Teaching Functional Skills to Occupational Course of Study Students
Stephanie Gillingham
Presenter
Riverside High School/Durham Public Schools

Outline

• What is your ultimate goal for your students?
• How do we prepare students for the future?
• How can we work collaboratively to meet the student’s needs?
• How do we measure success for our students?

Our Mission

• As OCS educators it is our mission to prepare our students for transition from high school into independent living.
• But, how do we do that?
Different Types of Functional Skills

- Core subject
- Vocational education
- Community access
- Daily Living
- Personal Finance
- Independent Living
- Transportation
- Social Skills
- Relationships
- Self Determination

Functional Skills Checklist

- Assess where students are right now.
- Work collaboratively to prioritize what skills students need to work on most.
- Make an action plan of how that will be implemented in the academic setting.

Using our Academic Classes for Functional Skills

- Our best opportunity for integration of function skills is the Occupational Preparation classes.
- Have students alphabetize words in English.
- In Financial Management, students can work on budgeting skills, fraction skills, measurement for work skills.
Collaborate

- Ask family members/parents to assist in asking more of their youth.
- Give them a list of the skills you are working on and ask them to assist you at home.
- Find coworkers or outside agencies that have a skill that your students need and ask them to collaborate, present, or give input.

Brainstorm

1. Individually brainstorm what skills you think are the most important for OCS students.
2. Share with a neighbor and add to your list.
3. Prioritize which skills are most important.
4. How can you implement these skills at your school?

Riverside OCS Program

- Our goals are:
  - Every student who enters the program graduates with a diploma.
  - Every student has a list of 3 realistic career options upon graduation.
  - Every student has a resume and portfolio which speaks to their work upon graduation.
What has Riverside done to meet goals?

- Run the recycling program.
- Crush aluminum cans for money.
- Run a school depot (financial skills.)
- OCS Chats (clubs)
- Created student made items for sale at depot.
- Collaborated with Engineering classrooms for opportunities of integration.
- Collaborated with Botany students to learn how to plant gardens.

Questions?

- Thank you for your time and input!
OCS List of Skills

Student:

Assessed on:

Reading:
Can identify main character: ___ can do ____ difficult ____ unable
Can identify main theme: ___ can do ____ difficult ____ unable
Can identify main idea: ___ can do ____ difficult ____ unable
Read for information: ___ can do ____ difficult ____ unable

Writing:
Can create outline: ___ can do ____ difficult ____ unable
Can capitalize I’s in sentences/first word: ___ can do ____ difficult ____ unable
Can identify correct punctuation: ___ can do ____ difficult ____ unable
Can write 10 lines of writing: ___ can do ____ difficult ____ unable
Can cite used source: ___ can do ____ difficult ____ unable
Can write a complete sentence: ___ can do ____ difficult ____ unable
Can edit work (idea, spelling, etc.): ___ can do ____ difficult ____ unable
Classify items or words by group: ___ can do ____ difficult ____ unable
Research information: ___ can do ____ difficult ____ unable

Life Skills:
Can use manners in asking for assistance: ___ can do ____ difficult ____ unable
Can identify providers to seek assistance: ___ can do ____ difficult ____ unable
Can follow directions: ___ can do ____ difficult ____ unable
Can accept supervision: ___ can do ____ difficult ____ unable
Can identify transportation services: ___ can do ____ difficult ____ unable
Can identify healthy/unhealthy meals: ___ can do ____ difficult ____ unable
Can follow directions for cooking meals: ___ can do ____ difficult ____ unable
Can wash laundry (sorting, folding, etc.): ___ can do ___ difficult ___ unable
Can clean up after themselves: ___ can do ___ difficult ___ unable
Can wash dishes: ___ can do ___ difficult ___ unable
Can ask for assistance: ___ can do ___ difficult ___ unable
Can explain modifications needed: ___ can do ___ difficult ___ unable

**Job Skills:**

Can list 3 realistic careers they can do: ___ can do ___ difficult ___ unable
Can create resume: ___ can do ___ difficult ___ unable
Can apply for job online and in person: ___ can do ___ difficult ___ unable
Can identify and dress appropriately for interview: ___ can do ___ difficult ___ unable
Can fill out tax forms with deductions: ___ can do ___ difficult ___ unable
Can speak in front of others (presentation): ___ can do ___ difficult ___ unable
Collate papers in proper order: ___ can do ___ difficult ___ unable
Alphabetize words for filing in proper order: ___ can do ___ difficult ___ unable
File information and records: ___ can do ___ difficult ___ unable
Write appropriate email: ___ can do ___ difficult ___ unable
Use and operate computer: ___ can do ___ difficult ___ unable
Enter and store info on computer: ___ can do ___ difficult ___ unable
Retrieve info from computer: ___ can do ___ difficult ___ unable
Save to external USB: ___ can do ___ difficult ___ unable
Can meet deadlines: ___ can do ___ difficult ___ unable
Is on time: ___ can do ___ difficult ___ unable
Can work well with others: ___ can do ___ difficult ___ unable
Do neat and orderly work: ___ can do ___ difficult ___ unable

**Financial Skills:**

Can create a budget: ___ can do ___ difficult ___ unable
Can make change with money:    ____ can do _____ difficult _____ unable
Can identify benefits that add value to job:  ____ can do _____ difficult _____ unable
Can identify fractions used for pay:   ____ can do _____ difficult _____ unable
Can measure for chemicals/cooking, etc.:  ____ can do _____ difficult _____ unable
Can calculate how many hours worked:   ____ can do _____ difficult _____ unable
Can calculate how much pay including taxes:  ____ can do _____ difficult _____ unable
Record numbers:     ____ can do _____ difficult _____ unable

Self-Care Skills:

Can identify when to bathe:    ____ can do _____ difficult _____ unable
Apply deodorant:     ____ can do _____ difficult _____ unable
Wash face and identify benefits:    ____ can do _____ difficult _____ unable
Can identify when stressed/manage stress:   ____ can do _____ difficult _____ unable
Can organize and manage time:    ____ can do _____ difficult _____ unable
Can use planner for scheduling:     ____ can do _____ difficult _____ unable
Can identify appropriate clothing to wear:    ____ can do _____ difficult _____ unable
Can make schedule for meals:     ____ can do _____ difficult _____ unable

Source used: http://spot.pcc.edu/~rjacobs/career/career_self-assessments8.htm