

Parsippany-Troy Hills Township Schools

TEACHER'S HANDBOOK

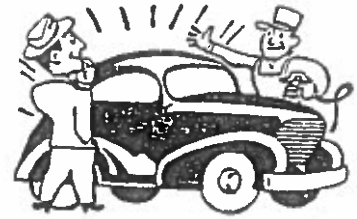
TCR401^H LIFE SKILLS TRANSITION I GRADES 9 and 10

**A Course Outline for Students with Severe
Disabilities**



Approved by the Board of Education

**Developed:
Revised:
Approved:**



THIS IS AN INTERESTING JOB!

Your poster must contain the following information (40 points)

1. A job I would like to do is:
2. This job is interesting to me because:
3. Necessary skills to perform this job:
4. Training and Education necessary to perform this job:
5. How many hours/days a week will you work:
6. Wages:
7. Benefits:

Your Poster must be neat and interesting—color, lettering, pictures (15 points).

You must attach copies of all information used (5 points).

You will present your job to the class (25 points).



High School Survey

Name _____ Date _____

Please complete this survey to help your teacher(s) learn about your likes and dislikes.
Thank you!

1. What subject(s) in school do you find interesting? _____

2. What subject(s) in school are not interesting? _____

3. What clubs or activities do you participate in at school? _____
4. What neighborhood activities do you participate in? _____
5. Do you like to play sports, watch them, or both? _____
What sports do you play in school? _____
6. If you like sports, which team or athlete is your favorite? _____
7. What do you like to do after school? _____

8. What kinds of movies do you like? _____
What are some of your favorite movies? _____
9. Do you like to read? _____ What are some of your favorite books? _____

10. Which TV shows do you watch? _____
11. What do you like to do after school? _____

12. What do you like to do on the weekends? _____

13. Do you have a part-time job? _____ If yes, what do you do? _____
14. How many hours a week do you work? _____
15. What chores are you expected to do at home? _____
16. Where do you like to go to eat with your friends? _____
17. What do you want to do after graduating from high school? _____

18. What kind of job do you want after high school? _____



Things My Teachers Should Know About Me

Interest Inventory for High School Students

Student Name _____ Date _____

Please help your teachers find out about some of the things you like by answering the following questions. Thank you!

1. What are your favorite classes in school? _____

2. Who are your favorite teachers? _____
3. What activities do your favorite teachers use to make learning interesting? _____

4. What activities or clubs do you belong to or participate in at school? _____

- In your community? _____

5. What is your favorite sport? _____
To play? _____
To watch? _____
6. What type of movies do you like to watch? _____

7. What kind of music do you listen to? _____
8. Who is your favorite singer or band? _____
9. What do you like to do with your friends after school? _____

10. What do you like to do with your family on the weekends? _____

11. Which people in your family do you like to spend time with? _____
12. What do you like to spend money on? _____

13. What are your hobbies or special interests? _____



Parent or Guardian Survey

Student Name _____

Parent Name _____ Date _____

Please answer the following questions to help us teach your child in the best way that he or she learns. Thank you!

1. Describe your child's personality. _____

2. Can your child switch from one activity to another easily? (Circle one.) Yes No Sometimes

3. What kinds of activities are easy for your child? _____

4. What kinds of activities are hard for your child? _____

5. What has your child done that makes you proud? _____

6. What has your child done that makes you upset? _____

7. Did your child have learning or behavioral difficulties before the age of 5? (Circle one.) Yes No

8. Does your child have any special talents? _____



Parent or Guardian Survey (Cont'd)

18. What activities does your child like to do at home? _____

19. What activities at home does your child dislike doing? _____

20. What foods or snacks does your child like? Dislike? _____

21. Does your child do chores and work at home without reminders? (Circle one.) Yes No Sometimes

22. Does your child misplace or lose his or her belongings, including favorite ones? (Circle one.) Yes No Sometimes

23. Does your child remember to bring books and materials needed to do homework? (Circle one.) Yes No Sometimes

24. Does your child need help when doing homework? (Circle one.) Yes No Sometimes

25. Which method of communication with the school do you prefer? (Circle your answer.)
Phone calls Notes Progress reports Email

Other _____



JOB SEARCH MANUAL

Worksheet #3 - Exploring Your Interests

Place check marks under the Like column for those activities you like to do or think you would like to do. Check under Dislike for those you are indifferent to or do not like.

Activities

Like Dislike

Fix electrical things

Repair cars

Fix mechanical things

Build things with wood

Drive a truck or tractor

Use metalworking or machine tools

Work on a hot rod or motorcycle

Take shop course

Take mechanical drawing course

Take woodworking course

Take auto mechanics course

Total number of L's

Read scientific books or magazines

Work in a laboratory

Work on a scientific project

Build rocket models

Work with a chemistry set

Read about special subjects on your own

Solve math or chess puzzles

Take physics course

Take chemistry course

Take geometry course

Take biology course

Total number of L's

Sketch, draw, or paint

Attend plays

Design furniture or buildings

Play in a band, group or orchestra

Practice a musical instrument

Go to recitals, concerts, or musicals

Read popular fiction

Create portraits or photographs

Read plays

Read or write poetry

Take art course

Total number of L's

Social

Write letters to friends

Attend religious services

Belong to social clubs

Help others with their personal problems

Take care of children

Go to Parties

Dance

Read psychology books

Attend meetings and conferences

Go to sports events

Make new friends

Total number of L's

Personal

Influence others

Sell something

Discuss politics

Operate your own service or business

Attend conferences

Give talks

Serve as an officer of any group

Supervise the work of others

Meet important people

Lead a group in accomplishing some goal

Participate in political campaign

Total number of L's

Keep your desk and room neat

Type papers or letters for yourself or for others

Add, subtract, multiply and divide numbers in business or bookkeeping

Operate computers or business machines of any kind

Keep detailed records of expenses

Take typewriting or computer course

Take bookkeeping course

Take commercial math course

File letters, reports, records, etc.

Write business letters

Total number of L's

Summary (Write the number of L's for each category) # of Likes

Realistic

Investigative

Artistic

Social

Enterprising

Conventional

Interpretation of Interests

Everyone is different, so your interest scores are unique to yourself. However, it is possible to predict where you will best fit into the world of work.

Beside each interest category write its rank for you. That is, the category with the most L's will rank #1, the category with the least will rank # 6.

_____ (R) Realistic

People who like making things with their hands, have good motor coordination, a special manual dexterity and physical strength. belong to this group. They prefer jobs such as mechanic, construction worker, or laboratory technician.

_____ (I) Investigative

Investigative people like to do research, try to understand phenomena, and usually prefer working alone or in a small group rather than working with the public. They look for the following types of jobs: biologist, engineer, researcher, meteorologist, economist, astronomist, taxidermist, dietician, television repairperson, psychiatrist, chemical technician, computer operator, or statistician.

_____ (A) Artistic

People who fit this type of personality express themselves by their artwork. They don't like to be enclosed by rigid structure, are often introverted and don't care much for social activities. They often have closed temperaments and let themselves be guided by their emotions. You find this type of person among hairdressers, actors, composers, authors, poets, dance instructors, orchestra conductors, camera people, clowns, producers, stage-designers, scene-painters, photographers, translators, or window-dressers.

_____ (S) Social

These type of people look for jobs where they can enter into relations with other people and give others help, whether it be as a teacher, nurse, playground supervisor, orientation counselor, social worker, manpower agent, parole officer, bartender, head waiter/ waitress, waiter/waitress, swimming instructor, complaints clerk, physiotherapeutic helper, janitor, guardian, investigator, or ambulance attendant.

_____ (E) Enterprising

Enterprising people express themselves easily and are good at convincing others to think the same way they do. They look for positions with power and prestige, and you often find them in jobs such as real estate agent, seller, sports promoter, buyer, hotel manager, manufacturer, bank credit manager, administrator, foreperson, head chef, or sales representative.

_____ (C) Conventional

People who fit the conventional type look for order, minute detail, and structured work. They appreciate jobs where rules and orders are clear and where they can demonstrate their ability to carefully complete tasks they have been asked to do. You often find them in jobs linked to the business world, such as office clerk,

superintendent of inventory, distributor, computer programmer, secretary, cashier, sewing machine operator, bookkeeper, filing clerk, telephone operator, warehouse person or shopkeeper.

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Name: _____



I HAVE A DREAM

List a dream or goal you would like to accomplish.

Group Members: Write down one step _____ must take to accomplish his/her dream or goal.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

IEP Daily Goal Attainment

Objective: To teach adolescent students with mild to moderate mental disabilities to attain their daily IEP goals.

Setting and Materials:

Setting: Teach in classroom setting.

Materials: Instructional material is *Take Action: Making Goals Happen* (Huber Marshall, Martin, Maxson, Hughes, Miller, McGill, & Jerman, 1999, available from Sopris West).

Content Taught

Use the daily goal attainment format from *Taking Action: Making Goals Happen*.

1. The students answer three questions to accomplish their daily plan:
Strategy: What methods will I use?
Support: What help do I need?
Schedule: When will I do it?
Students learn to evaluate and adjust their plans daily instead of weekly.
2. Depending upon the student's acquisition speed, teaching requires six to ten hours of instruction across a week or two. With the daily goal format students don't break long-term goals into short-term objectives, but rather use goals that can be accomplished daily.
3. C. Based on student IEPs, the classroom teacher makes thirty daily goal cards for each student representing a broad range of tasks that each could perform, but have not yet mastered at a fluent or maintenance level. Each goal is printed on a 3'x5' white note card. Example daily goals include:
 - a) having a bus pass in a pocket or backpack
 - b) taking a recipe box to home economics cooking class
 - c) locating five items on a grocery list at the supermarket
 - d) finding the want ad section in the daily newspaper
 - e) not interrupting a conversation
 - f) making scrambled eggs
 - g) finding the movie section in the newspaper
 - h) doing five tasks in a row without a prompt

Teaching Procedure

In a three week period, the *Take Action* lessons are used to teach daily goal attainment. Students are taught the *Take Action* lessons during four 90-minute classes.

Class 1: Students complete a series of activities to learn the four steps of the *Take Action* process: plan, act, evaluate, and adjust.

Class 2: Students watch the Take Action video. The teacher also teaches the three plan components: strategy; scheduling, and support.

Class 3: Students interactively review sample plans, write practice plans, and develop plans to accomplish their own goals.

Class 4: Students learn evaluation strategies to determine if their strategy, support, and schedule achieved their goal. If not, students learn to adjust their plan parts to attain their goal.

1. Throughout instruction, at the start of each school day, the students choose three goals from their individualized stack of 30 goal cards. They read them, and if needed, the teacher helps them read. The students have one full school day to attain these goals.
2. Following instruction, students practice using the Take Action process to attain their daily goals for up to six days. Students complete their Take Action plans with teacher prompts and feedback, then work on attaining their goals while receiving teacher prompts and feedback. At the end of the day, the students complete the evaluation and adjustment sections with teacher support, instruction, and feedback.

Method of Evaluation

Record the number of daily goals attained out of three daily goals chosen by the student.

Lesson Plan Based on:

German, S. L., Martin, J. E., Marshall, L. H., & Sale, P. R. (2000). Promoting self-determination: Using *Take Action* to teach goal attainment. *Career Development for Exceptional Individuals*, 23, 27-38.

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Transition Guide Grade by Grade

This guide is only a general starting point to help students start to think about the range of transition activities that should be considered during high school and should not be considered an exhaustive list.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
<ol style="list-style-type: none"> 1. Make sure you're scheduled for the correct classes 2. Identify electives that you have an interest in taking 3. Learn about your rights and responsibilities as a student 4. Learn how to self-monitor your schedule and assignments 5. Get to know your case manager and guidance counselor 6. Request a meeting with school transition coordinator 7. Learn about the accommodations in your IEP and what they mean 8. Explore possible summer job opportunities 9. Attend summer school to repeat any classes 10. Identify family supports 11. Identify learning styles 12. Consider vocational school 13. Manage free-time wisely 14. Able to articulate strengths, interests and preferences 15. Get involved in extra-curricular activities based on interests 	<ol style="list-style-type: none"> 1. Take an elective that interests you 2. Identify classes that are hard and begin to use resources so you can pass courses 3. Discuss support needs with regular education teachers 4. Register for PSAT's 5. Discuss college choices with counselor, parent & case manager 6. Identify potential jobs for summer employment 7. Identify transportation issues 8. Visit colleges and community colleges 9. Identify life skill training opportunities 10. Obtain tutoring to prep for SAT 11. Stay involved in extra-curricular activities based on interests 12. Attend after school clinic 13. Begin to identify colleges you might be interested in attending 14. Determine interests & strengths 15. Job shadow a career interest 	<ol style="list-style-type: none"> 1. Meet with counselor to check status of credits 2. Take SAT, ACT tests 3. Attend college, job, trade, technical school fairs 4. Acquire information on many colleges and explore the criteria for admission. 5. Explore scholarship options 6. Visit colleges and technical schools. 7. Complete college applications for early applications. 8. Attend summer school if need be 9. Examine financial aid opportunities 10. Explore DVRS options 11. Complete a functional vocational program 12. Participate in structured career program 13. Determine graduation requirements – make sure you are on target to graduate. 14. Participate in Structured Learning Experiences 15. Take Driver's Education 	<ol style="list-style-type: none"> 1. Request graduation meeting 2. Write college essay 3. Measured for Cap and Gown 4. Create a resume 5. Complete and mail college applications 6. Meet with DVRS representative 7. Attend financial aid workshop 8. Apply for financial aid 9. Accept college choice and apply for student housing 10. Participate in structured learning experience 11. Identify and apply to adult service agencies 12. Access independent living/supported living environments 13. Enter supported job market 14. Gain understanding of SOP 15. Obtain letters of recommendation from teachers & counselor 16. Role play college interview 17. Continue to work on time management & budgeting

Resource Activity

1. If you wanted to borrow a book to read, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

2. If you could not see and wanted to read a book, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

Resource Activity (cont.)

3. If you needed a ride to the store, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

4. If you wanted to talk to someone about an argument you had with a close friend, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

Resource Activity (cont.)

5. If you wanted to cash your pay check, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

6. If you wanted to find out about apartments to rent, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

Resource Activity (cont.)

7. If you needed help cooking your meals and getting dressed each day, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

8. If you wanted help finding out about jobs in your community, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

Resource Activity (cont.)

9. If you wanted help finding out about careers that might be right for you, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

10. If you needed help understanding what you're supposed to do at your job, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

Resource Activity (cont.)

11. If you needed a ride every day to go to work, you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

12. If you wanted to find out about colleges you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

Resource Activity (cont.)

13. If you wanted to find out about disability services at a college you wanted to attend you would _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

14. List one thing you have done in the past and the kind of help you used to do it: _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

Resource Activity (cont.)

15. List one thing you would like to do in the future, and the kind of help you might need to do it: _____

This is an example of a:

Natural support _____ Community support _____ Formal support _____

Assistive Technology _____ Environmental Adaptation _____

*Adapted from: Wehmeyer, M. (1995). Whose Future Is It Anyway? The Arc National Headquarters: Arlington, TX.

MY EMERGENCY PLAN



Important Telephone Numbers:

2 Neighbors:

What to do if the smoke alarm goes off--

What to do if you are home alone and someone knocks at your door—

What to do if you are home alone and you smell gas--

Purchasing Items Using “One-More-Than” Technique

Objective: To teach purchasing skills by using the “one-more-than” technique with the “cents pile modification” with one-, five-, and ten-dollar bills.

Setting and Materials

Setting: Instruction is conducted in the school library four times each week. Skill generalization is measured in the community at stores and restaurants near the school.

Materials: Each student was given 5 one-dollar bills, 1 five-dollar bill, and 1 ten-dollar bill during all instructional sessions.

Content Taught

The “One-More-Than” technique with the “cents pile modification” is a strategy to increase students’ abilities to use money for purchases. By using this functional strategy, learners can successfully purchase items by using currency without mastery of skills related to coin usage and coin value, which can be barriers to successful purchasing in the community.

The following description of this strategy has been developed based on information in the article.

1. The purchaser listens for the price of an item (e.g., “Three dollars and forty-eight cents”).
2. The purchaser counts one dollar for the “cents pile” (i.e., 48 cents) and puts it aside.
3. The purchaser then places the number of dollar bills identified in the price (i.e., 3) and places these on the “cents pile” dollar.
4. The purchaser then pays for the item using all of the bills in the pile.

Teaching Procedures

1. Tell students that you will teach them a method they can use to go to the store and buy things themselves.
2. Orally describe and model to introduce the concept of “one-more-than” with “cents-pile modifications”. For example, say: “If the salesperson says “two dollars and fifteen cents”, you put one dollar to the side for the “cents pile”, and then count out two dollars.
3. Tell students they are going to role-play purchasing items using the method.
4. Separate training items into 4 price groups, 0-\$4.99, \$5.00-\$9.99, \$10.00-\$14.99, and \$15.00-\$20.00.
5. For the first price group, 0-\$4.99, students will use the “cents-pile modification” to count out one more dollar than the amount requested.

6. Name a price between 0-\$4.99. in one of the following ways:
 - a) With the terms “dollars” and “cents” included (e. g., “That will be four dollars and twenty cents”).
 - b) Without dollars and cents (e. g. “That will be four twenty”).
7. Model “paying” the first training amount, by counting one dollar to the side for the “cents pile”, and the count out the number of dollars requested.
8. Have students practice “paying” the first training amount.
9. For each correct response, provide descriptive verbal praise on a CRF schedule by pointing out that the student had just given enough dollars to pay for items, such as “Good job. You just gave me enough dollars”.
10. For each incorrect response, verbally describe and model the correct response and then have the student “try again”. If student then responds appropriately, provide praise. If the student responds incorrectly, move to the next item by saying “let’s try another one.”
11. Provide students with three additional training amounts from the same price group using one of the ways to state the price identified in item #6 above.
12. Use the same procedure for all price groups (0 - \$4.99, \$5.00 - \$9.99, \$10.00 - \$14.99, \$15.00-20.00) with additional instruction related to counting on from five- and ten-dollar bills.
13. Show the students the bill(s), model “counting-on” from the bill(s), and then model the example item for that price group (e.g., for seven dollars, start with a five dollar bill and count on. As you place a five dollar bill on the table, say, “Five”. As you place each dollar bill on the five dollar bill, say, “six” as you place the first bill and “seven” as you place the next bill on the money stack.
14. Ask students to repeat the modeled item.
15. During training sessions, use 12 amounts that were not used in previous training sessions.
16. When students achieve 12 correct responses out of 12 opportunities, present “mixed practice” to students by randomly distributing three amounts from each of the four price groups across the 12 training items.

Evaluation

Collect student performance data on the percent correct on 12-item daily probes. Probes should include prices from the three price ranges (0 - \$4.99, \$5.00 - \$9.99, \$10.00 - \$14.99, \$15.00- 20.00) and be stated to students in one of the following ways:

1. With the terms “dollars” and “cents” included (e. g., “That will be five dollars and twenty cents”).

2. Without dollars and cents (e. g. "That will be five twenty").

Lesson Plan Based on:

Denny, P., & Test, D. (1995). Using the one-more-than technique to teach money counting to individuals with moderate mental retardation: A systematic replication. *Education & Treatment of Children, 18*, 422-32.

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

LIFE SKILLS/TRANSITIONAL PROGRAM

Employer Rated Job Skills Inventory

Student Name: _____ Date: _____

Site: _____

Directions: Please use the following scale to rate the student's skill performance.

Life Skills	+/-
Appears to be well groomed	
Dresses in suitable attire	
Comes to work on time	
Understands and follows directions	
Maintains focus on task	
Adjusts to changes in schedule	
Completes assigned tasks	
Self-Determination Skills	
Finds extra work to do	
Expresses personal interests	
Seeks additional responsibilities	
Independently solves problems	
Asks for help when needed	
Social Skills	
Works well with colleagues	
Is courteous	
Is respectful to authority figures	

1. Do you feel this student requires additional training/job coaching?