



2 ELECTIVES:
VOCATIONAL PREPARATION AND
HEALTH, SAFETY & INDEPENDENT
LIVING

**Webinar 2 - Curriculum Resources, Practices
& Ideas for Lesson Planning**

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STEP 3

Curriculum Resources

- 1) What are my immediate needs for my class now?
 - A) Interest Inventories
 - B) Assessments
 - C) Curriculum Resources
- 2) How do I take this back to leadership in the LEA?
- Lesson Planning Questions:
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- 4) Who will the group be and how do we get collaboration?
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STUDENT-FOCUSED PLANNING

The Good News? – There is evidence of the efficacy of certain resources! AND they are Free.

- Whose Future is it anyway?
- ME! Curriculum - Zarrow Institute
- Self-Advocacy Strategy (Van Reusen et. Al., 1994)

- All are recommended by NTACTION

LOOK AT ME!

- One example is the ME! curriculum – let's review the website and the lessons and identify the content that is addressed
- <http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html>

ADAPTED LESSON

- Does this fit my students?
- What would I need to adjust?
- What might I do next or instead?

THE BAD NEWS ON STUDENT FOCUSED PLANNING?

Most Resources:

- Aim at Students with **3rd Grade + Literacy Skills**
- Expect some sophistication in **Verbal Communication Skills**
- Target **CONCEPTS** that may be difficult for some students with autism to access

CONCEPTS OF SELF-ADVOCACY

- Resource from National Collaborative on Workforce and Disability for Youth (2005) – **Just What DO You Know About Yourself and Your Disability?**
- **23 Questions, Examples include–**
 - Do you know what you do well in school?
 - Do you know how you learn best?
 - Do you inform your teacher how you learn best?
 - Do you take responsibility for your own behavior?
 - Do you describe your disability differently depending on the setting or the people?

STUDENT FOCUSED PLANNING

- “Active Participation” is the key! Repeated Practice is essential.
- Foundation Skills: **Asking questions, answering questions, use statements to agree/disagree, asking for help, follow directions, listen and repeat(indicate comprehension)**
- Self-Awareness:
 - what do I like,
 - what do I not like,
 - what do I want,
 - what do I need to learn
- Self-Advocacy
 - Communicate the above points!
- Decision Making - DO IT! model
 - Define the Problem
 - Outline your Options
 - Identify the Outcome of Each Option
 - Take Action
- Self-Directed IEP

WHAT MIGHT THE LESSON LOOK LIKE?

ME! Lesson 1, Self-Awareness

- !) Look at how you could do this with more involved students?
- 2) Where would you take the lesson next?

RESOURCES & LESSONS FOR COMMUNITY-REFERENCED INSTRUCTION

- **ME! Curriculum – Self-Advocacy Focus**

<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html>

- **Project Discovery – Daily Living, Work Readiness and Vocational Focus**

- <https://educationassociates.com/what-we-offer/project-discovery/>

- **WORK! Curriculum – Work Readiness Focus**

<http://www.workresourcekit.com>

- **MECA – Vocational Focus** <https://www.conovercompany.com/education/meca/>

- Interest Indicator
- Work Samples
- Learning Assessment Programs
- Career Planners

EXPANSIONS ARE NECESSARY ON ALL CURRICULUM RESOURCES

- Functional Independent Skills Handbook - FISH
- Let's look at the site:
- <https://www.proedinc.com/Products/10900/fish-functional-independence-skills-handbook-assessment-and-curriculum-for-individuals-with-developmental-disabilities.aspx>



STEP 4

INSTRUCTIONAL PRACTICES

GOOD TRANSITION INSTRUCTIONAL PRACTICE

- Scaffolding & Task Analysis – work on one or two skills within the capacity of the student
- Chaining
- Time Delay – immediate full prompt to increasing time delayed prompt, emphasize self-starting with reinforcement
- Generalization

BEST PRACTICES IN TRANSITION INSTRUCTION

- **Community-Based Instruction** (CBI) – be aware of the limitations: transportation & scheduling, reduces instructional time, number of teaching trials, expensive
- **Community-Referenced Instruction** (CRI): simulated environments, repeated practice, a safe place for scaffolding and task analysis, should be used prior to CBI
 - Paying for items - *CBI in bookstores, grocery, convenience stores, different shops
 - Ordering meals
 - Using a shopping list
 - Checking and refilling inventory
 - Using an ATM
 - **Organize Work stations (pantry shelves, dish cabinets, bussing station, clerical supply shelf)**
 - <https://www.proedinc.com/Downloads/20194SamplePgs.pdf>
- **Take Data in CRI & in CBI**

GOOD TRANSITION INSTRUCTIONAL PRACTICE

Computer-Assisted Instruction

- Often preferred by students
- Provide repeated practice with limited resources
- Can be implemented by variety of staff with a level of fidelity

Specific Job Tasks can be 'put on the computer' – photos in sequence OR video recording of steps

- Deliver mail in school
- Change paper towels in restrooms
- Wipe down cafeteria tables
- Etc.



COMMUNITY REFERENCED INSTRUCTION

- How do we create opportunities within the schools?
- Create the structure in the class, the halls, the office, the cafeteria, the supply closets.....

SHOW THE SEQUENCE

- Get rolling cart from station
- Take to storage area
- Put (how many) towel rolls from storage on cart
- Go to restroom (start with one and scaffold)
- Remove empty roll to trash
- Replace roll in dispenser
- Return cart to station

ASSISTANTS, JOB COACHES, CAREER COACHES

- Train to provide direct instruction
- Provide with structured lessons that specifically address the core skills associated with post-secondary success – make it their lessons
- Train to use assessment tools to identify needed skills

USING AN ATM: SINCE CRI IS COMPLEX, USE PICTURE SEQUENCE ON COMPUTER OR VIDEO

Task Analysis – up to 17 steps:

- Check that you have card
- go to machine,
- on command, put card in slot with correct orientation,
- Put card away safely
- input PIN,
- Press button indicating PIN is correct
- select function (withdraw money),
- select account,
- type in amount,
- request receipt,
- retrieve funds
- Check funds
- Put away funds
- Retrieve receipt
- Check receipt
- Press end transaction button
- Put receipt away

SHOPPING IN A GROCERY STORE CAN WE CREATE A ZONE OF PRACTICE AT SCHOOL?

- Scaffold!
- Create the simulated zone
- Start with one aisle (Photo list? Picture list? Written list? Aisle number on list?)
- Start with one item (Take to cashier, use previously practiced purchase strategy)
- Add items
- Add items in second aisle
- Practice in Community
- Create a task analysis based data sheet and use in all environments



ANANAS SKIVER

LIGHT KOKOSMÆLK

LAURBÆRBLADE

CITRONSKAL



BONDUELLE MAJS

MAJS

JAKA COCKTAILPEJSE

MIRAVALLE TOMATER

MIRAVALLE TOMATER

MIRAVALLE TOMATER

HEINZ TOMATSÅUCE

HEINZ TOMATSÅUCE

HEINZ TOMATSÅUCE



OTHER RESOURCES

- For Career Exploration, <https://www.onetonline.org>

AGE APPROPRIATE TRANSITION ASSESSMENT AND ACTIVITIES GUIDE

- https://www.witig.org/wstidata/resources/transition-assessment-resources_1448046810.pdf
- From the Wisconsin Department of Public Instruction, Transition Improvement Grant – an exhaustive list of available transition assessments for all skill areas

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ADDITIONAL BIBLIOGRAPHY

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- Assessment Options -
- University of Indiana assessments:
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- JobTIPS assessments:
<http://do2learn.com/JobTIPS/DeterminingInterests/SocialSkillsAssessments/Assessments.html>
- Autism Speaks Employment Tool Kit:
<https://www.autismspeaks.org/sites/default/files/2018-08/Employment%20Tool%20Kit.pdf>
- TEACCH Transition Assessment Profile-CV: TEACCH Transition Assessment Profile, (TTAP-CV) Second Edition — Computer Version, Mesibov, Thomas, Chapman, and Schopler (Pro-Ed., Inc. 2011)



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