

Distance Learning to Support Students with Significant Intellectual Disabilities

Best Practices in Employability, Transition, and Life Skills

Strategy	Considerations		
<p>Teaching Employability, Transition, and Life Skills</p>	<p>Employability, transition, and life skills are best taught through a combination of direct instruction, modeling, and opportunities for hands-on practice.</p> <ul style="list-style-type: none"> • Teach skill directly in multiple settings. • Let students practice as much as possible. <p>Resource: In order to scaffold skills, share the Model, Lead, Test Strategy with parents and caretakers.</p>		
<p>Break down large tasks into smaller, more manageable tasks</p>	<p>Break down large tasks into smaller, more manageable tasks. For instance, to teach students how to grocery shop:</p> <ul style="list-style-type: none"> • First teach students how to make a grocery list. Consider the format of list and what would be most accessible for the student – e.g., paper/pencil, using notes on an iPhone, or typing on the computer. • Next, work on establishing a budget. • Finally, teach students how to shop within the store, or, for student safety during COVID-19, practice using an online grocery ordering service. Small units can be presented in separate lessons, if necessary. <p>Task Analysis: (Resource: Module: Task Analysis)</p> <ul style="list-style-type: none"> • Determine what task/activity you want the student to perform. • Figure out what steps will be required to complete the task/activity, start to finish. • Teach just one step, until the student displays mastery of that specific skill. • Chain the Task/Activity: Decide what order to teach the steps in. You might have the student master the last step, then the second to last step, and so on. Or vice versa, you can work from the first step to the last. • As each step of the task/activity is learned, add it to the chain until the task can be completed independently. <p>Example – Task steps based on task analysis:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Bring basket of dirty clothes to laundry room. • Take clothing out of basket and place on floor. • Sort clothing into piles of colored and whites. • Open washing machine. • Place one of the piles into the machine. • Add laundry detergent and turn machine on. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Wait until wash cycle is finished, then open machine. • Take clothes out and check that they have washed correctly. • Put clothes in the dryer, select the appropriate setting, and start dryer; or hang clothes on clothesline. • Put dry clothes in empty laundry basket to fold; or, take clothes off clothesline. </td> </tr> </table>	<ul style="list-style-type: none"> • Bring basket of dirty clothes to laundry room. • Take clothing out of basket and place on floor. • Sort clothing into piles of colored and whites. • Open washing machine. • Place one of the piles into the machine. • Add laundry detergent and turn machine on. 	<ul style="list-style-type: none"> • Wait until wash cycle is finished, then open machine. • Take clothes out and check that they have washed correctly. • Put clothes in the dryer, select the appropriate setting, and start dryer; or hang clothes on clothesline. • Put dry clothes in empty laundry basket to fold; or, take clothes off clothesline.
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Use guides with pictures to demonstrate each step of a skill

Using real life photos of students completing job tasks works best.

- For example, to help students learn how to best wash their hands, use pictures of the student turning on the water, pumping the soap, rubbing hands together, getting paper towels, etc. You will want to slowly fade out the picture prompts to promote independence of the skill.

(Resource: [CDC Handwashing Printable Posters](#))

- Need additional examples? Check out [How to Remove Gloves](#) or the Washing Dishes example to the right:

Washing Dishes

1.) Put plug in the drain.



2.) Turn on hot water.



3.) Use 1 squirt of soap.



4.) Get wash rag.



5.) Turn off hot water.



6.) Put dirty dishes in the sink.



Make the materials relevant

To make materials relevant, for the example above, consider taking pictures of the wash area that students will use during the activity. Additionally, for students making the grocery list, use photos of desired grocery items, or use the online shopping app. Consider using the resource, [do 2 Learn](#), for visuals.

LOADING THE DISHWASHER

SKILL: CLEANING / ORGANIZATION

DIRECTIONS:

1. SCRAPPE OR RINSE OFF ANY FOOD ON THE DISH, INTO THE SINK.
2. OPEN THE DISHWASHER.
3. PLACE EACH DISH OPEN SIDE DOWN ON THE RACK.
4. PLACE SMALLER DISHES LIKE MUGGS OR PLASTIC CONTAINERS ON THE TOP RACK.
5. PLACE LARGER DISHES LIKE PLATES AND PANS ON THE BOTTOM RACK.
6. PLACE FORKS, SPOONS AND KNIVES IN THE UTENSIL BASKET.
7. FILL THE SOAP CONTAINER WITH DISHWASHER DETERGENT.
8. CLOSE THE DISHWASHER AND PUSH START.

TOOLS/ SUPPLIES:

LOADING THE DISHWASHER

CLEANING & ORGANIZING SKILLS

TOOLS/ SUPPLIES:

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<p>Help students generalize skills across settings</p>	<p>It is important for students to generalize skills across settings. Once the student has mastered a skill or strategy in one setting, the goal is to transfer it to other appropriate settings. Below are strategies to help students generalize their skills:</p> <ul style="list-style-type: none"> • Prepare Strategy Sheets. Once the student has mastered a skill or strategy in one setting, assist the student in creating a 'strategy sheet' that captures the key steps of the strategy in checklist format. Starting in the setting in which the student is already successful, work with them to use the checklist, as an independent self-check, to verify that they are implementing the strategy correctly. • Encourage Others to 'Coach' the Strategy. Talk with others who work with the student. Describe the skill or strategy that the student can use reliably in your classroom and that you would like to see generalized to other settings. Encourage these others to prompt the student to use the strategy when appropriate in other settings. • Identify the 'Look-Fors' That Trigger Use of the Strategy. Help the student identify key characteristics – or 'look-fors' – of settings in which he or she should use the selected skill or strategy. • Use a Skill Diary. For academic skills or strategies, ask the student to keep a skill diary in which they record situations or settings where they have successfully used the strategy. • Standardize Routines Across Settings. Collaborate with others with whom you share students to develop skills. 																																				
<p>Plan units that are engaging and address multiple life skills in the same lesson.</p>	<p>Many skills can be taught in multiple academic and vocational courses. Use a Matrix Sheet to intentionally plan skill practice across multiple activities.</p> <table border="1" data-bbox="588 812 1890 1380"> <thead> <tr> <th>Skill</th> <th>Reading</th> <th>Science</th> <th>Math</th> <th>Transition</th> <th>Example Notes from Home</th> </tr> </thead> <tbody> <tr> <td>Measure dry ingredients using a cup (c), half-cup (c), tablespoon (tbs), teaspoon(tsp)</td> <td>Identify amount of each ingredient on a recipe (may include picture supports)</td> <td>Concept of solid, solution and mixture</td> <td>Identify $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1 whole.</td> <td>Measure using teaspoon, tablespoon, and cup independently</td> <td>Followed recipe with cup, teaspoon, and tablespoon</td> </tr> <tr> <td>From memory, select appropriate coins for familiar vending machine</td> <td>Recognize preferred items and const in vending machine</td> <td></td> <td>Add in increments of .05, .10, .25, .50 and 1.00</td> <td>Select 2 quarters and dime for chips at vending machine</td> <td>Confused nickel and quarter at vending machine</td> </tr> <tr> <td>Make online purchase</td> <td>Identify and select item from website</td> <td>Compare two items</td> <td>Determine total cost of item(s) with tax and shipping</td> <td>Use credit card or other online banking app to make purchase</td> <td>Helped select groceries for online purchase and in store pick up</td> </tr> <tr> <td>Use a brush, comb, or pick to style own hair</td> <td></td> <td>Follow safety rules and pull hair away from face prior to completing an experiment</td> <td></td> <td>Pull hair out of face using a health net or ponytail prior to preparing meal Follow workplace standards and rules for hygiene</td> <td>Brushed hair on his own this AM Needed assistance with pocket comb</td> </tr> <tr> <td>Make appropriate decision when provided informed choices</td> <td>Pick an age appropriate text to read or listen to aloud.</td> <td>Follows steps to complete a simple experiment</td> <td>Student will choose the correct operation to complete when given a problem.</td> <td>When given a choice of next steps on a job task list, student will choose correct next step.</td> <td>Placed tasks appropriately on a daily schedule. Followed daily schedule independently</td> </tr> </tbody> </table>	Skill	Reading	Science	Math	Transition	Example Notes from Home	Measure dry ingredients using a cup (c), half-cup (c), tablespoon (tbs), teaspoon(tsp)	Identify amount of each ingredient on a recipe (may include picture supports)	Concept of solid, solution and mixture	Identify $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1 whole.	Measure using teaspoon, tablespoon, and cup independently	Followed recipe with cup, teaspoon, and tablespoon	From memory, select appropriate coins for familiar vending machine	Recognize preferred items and const in vending machine		Add in increments of .05, .10, .25, .50 and 1.00	Select 2 quarters and dime for chips at vending machine	Confused nickel and quarter at vending machine	Make online purchase	Identify and select item from website	Compare two items	Determine total cost of item(s) with tax and shipping	Use credit card or other online banking app to make purchase	Helped select groceries for online purchase and in store pick up	Use a brush, comb, or pick to style own hair		Follow safety rules and pull hair away from face prior to completing an experiment		Pull hair out of face using a health net or ponytail prior to preparing meal Follow workplace standards and rules for hygiene	Brushed hair on his own this AM Needed assistance with pocket comb	Make appropriate decision when provided informed choices	Pick an age appropriate text to read or listen to aloud.	Follows steps to complete a simple experiment	Student will choose the correct operation to complete when given a problem.	When given a choice of next steps on a job task list, student will choose correct next step.	Placed tasks appropriately on a daily schedule. Followed daily schedule independently
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Considerations for Best Practices in Employability, Transition, and Life Skills provided by Heidi Brett-Baker, Ashley Quick, Amy Howie and Meredith Keedy-Merk. [Contact us](#) today!