

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.37: Students produce or make presentations that communicate school-to-work/post-secondary transition skills.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Students will plan (i.e., write interview questions), conduct, and evaluate the interview of three candidates for the job of third grade teacher.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will dictate a question he would ask during the interview.
- (2) The student will state three characteristics of a good teacher.
- (3) The student and a small group will develop an interview guide with criteria and space to evaluate each interviewee.
- (4) The student will choose her preferred candidate from the three interviewed.
- (5) The student will verbally state two reasons that she chose her preferred candidate.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPs while Participating in this Class Activity:

- (1) The student will sit in an appropriate-sized chair without arm rests maintaining her balance for 10 minutes by placing both forearms on the desk/table. [TARGETED SKILLS: motor skills] {COACH: SELECTED ACADEMICS #42}
- (2) The student will get from the seated position to proper position in her walker and walk from her seat to the interview set-up at the front of the classroom independently. [TARGETED SKILLS: motor skills] {COACH: PERSONAL MANAGEMENT #35}
- (3) The student will use BIG MACK a switch to activate a preprogrammed question as part of the interview process. [TARGETED SKILLS: communication skills, social skills, motor skills] {COACH: COMMUNICATION #7, #9, #12; SOCIALIZATION #13, #14}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.37: Students produce or make presentations that communicate school-to-work/post-secondary transition skills.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Small groups of students will write and perform a skit focused upon work ethic, on the job safety, appropriate conflict resolution and/or other job skills that are valued by employers, coworkers, and consumers of products and services.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will perform a role in the skit that demonstrates valued job skills.
- (2) The student will state three valued job skills.
- (3) The student will perform two different roles that demonstrate both the right way and the wrong way to demonstrate respect towards ones employer.
- (4) Given a demonstration of on the job behavior by a small group of peers, the student will state whether the demonstration showed appropriate job performance by giving the "thumbs up" or "thumbs down" sign,
- (5) Shown photographs of individuals dressed for work the student will choose those pictures that denote appropriate dress for the job.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPS while Participating in this Class Activity:

- (1) The student will participate as a productive member of the group in planning, writing and performing the skit. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #11; SOCIALIZATION #13; SCHOOL #65, #66}
- (2) The student will state his lines in the skit in a clear, concise manner using appropriate volume. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #11}
- (3) The student will raise her hand when cued by a peer to direct the next performer it his now his turn to go onto the stage to perform. [TARGETED SKILLS: communication skills, social skills, recreation/leisure skills] {COACH: COMMUNICATION #1, #4, #7; SOCIALIZATION #13, #14, #19, #20; LEISURE/RECREATION #40; SCHOOL #65, #66}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.37: Students produce or make presentations that communicate school-to-work/post-secondary transition skills.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Students will research the legal and behavioral definitions of sexual harassment in the work place. They will identify behaviors that constitute sexual harassment and create a video on the issues of sexual harassment in the workplace that gives examples of appropriate and inappropriate behavior. The will share the video with peers and community employers.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will state and/or demonstrate appropriate and inappropriate touching.
- (2) The student will perform a role in the video that demonstrates appropriate sexual roles and responsibilities in the workplace..
- (3) The student will state who she might notify of there is inappropriate sexual actions or communication toward her.
- (4) Upon hearing a word with sexual implication, the student will state if that word is appropriate to use in the workplace.
- (5) The student will demonstrate what behavior she might use if someone approaches her inappropriately in the workplace.
- (6)
- (7)
- (8)
- (9)
- (10)

C. I Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPs while Participating in this Class Activity:

- (1) The student will participate in the introduction of the video when it shown to a group of peers. [TARGETED SKILLS: communication skill]s, social skills, behavior skills {COACH: COMMUNICATION #9; SOCIALIZATION #14}
- (2) The student will travel by public transportation with a peer to deliver the video to a community employer. [TARGETED SKILLS: critical community activity] {COACH: SOCIALIZATION #17, #18; COMMUNITY #73}
- (3) The student will follow the instructions of a peer in operating the VCR to show the video to a group of peers. [TARGETED SKILLS: communication skills, motor skills, critical recreation /leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

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General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Share tools and materials when working with a small group.
- (2) Work as the time-keeper in a cooperative small group activity.
- (3) Use a single switch to make a selection on a computer choice-making activity.
- (4) Attempt a new or challenging task.
- (5) Work until a task is completed (i.e. up to 30 minutes).
- (6) Request assistance when task is too difficult or materials are needed that are not readily available..
- (7) On a job site, demonstrates good judgment regarding safety on the job.
- (8) Evaluate her job performance on a teacher developed evaluation instrument.
- (9) State the characteristics of a "good worker."
- (10) Deals with the anger of a co-work in manner that lead to resolution (apologizes, states, "I'm not going to get angry," tries to resolve the conflict).
- (11) Evaluate and monitor her performance on a daily school job.
- (12) Independently initiate work on a school job at the appropriate time for eight consecutive school days.
- (13) Participate safely and courteously within the exercise center of the community college.
- (14) Participate in "College for Living" evening classes provided by the local Arc.
- (15) Demonstrate appropriate work skills and attitudes on his school-community work site.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

SOCIALIZATION: #17, Distinguishes and interacts differently with familiar people, acquaintances, and strangers; #19, Accepts assistance from others; #20, Offers assistance to others; #22, Accepts unexpected changes in routine; #23, Shares with others.

VOCATIONAL: #85, Interacts appropriately with co-workers, customers, and supervisors; #86, Follows work site rules for safety, conduct, and appearance; #88, Works with others.

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2nd Edition. Paul H. Brookes: Baltimore.