SUCCESSFUL EMPLOYMENT

IT'S ALL ABOUT THE PLANNING

Presented By: Angela Mahoney, MEd 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

ABOUT ME

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

ABOUT ME

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

WHERE IT ALL BEGAN

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.







PROGRAM IN PLACE

Twice a week students attended a 'Work Skills' class for a 45 minute period.

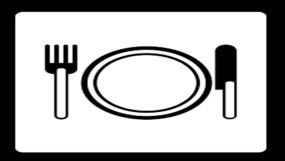
Many of the activities were sorting items such as rubber bands, clerical supplies or by color.

Felt disconnected from the work experiences many were participating in during in-house and off campus jobs.

BREAKING IT ALL DOWN

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?

LOOKING FORWARD

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







BASIC LEVEL JOBS BUT MORE

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.

VOCATIONAL MODULES

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

MODULE 1: JOB READINESS

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

JOB READINESS FOCUS

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.

JOB READINESS FOCUS

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?

W-L Chart – Individual					
		Date:			
What I Know	What I Want to Know	What I Learned			

K-W-L Chart – Group									
Group Name: Date:									
Topic:									
What We Know	What We Want to Know	What We Learned							

WHO AM I?

What do you think this person is doing?

What is his or her job?

Where does this person work?

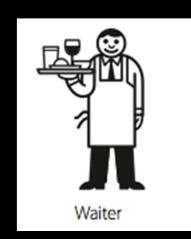
What tools or equipment does this person work with?

What do you think this persons job responsibilities are?

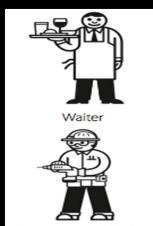








UNIFORMS AND MORE



Construction Worker



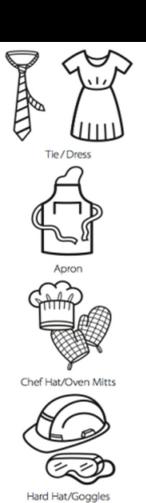
Office Worker



Chef







MORE THAN A TIMECARD

First and Last name
Date and Time
Days of the Week
Establishes a routine
Cues expected work behavior

e entries.	Timeca	ard	
ere.	First Nam Last Name		
	<u>. </u>		
d dates.	Start Date	End Date	
			Finish Time
	Scart Date	End Date	
	MONDAY TUESDAY WEDNESDAY	End Dace	Fimish Tam
dates. I finish times.	MONDAY TUESDAY	End Dace	

11	Timecard								
1)									
	Start Date	End Date							
		Start Time	Finish Time						
	MONDAY	:	:						
	TUESDAY	:	:						
	WEDNESDAY	:	:						
	THURSDAY								

APPLICATION TIME

An application template helps practice and reinforce filing in personal information correctly as well as listing personal strengths and challenges



Directions

Based on the help wanted ad shown below, fill out the job application to the right. Please print neatly and answer all questions.

Help Wanted!

Office Supply Clerk: Needed: a polite individual to work part time in an office supply store. Experience using office supply equipment, cleaning and customer service skills are desirable. Please contact Ms. Felice by phone (781) 555-1212 or at Paper and More! 421 West Avenue Lexington, MA.

Application Form

First Name:		
Last Name:		
Street Address:		
City:	State:	Zip Code: _
Position Applying for:		
Current Employer:		
Reason/s you feel you would be good for the job:		
1		
2		

PRE-VOCATIONAL RESUME

Track all module activities as well as in-house and off campus jobs throughout the middle and high school years

Date:	I thought I did a good job today.	I liked my Job today.	I did not like my job today, it was	Ifeel proud about my work today.	My job was frustrating.
	good job today.	It was good.	job today, it was hard.	my work today.	trustrating. It upset me.

Module 1: Job Readiness

1-7a: Jobs I Have Completed

Instruction

Place this form on the right hand side of your Text Student Portfolio. When each job is finished, write down the name of the job and the date. Next write what you thought about your job; use full sentence/s. Be honest in how you express your feelings about each job.

Date:	Job:	What I thought:

WORK REFLECTION

Through consistent reflection in a variety of areas over years of schooling a pattern will develop.



Professional Statements About My Job

There are many different ways you can express your opinion about your job today. Please look below for some ideas or feel free to write your own sentence or two.

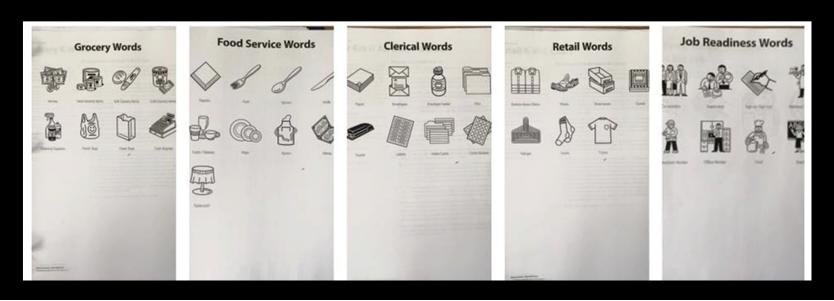
- · "I thought my job was good today. It was a nice challenge."
- · "My job was interesting to me. I learned a lot from my job today."
- "I felt my job was too difficult today. It was frustrating at times."
- · "I liked my job today. It was fun!"
- · "I enjoyed work today."
- "I did not like my job today. It was boring."
- "I would like more jobs like I had today. It was great!"

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.

VOCATIONAL VOCABULARY BANK

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.



DATA THIS DATA THAT

Clerical Observation Table

	2-2	2-3	2-4	2-5	2-6	2-7	2-8	2-9	2-10
Date									
Items correctly completed									
Number of cues needed, if any									
Adaptations needed, if any									

Retail Observation Table

	Activity Plans								
	3-2	3-3	3-4	3-5	3-6	3-7	3-8	3-9	3-10
Date									
Items correctly completed									
Number of cues needed, if any									
Adaptations needed, if any									

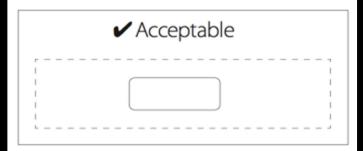
PORTFOLIO

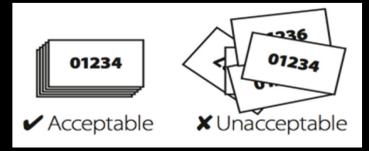
One per student:

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







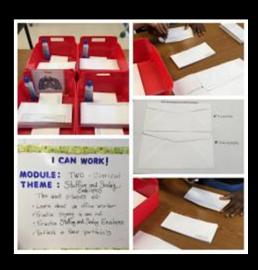
✗ Unacceptable

MODULE 2: CLERICAL

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

Folding business letters into thirds
Stuffing and sealing envelopes





MODULE 2: CLERICAL

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

Filing alphabetically or numerically

Collating and stapling papers



CLERICAL FOCUS

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

CLERICAL FOCUS

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

MODULE 3: RETAIL

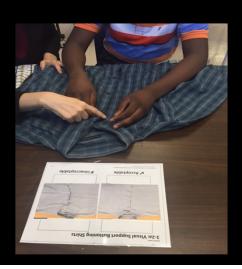
Learning skills related to jobs found in a retail setting such as:

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





RETAIL FOCUS

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

RETAIL FOCUS

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

MODULE 4: FOOD SERVICE

Learning skills related to jobs found in a food service setting such as:

Setting and Clearing Tables

Assembling Place Settings







MODULE 4: FOOD SERVICE

Learning skills related to jobs found in a food service setting such as:

Folding Napkins and Prepping Condiments

Sorting and Making Change



FOOD SERVICE FOCUS

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

MODULE 5: GROCERY

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

Stocking Shelves

Inventory of Items for Sale



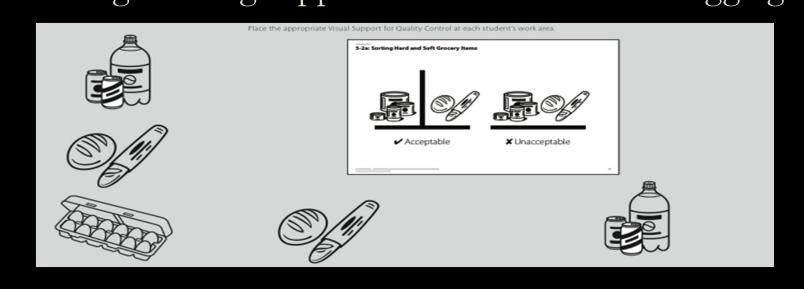




MODULE 5: GROCERY

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



GROCERY FOCUS

Students will be able to:

Sort soft and hard grocery items

Sort cold and not cold grocery items

Sort food and cleaning items

GROCERY FOCUS

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

PROGRAM A

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



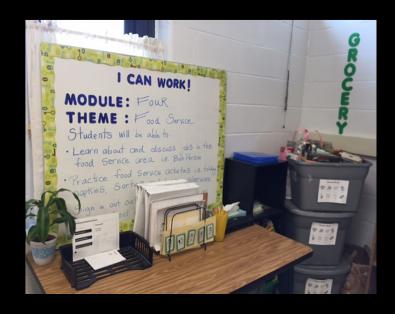
PROGRAM A

Vocational Class 2x week for 30 minutes

Task Box 2x week for 30 minutes

Follows program module by module sequentially





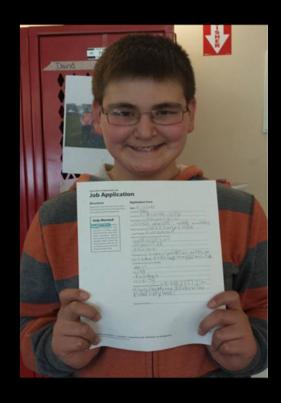
PROGRAM B

Life Skills Classroom Special Area and Lunch Inclusion Model Middle School Students ages 12-16



PROGRAM B

Vocational Class 4x week for 45 minutes Intertwines Job Readiness Lessons with Hands-On Modules





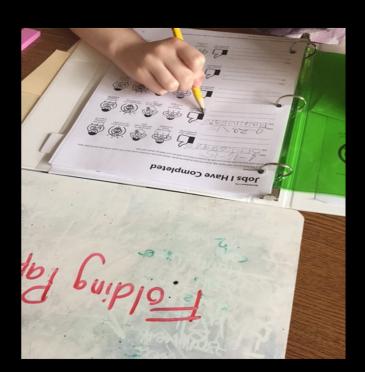
PROGRAM C

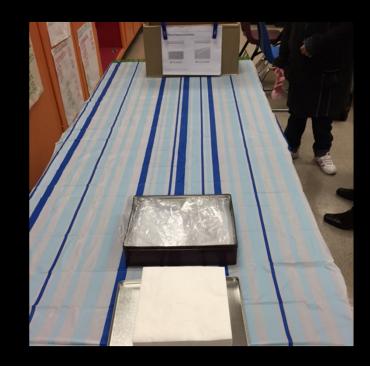
Basic Academic Skills Program High School Students ages 15-18



PROGRAM C

Vocational Class 1x week for 45 minutes Intertwines Job Readiness Lessons with Hands-On Modules





PROGRAM D

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

PROGRAM D

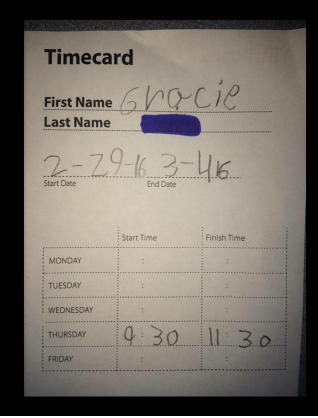
Utilizes Professional of the Month system to reinforce work behaviors, communication and expectations.



PROGRAM D

Integrates timecards into daily 'staff meetings' in conjunction with job sites.

ast Name				
2/29/14		3/4/16		
tart Date		End Date		
	Start Time	Finish Time	Pay/Hour	Total
MONDAY				
TUESDAY	9:30	12:15	19.00	627.00
WEDNESDAY				
THURSDAY	10:00	1:00	91.00	\$27.00
RIDAY				
			TOTAL:	54.00



PROGRAM E

Adult Day Program Community Based Vocational Model Adults ages 22 +



PROGRAM E

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

1x per week for 60 minutes

Or

2x 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.

Its about exposure and practice which ultimately leads to greater confidence and independence.

SHIFTING THE FOCUS

How can ALL young adults with diverse challenges better prepare for future employment?

With a pre-vocational 'early intervention' if you will.

MIDDLE SCHOOL YEARS

Inquire about what opportunities vocationally are available in the classroom setting such as task boxes and a weekly life skills class.

MIDDLE SCHOOL YEARS

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.

MIDDLE SCHOOL 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.

HIGH SCHOOL YEARS

Organize off-campus job experiences in a variety of settings such as grocery stores, offices and hospitals.

HIGH SCHOOL YEARS

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.

HIGH SCHOOL YEARS

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.

SAMPLE VOCATIONAL IEP GOAL

(Student's name) will build (his/her) vocational foundation through successful completion of the objectives below:

SAMPLE JOB READINESS OBJECTIVES

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.

SAMPLE IN-HOUSE JOB OBJECTIVE

(Weekly/Daily) (student's name) will maintain an in-house job such as but not limited to making copies, mail delivery, laminating and recycling.

SAMPLE IN-HOUSE JOB OBJECTIVE

(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.

SAMPLE OFF-CAMPUS JOB OBJECTIVE

(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.

SAMPLE OFF-CAMPUS JOB OBJECTIVE

(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.

HANDS-ON LEARNING CONTINUED

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.

STEP BY STEP











TASK BOX ACTIVITIES





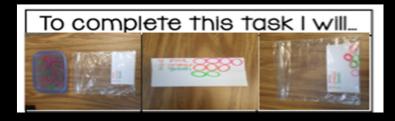












Create a small 'work skills center' in your home.

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.

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

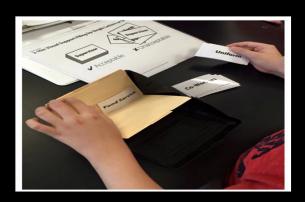
Filing by letter or word

Collating/stapling papers

Buttoning shirts

Folding Towels





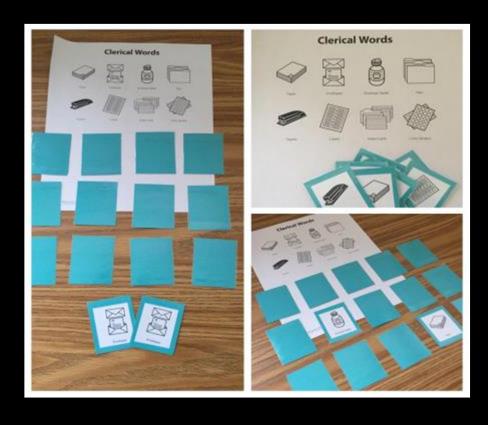
Facilitate a way to make chores meaningful and connected to future goals.

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.

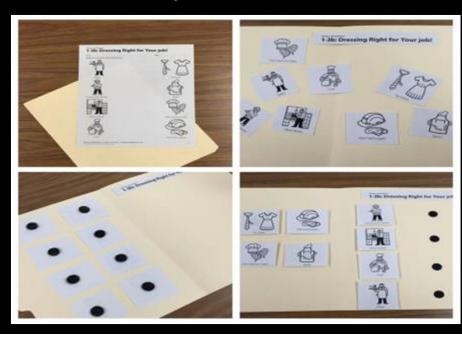
Buttoning and folding shirts is connected to working in a retail setting.

Expand your child's vocabulary through real life connections.



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.



THANK YOU



To learn more about *I Can Work!* please visit: http://icanwork.therapro.com/