the format that best meets the needs of their students while encouraging independent learning. Additionally, each activity plan has a visual support for acceptable versus unacceptable work, a visual supported word wall, and a bank of modifications and suggestions.

IEP Objectives and Observation Tables

Writing individualized education plans (IEP) for each student is a crucial yet time-consuming task requiring data collection. To facilitate writing an IEP, each module in this program contains a list of IEP objectives related to each task. In conjunction with those objectives, modules two through five include an observation table to record the necessary data (e.g., items correctly completed, number of cues if needed, adaptations if applicable, following left to right sequence, times, and any other pertinent information), for each student regarding each task. See Appendix I for a complete list of IEP objectives listed for each Module.

Professional of the Month

I Can Work! is designed to mimic and duplicate many real world, work-related situations. The “professional of the month” award is facilitator-driven and implemented based on what works for the time frame allotted. We suggest that facilitators present the award to one student every four weeks. The award serves to acknowledge positive work habits in students and then reward them with a small token. Additionally, the student’s name is placed in a specific location of honor for all to see. This is similar to an “employee of the month” board and recognition notice that many work places today utilize as a means of positive reinforcement. This program’s “professional of the month” award not only motivates students but also reiterates work expectations throughout the program.

Portfolio

One last unique element to this program is the “portfolio.” Each student creates a personal portfolio where he or she records each activity plan per module. In addition to this running record is a self-reflection piece. This part of the process is key to the success and growth of each student. After completing a task and noting how many such tasks he or she completed, students can then discuss how they felt about the task at hand directly through the written portfolio entry. This reflection opportunity allows for honesty as well as growth by enabling students to think further about what tasks they do or do not enjoy, and what that might mean for their future employment opportunities. Additionally, this personal portfolio is the first step in the résumé-building process for each student, as it records all jobs completed as well as in what area of the program.

The portfolio is a remarkable tool for any student to have as a reference for job planning, and he or she can utilize it at educational planning meetings as a tool for future vocational placement. The portfolio features a text-only as well as picture-supported format to help ensure the successful program completion by every student.

Icons

Each lesson and activity plan repeats processes and language throughout all modules. Based on this repetition, icons are placed throughout the program for student support as well as a visual cue for the facilitator.

Speaking



Throughout this program, you will be speaking directly to the students, explaining to them how the tasks connect to the theme of the month, as well as how to complete each activity step by step. The scripts serve as guides on how to present the information. You can tailor them to the needs of your classroom and students. It is important to remember that whenever you see the speaking icon, enunciate the script loudly, clearly, and at a moderate pace so that each student understands what the task is at hand and what you expect of him or her.

Modeling



Modeling is a crucial part of the success of this program. Many of the students participating in the prevocational tasks have never been exposed to the materials and multi-steps required; therefore, their observing each step presented at a moderate pace, with narration as support, enables each student to attain a sense of understanding of what the task at hand is as well as what they are being asked to do. When you see the modeling icon (insert modeling icon here), ensure that each student can see you clearly and hear what steps you are completing for the task at hand.

Waiting



The “wait” icon (insert wait icon here) serves as a reminder for the facilitator presenting a lesson or an activity to pause and allow processing time for each student. After directing a question to the class, allow students to reread the information presented, raise their hands to answer, and complete the one-step direction given. It is important to remain aware of the pace of the lesson or activity as well as the opportunity given to each student to participate actively in the lesson or activity at hand.

Recording



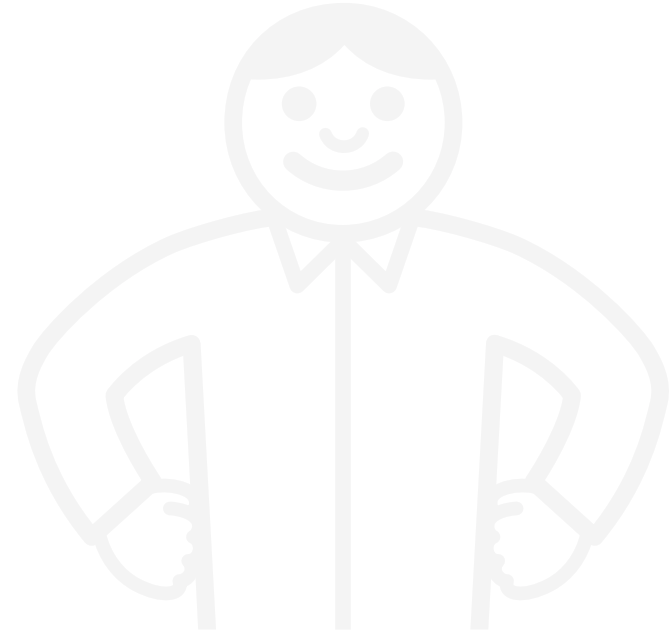
Each student has a portfolio in which each lesson and activity completed in the pre-vocational training process is recorded. Students are exposed to many new materials, tasks, and ideas throughout the entire program. It is important to allot opportunities for the students to write down what job they completed as well as how many were completed correctly. Additionally, students have the opportunity to reflect on what they thought about the task. The portfolio piece is a wonderful tool for both the facilitator and the student. When you see the “recording” icon (insert recording icon here), clearly direct the students to obtain their portfolios and a writing tool; guide the steps for recording all information in the portfolio, which over time will become a clear, consistent routine, and students will gain independence in their work habits and completion.

Finally, when the icon for “recording” is noted at the end of the lesson or activity, it is a reminder to you, the facilitator, to record important information, such as how many items the students completed, what adaptations, if any, they utilized, and any challenges you might have noted for each student in the observation table.

Saving/Storing:



All four modules contain a variety of lessons and activities that require a range of materials. In order to reduce cost as well as waste, materials are donated, recycled, and reused. When the “save/store” icon (insert save icon here) is noted, please save all materials completed during the current task to use for the following task or at some other point in the prevocational program.



The Modules

I Can Work! contains five modules, all with a prevocational focus. Each module consists of lesson and activity-based plans to facilitate vocational awareness and opportunities. Module 1 presents the first step to beginning this program. When your class completes Module 1, each student will have a foundation on which to build their vocational progress. After completing Module 1, decide which of the modules, two through five, you would like to begin. You may base your decision on the needs of the students, the availability of materials, budget, and/or space. Each module is designed to take five to seven weeks to complete, based on the recommended frequency of two forty-five-minute sessions per week, with the focus on one activity plan per week.

Module 1: Job Readiness

The Job Readiness Module presents the first step in a multi-layered process for introducing and educating young adults in the area of vocation. Module 1 will expose students to and teach them a range of vocation-related vocabulary, such as "time card," "professional," "co-worker," "supervisor," "uniform," and "job application." Based on the recommended frequency of two forty-five-minute sessions per week, the Job Readiness Module is designed to take three to five weeks to complete.

In addition to the exposure to vocational vocabulary, students will discuss and practice vocational related concepts through worksheet based lessons.

In Module 1 students will participate in the following prevocational lessons:

- Ready to Work
- All About Me!
- What is a Uniform?
- Communicating with Co-Workers at Work
- Greetings
- Applying for a Job
- Creating a Portfolio
- How to Act Like a Professional
- Using a Timecard
- Job Quality

Module 2: Clerical

The Clerical Module is the first of four modules that contain hands-on, activity-based plans. It exposes students to and teaches them a range of concepts, vocabulary, and jobs, related to clerical tasks in the workplace.

In Module 2, students will participate in the following clerical activities:

- Folding Paper in Thirds
- Stuffing and Sealing Envelopes
- Labeling Envelopes
- Filing by Numbers
- Collating Envelopes
- Stapling Papers
- Folding Papers in Half
- Sealing Papers for Mailing
- Filing by Words or Letters

Module 3: Retail

The Retail Module exposes students to and teaches them a range of concepts, vocabulary, and jobs related to retail tasks in the workplace.

In Module 3, students will participate in the following retail activities:

- Buttoning Shirts
- Pairing and Boxing Shoes
- Folding Towels
- Hanging Shirts
- Sorting Shirts by Size
- Matching and Folding Socks
- Folding Shirts
- Sorting and Sizing Shoes
- Sizing Shirts

Module 4: Food Service

The Food Service Module exposes students to and teaches them a range of concepts, vocabulary, and jobs related to the food service tasks in the workplace.

In Module 4 students will participate in the following food service activities:

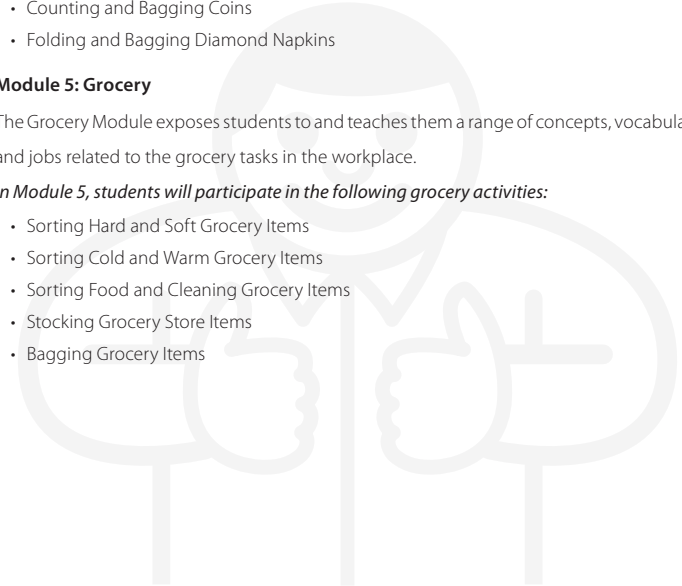
- Folding and Bagging Rectangle Napkins
- Sorting and Bagging Utensils
- Sorting Place-Setting Materials
- Setting a Table
- Sorting Coins
- Counting and Bagging Coins
- Folding and Bagging Diamond Napkins

Module 5: Grocery

The Grocery Module exposes students to and teaches them a range of concepts, vocabulary, and jobs related to the grocery tasks in the workplace.

In Module 5, students will participate in the following grocery activities:

- Sorting Hard and Soft Grocery Items
- Sorting Cold and Warm Grocery Items
- Sorting Food and Cleaning Grocery Items
- Stocking Grocery Store Items
- Bagging Grocery Items



Adaptations & Suggestions

- Utilize lesson plan 1-6 KWL prior to lesson plans throughout all modules to pre-assess students' prior knowledge of the topic and to perform a follow-up assessment of what the students learned about the topic at hand.
- Have the date and job written on a dry erase board so that the student can act as independently as possible in filling out as many of the appropriate areas as possible.
- Utilize a pencil grip when writing if needed.
- Utilize a slant board for placement of the worksheet/s when a student writes on it, setting the materials at eye level and minimizing the possibility of visual distraction.
- Utilize the visually supported worksheet for the student who needs support when reading text. Additionally, use this worksheet format when a student has physical limitations with writing, so that he or she can mark or circle the correct answer.
- Utilize the visually supported worksheet/s for students who need guidance when drawing a line. Have the student point to the correct word that matches the picture.
- A student may find it challenging to remain always professional and/or on task when asking for more work materials or for assistance. A nice way to remind the student of what you expect of them is to comment aloud when a peer models the appropriate professional behavior. An example statement would be, "John, nice job raising your hand quietly." Then walk over to him. Once he requests more paper, state aloud, "You are right John, you do need more paper to continue working. I like how professionally you asked for more work materials!" If the student does not respond to your verbal cue, quietly walk over to the student and directly cue them by stating the following: "Mary, look at your work area. Is there anything you need to keep working?" Once the student recognizes what is needed, supply the materials, and then follow up by saying to the student, "Next time you need more work materials or help, remember to raise your hand quietly, and I will come help you."

- As a challenge to the student, assign him or her a task but give them all materials necessary to complete the task in the finished box and have them set up their own workspace. This encourages increased independence and problem solving on the part of the student. Ensure the student raises their hand when their work area is set up for you to review, prior to their starting their work.
- Some students may require additional support for activities, some of which require complicated steps. It might be necessary to write out the steps and place them next to the student in need of support.
- If a student has a challenging time keeping his or her workspace organized, copy the illustrated example of the work area set-up and have the student neatly arrange their work area periodically according to the picture support.
- If an activity requires more space or materials than you have access to, run two activities simultaneously, set a timer, and have students switch activities at a mid-point.
- Ask your school community for donations of materials used in each module. Here are some examples of things you might request:

Clerical Module

- Paper
- Envelopes
- Envelope Sealers
- Rubber Bands
- Staples

Retail Module

- Shoes
- Clothes
- Hangars
- Shoe Boxes
- Towels

Food Service Module

- Napkins
- Sandwich-Size Plastic Bags
- Plastic Utensils
- Coins

Grocery Module

- Empty Cereal or Cracker Boxes
- Canned Goods
- Ice Cream Cartons
- Milk Containers
- Ice Popsicle Boxes
- Empty Bread Bags
- Soda Bottles
- Spray Bottles of Any Cleaning Items
- Plastic Bins that Held Fruit
- Egg Cartons
- Paper Towels
- Detergent Containers

Resources

FoldRite: Letter Folding Tool

Made of durable plastic, designed to make folding 8 1/2 x 11 inch paper a snap. Consists of two plastic, hinged plates. Letters can be tri-folded by placing the paper between the plates and folding the FoldRite over twice. Can also be used to create strips of blank braille paper that fit into a business envelope. American Printing House for the Blind (APH) <http://shop.aph.org>; 1-800-223-1839 1-08009-00 \$5.00

General Office Supplies

An office supplies store (e.g., Staples, www.staples.com) will stock many common items such as the following:

- Business-Size Envelopes
- Envelope Sealer
- Address Labels
- Index Cards
- Index Card holder
- Alphabet Filing Tabs
- Binder Clips
- Slot File Holder
- 8 1/2 x 11 Paper
- Stapler
- Staples
- Circle Stickers



Templates

Some of the resources in *I Can Work!* are provided in a printable template format to help streamline preparations for each lesson. For example, the timecards are designed to fit 4-ups on a single sheet such that when they are printed out they can be trimmed or separated. The provided templates (e.g., timecards, zip code cards) are compatible with special papers designed for use with laser or ink jet printers. Different manufacturers offer similar products that may suit your needs; we've suggested products below that may make it easier for you to print out your templates.

Postcard Template

- Four per sheet, final card size 4.25 in. x 5.5 in.
- Avery® Note Cards 5315, 60 sheets, 240 cards total
- http://www.avery.com/avery/en_us/Products/Cards/Note-Cards/Laser-Note-Cards_05315.htm

Business Card Template

- Ten per sheet, final card size 3.5 in. x 2 in.
- Avery® Business Cards for Laser Printers 5371, 25 sheets, 250 cards total
- http://www.avery.com/avery/en_us/Products/Cards/Business-Cards/Laser-Business-Cards_05371.htm

Appendix I: IEP Objectives

Module 1: Job Readiness IEP Objectives

Lesson Plan 1-1

- *(Student's name)* will discuss job-appropriate behaviors and expectations as well as complete the level-appropriate worksheet with (state support).

Lesson Plan 1-2

- *(Student's name)* will share interests in the personal and professional areas of (his or her) lives as well as complete the level-appropriate worksheet with (state support).

Lesson Plan 1-3

- *(Student's name)* will discuss job-appropriate uniforms and expectations as well as complete the level-appropriate worksheet with (state support).

Lesson Plan 1-4

- *(Student's name)* will learn appropriate communication skills as well as complete the level-appropriate worksheet with (state support).

Lesson Plan 1-5

- *(Student's name)* will learn appropriate communication skills as well as complete the level-appropriate worksheet with (state support).

Lesson Plan 1-6

- *(Student's name)* will read, discuss, and directly practice the job application process with (determine independence level).

Lesson Plan 1-7

- *(Student's name)* will fill in all designated areas of the "Jobs-I-Have-Completed" worksheet after each activity, noting the correct date and job, and requesting help (in an appropriate way) if needed ___ out of ___ opportunities.

- *(Student's name)* will show thoughtfulness in his or her reflection of the task ___ out of ___ opportunities.

Lesson Plan 1-8

- *(Student's name)* will clock in upon entering the room and clock out upon completing a session ___ out of ___ opportunities with (percent of independence or fading prompts).

Module 2: Clerical IEP Objectives

Lesson Plan 2-1

- *(Student's name)* will learn about a job in the community by reviewing the materials, tools, equipment, and setting the job requires.

Activity Plan 2-2

- *(Student's name)* will place the papers in the folding jig correctly.
- *(Student's name)* will place the papers in the finished box.
- *(Student's name)* will fold ___ pieces of paper in thirds ___ out of ___ opportunities.

Activity Plan 2-3

- *(Student's name)* will pick up one envelope and one folded piece of paper at a time.
- *(Student's name)* will place one sheet of paper into one envelope neatly at a time.
- *(Student's name)* will seal the envelopes neatly and correctly.
- *(Student's name)* will place the envelopes in the finished box.
- *(Student's name)* will insert pre-folded papers into ___ envelopes and correctly seal ___ envelopes in ___ out of ___ opportunities.

Activity Plan 2-4

- *(Student's name)* will correctly label ___ envelopes ___ out of ___ opportunities.

Activity Plan 2-5

- *(Student's name)* will correctly file ___ numbered index cards ___ out of ___ opportunities.

Activity Plan 2-6

- *(Student's name)* will correctly count out and collate ___ envelopes ___ out of ___ opportunities.

Activity Plan 2-7

- *(Student's name)* will pick up one piece of paper from each pile and neatly line up the edges with ___ % accuracy.
- *(Student's name)* will staple the papers neatly and correctly with ___ % accuracy.
- *(Student's name)* will place the packets of stapled papers in the finished box.

Activity Plan 2-8

- *(Student's name)* will place the papers in the folding jig correctly.
- *(Student's name)* will place the papers in the finished box.
- *(Student's name)* will fold ___ pieces of paper in half ___ out of ___ opportunities.

Activity Plan 2-9

- *(Student's name)* will place the sticker on the folded packets of paper neatly and in the appropriate location with ___% accuracy.
- *(Student's name)* will place the packets in the finished box.
- *(Student's name)* will seal ___ packets of paper in ___ out of ___ opportunities.

Activity Plan 2-10

- *(Student's name)* will correctly file ___ index cards printed with (letters A-Z or Pre-Vocational Words) ___ out of ___ opportunities.

Module 3: Retail IEP Objectives

Lesson Plan 3-1

- *(Student's name)* will learn about a job in the community by reviewing the materials, tools, equipment, and setting the job requires.

Activity Plan 3-2

- *(Student's name)* will correctly fasten the buttons of ___ button-down shirts correctly ___ out of ___ opportunities.

Activity Plan 3-3

- *(Student's name)* will correctly match ___ pairs of shoes correctly ___ out of ___ opportunities.

- *(Student's name)* will correctly box ___ pairs of shoes correctly ___ out of ___ opportunities.

Activity Plan 3-4

- *(Student's name)* will correctly fold ___ towels correctly ___ out of ___ opportunities.

Activity Plan 3-5

- *(Student's name)* will correctly hang ___ shirts correctly ___ out of ___ opportunities.

Activity Plan 3-6

- *(Student's name)* will correctly sort ___ shirts by size correctly ___ out of ___ opportunities.

Activity Plan 3-7

- *(Student's name)* will correctly match and fold ___ socks correctly ___ out of ___ opportunities.

Activity Plan 3-8

- *(Student's name)* will correctly fold ___ shirts correctly ___ out of ___ opportunities.

Activity Plan 3-9

- *(Student's name)* will correctly match and size ___ shoes correctly ___ out of ___ opportunities.

Activity Plan 3-10

- *(Student's name)* will correctly size ___ shirts correctly ___ out of ___ opportunities.

Module 4: Food Service IEP Objectives

Lesson Plan 4-1

- *(Student's name)* will learn about a job in the community by reviewing the materials, tools, equipment, and setting the job requires.

Activity Plan 4-2

- *(Student's name)* will correctly fold ___ napkins in the shape of a rectangle ___ out of ___ opportunities.
- *(Student's name)* will correctly bag ___ napkins in the shape of a rectangle ___ out of ___ opportunities.

Activity Plan 4-3

- *(Student's name)* will correctly sort ___ each type of utensil ___ out of ___ opportunities.
- *(Student's name)* will correctly bag ___ one of each utensil, totaling three, ___ out of ___ opportunities.

Activity Plan 4-4

- *(Student's name)* will correctly sort ___ each type of place setting item ___ out of ___ opportunities.

Activity Plan 4-5

- *(Student's name)* will correctly set ___ place settings ___ out of ___ opportunities.

Lesson Plan 4-6

- *(Student's name)* will learn about the many items used in a restaurant setting.

Activity Plan 4-7

- *(Student's name)* will correctly sort ___ each type of coin ___ out of ___ opportunities.

Activity Plan 4-8

- *(Student's name)* will correctly count and bag ___ coin cards ___ out of ___ opportunities.

Activity Plan 4-9

- *(Student's name)* will correctly fold ___ napkins in the shape of a diamond ___ out of ___ opportunities.
- *(Student's name)* will correctly bag ___ napkins in the shape of a diamond ___ out of ___ opportunities.

Lesson Plan 4-10

- *(Student's name)* will learn about the many jobs people have in a restaurant setting.

Module 5: Grocery IEP Objectives

Lesson Plan 5-1

- *(Student's name)* will learn about a job in the community by reviewing the materials, tools, equipment, and setting the job requires.

Activity Plan 5-2

- *(Student's name)* will correctly sort ___ hard or soft grocery items ___ out of ___ opportunities.

Activity Plan 5-3

- *(Student's name)* will correctly sort ___ cold or not cold grocery items ___ out of ___ opportunities.

Activity Plan 5-4

- *(Student's name)* will correctly sort ___ food or cleaning items ___ out of ___ opportunities.

Activity Plan 5-5

- *(Student's name)* will correctly stock ___ grocery items ___ out of ___ opportunities.

Activity Plan 5-6

- *(Student's name)* will correctly bag ___ bags out of ___ opportunities.
- *(Student's name)* will correctly ask if their partner wants paper or plastic ___ out of ___ opportunities.

Lesson Plan 5-7

- *(Student's name)* will learn about the many jobs people have in a grocery store setting.



About the Author



Angela Mahoney, M.Ed., is currently a special education case manager at Rogers Park Middle School in Danbury, Connecticut. Angela has worked with students of all ages in a variety of settings for the past thirteen years. Her career includes a tenure at a private school where she worked with over seventy-five middle school and high school-aged students on a weekly basis, running an inclusion-based elementary program for students with autism, as well as co-teaching core academic classes as part of a team comprised of fellow middle school educators.

Acknowledgements

While *I Can Work! A Work Skills Curriculum for Special Needs Programs (I Can Work!)* turned into an eight-year project for me, it has really taken shape and grown over the past two years through our hard work and reflection. I would like to thank my mentor, Patti Salmonson, for her patience and support during my first few years of teaching at Cotting School: thank you for encouraging my vision for the Work Skills Center and guiding me through the learning process. A big “thank you” to Lynn Stoller for seeing my hard work ten years ago as the basis for the program it is now -- and for encouraging me to take it to the next level. I thankfully acknowledge Jen Greer, an intensive needs case manager at Nashua High South in Nashua, NH, for piloting segments of this program. I am grateful for her eagerness to run this program and give feedback as needed. I sincerely thank my publishers Karen Conrad, PhD, OTR/L, and Paul Wehrauch of Therapro, Inc. They have believed in this project from the beginning, and their guidance and feedback always proved exactly what I needed to develop this program into what it has become. I cannot thank Keith Cross of Milk Row Studio enough for his remarkable attention to detail, as well as his care for quality and consistency. Many thanks to the very talented illustrator James F. Kraus for his uncanny ability to take a thought or concept in my mind and represent it as an image. Completing this curriculum while balancing a profession and a family took more support from my remarkable husband than I ever could have imagined. He pushed me just the right way when I needed it and always believed in me. I would also like to thank my family, friends, and colleagues who contributed to this dream and encouraged me to transform it into reality.