AT For Common Core College And Career Readiness For Students With Significant Cognitive Disabilities

Part 3:
Independent Work Skills and Social Skills

Please tell us who you are?

Agenda

Define College and Career Readiness for Students with Significant Cognitive Disabilities

Introduce Third Element: Social Skills

Introduce Fourth Element: Independent Work Behaviors

Readiness

College and Career Ready for All

Components in a Comprehensive Definition of College Readiness for **typical high school students**…

Key Cognitive Strategies
- Problem solving, reasoning, analysis, interpretation, critical thinking

Key Content
- Reading, Math, Science, Social Studies

Academic Behaviors
- Self monitoring, time management, using information resources, social interaction skills,

Contextual Skills and Awareness
- Seeking help with admissions, procedures, group interaction skills

(Conley, 2011)

The most important "functional" skills in the 21st century are:

❖ Maximize Communicative Competence

❖ Full access to the academic content for life long learning (Problem Solving, Reading, Writing, Math)

❖ Development of appropriate social skills(Social skills to function well in small groups-collaboration and cooperation)

❖ Development of independent work behaviors (independent and team work skills)

❖ Development of support access skills (skills for identifying and requesting supports)

(Discussion based on Kearns, Kleinert, Harrison, Shepard-Jones, Hall, Jones 2011)
National Center and State Collaborative States

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All standards are expected of all students.

Implications

- All students need access to the general **curriculum** including instruction in reading and math

- Students with significant cognitive disabilities need **instruction** that is effective in helping them achieve state's alternate achievement standards

National Center and State Collaborative Curriculum Resource Guides: Math-Social Skills

https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guides

How Can I Further Promote College and Career Readiness when Teaching "Data Analysis"?

Students will engage in peer groups to solve problems related to "data analysis" that will provide practice on increasing reciprocal communication and age appropriate social interactions. For example, students might work together with their peers to survey students in their school and then work together to display the data they collected into an appropriate graph.

How Can I Further Promote College and Career Readiness when Teaching "Equations"?

Students will engage in peer groups to solve problems related to "equations" that will provide practice on increasing reciprocal communication and age appropriate social interactions. For example, students might work together with their peers to develop equations based on story problems and substitute values for variables when given a science formula and values.

How Can I Further Promote College and Career Readiness when Teaching "Measurement and Geometry"?

Students will engage in peer groups to solve problems related to "measurement and geometry" that will provide practice on increasing reciprocal communication and age appropriate social interactions. For example, students might work together with their peers to find the surface area of a present to determine the amount of wrapping paper needed to cover it.

How Can I Further Promote College and Career Readiness when Teaching "Fractions and Decimals"?

Students will engage in peer groups to solve problems related to "fractions and decimals" that will provide practice on increasing reciprocal communication and age appropriate social interactions. For example, students might work together with their peers to measure out ingredients for a science experiment or cooking activity.

How Can I Further Promote College and Career Readiness when Teaching "Ratio and Proportion"?

Students will engage in peer groups to solve problems related to "ratio and proportion" that will provide practice on increasing reciprocal communication and age appropriate social interactions. For example, students might work together with their peers to find the distance between cities on a map using scale drawings.

National Center and State Collaborative Curriculum Resource Guides: ELA- Social Skills

https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guides

How Can I Further Promote College and Career Readiness when Teaching "Reading Informational Texts"?

There are many age appropriate social skills to be gained via instruction using informational text, especially for older students. Students increase their self-advocacy and self determination skills by recognizing persuasion, and fact/opinion. Reciprocal communication may be enhanced by knowledge and understanding of world events/global awareness. Appropriate social skills are often the topic of information text at all ages. For example at the elementary level students learn appropriate behavior from books such as *Time to Say Please* by Mo Willems. For older students appropriate social skills can be gained from books such as *How Rude!: The Teenagers' Guide to Good Manners, Proper Behavior, and Not Grossing People Out* by Alex J. Packer.

How Can I Further Promote College and Career Readiness when Teaching "Vocabulary Acquisition and Use"?

Students will engage in peer groups to discover new vocabulary and communication.

How can I further promote College and Career Readiness when teaching "Reading Literary Texts"?

There are many age appropriate social skills to be gained via instruction using literary text. Students increase their friendship skills, conflict resolution, and family relationships. Student may also learn to respect cultural differences. Reciprocal communication may be enhanced by knowledge and understanding of world events/global awareness. Appropriate social skills are often the topic of literary text at all ages. Social narratives may be an effective strategy for teaching appropriate social skills. More information about using social narratives can be found at: http://www.ttacnews.vcu.edu/2011/09/teaching-social-skills-through-social-narratives-another-evidence-based-practice/

Defining Social Skills

"The very things that allow us to **connect** and be who we are and **share** who we are".
(Krempa & McKinnon, 2002)

•Allowing for proper initiations towards others, as well as maintaining positive relationships with others

•Allowing for peer acceptance in the classroom, work place and community

•Enabling one to cope and adapt to the social environment

Social Skills Begin at Birth

"Communication, Cognition, Socialization, Language are all interconnected"
Kathleen Quill (2002)

Table 3.3. Important social developmental milestones (12–60 months of age)

Social skill	Age (months)
Imitates simple adult actions	12+
Shows interest in peer activities	
Plays simple interactive games	
Enjoys listening to simple stories	
Enjoys rough-and-tumble play	
Engages in parallel play	
Attempts to comfort others in distress	24+
Begins symbolic toy use	
Begins to share toys	
Pretends adult roles in play	
Imitates a task previously observed	
Participates in supervised small-group games	
Shows preference for some friends over others	36+
Labels feelings in self	
Assumes different roles in play	
Begins to take turns in play	
Plays group games with supervision	
Has a preferred friend	48+
Plays cooperatively with others	
Develops a logical sequence of events in play	
Follows rules in simple games	
Recognizes another's need for help and gives assistance	
Shares and takes turns without reminders	
Responds positively to the good fortune of others	60+
Has a group of friends	
Follows community rules	
Engages in complex adult role playing	
Plays games requiring skill and decision making	
Plays cooperative group games	

Sources: Johnson-Martin, Attermeier, & Hacker (1990); Sparrow, Balla, & Cicchetti (1984).

Domains Influenced by Play

Developmental Domain	Developmental Acquisitions
Cognition	Knowledge of functional, spatial, causal, categorical relationships; problem solving, mental planning, flexible and divergent thinking; association, logical memory, and abstract thought.
Social Competence	Verbal and nonverbal communication, perspective-taking, social awareness; exploration of social roles and issues of intimacy, trust, negotiation and compromise to form friendships.
Language	New vocabulary; forms and functions of language; complex language structures; rules of conversation; metalinguistic awareness
Literacy	Interest in stories, knowledge of story structure and story comprehension; narrative competence; understanding of fantasy in books; use of symbols to represent the world
Emotional Expression	Regulation of affect and emotion; expression of thoughts and feelings; working through emotional conflicts
Creative-Artistic Expression	Inventiveness, imagination, symbolic representation; enlarged collection of novel ideas and associations
Sensory- Motor	Fine and gross-motor skills; body awareness; sensory regulation

Breaking Down Social Skills…

❖ **Survival Skills:**
following directions, ignoring distractions

❖ **Interpersonal Skills:**
sharing, asking for permission, waiting your turn

❖ **Problem-Solving Skills:**
asking for help, apologizing, accepting consequences

❖ **Conflict Resolution Skills:**
dealing with teasing, peer pressure

Core Social Skills

Source: The Millennium School (2002)

Communication	_Interpersonal Skills_
Listening Following instructions Introducing myself	Handling correction well Joining In Sharing Complimenting Helping Others
Classroom Skills	_Coping Skills_
Bringing materials to class Completing assignments Asking for help Making corrections Contributing to discussions On-task behavior	Relaxing Problem-Solving Expressing anger appropriately Apologizing Ignoring distractions

Social Implications in Autism

<u>May</u> exhibit the following:

- ❖ Limited eye contact
- ❖ Less responsive to social/nonverbal cues
- ❖ Unusual play or limited interests with toys and objects
- ❖ Lack of imaginary play

Difficulties with Social Understanding

- ❖ Lack of join attention/joint reference
- ❖ Limited social awareness & competency
- ❖ Difficulty initiating social interactions or maintaining reciprocal conversation
- ❖ Preference for isolation or parallel play
- ❖ Difficulty taking perspective of another, including their feelings, motives or intent (Theory of Mind)
- ❖ Lack of understanding of social distance/proximity

Lack of understanding of social rules and conventions:

- ❖ Turn taking
- ❖ Sharing
- ❖ Rules of the game
- ❖ Winning/losing
- ❖ First/last

Other Concerns…

- ❖ Problem solving
- ❖ Prefer to be alone, not necessarily lonely
- ❖ Notice objects, not people
- ❖ Passive
- ❖ Mute
- ❖ Seek sensory input

Social Impairments

- • Maturity in friendship skills
- • Limited vocabulary for characteristics
- • Limited response to peer pressure
- • Conspicuous preference for solitude
- • Unaware of the codes of social conduct
- • Level of maturity in deceit
- • Limited ability with team skills
- • Limited range of facial expression and body language
- • Difficulty reading the facial expressions and body language of others

- • Limited ability to conceptualize the thoughts and feelings of others
- • Empathy

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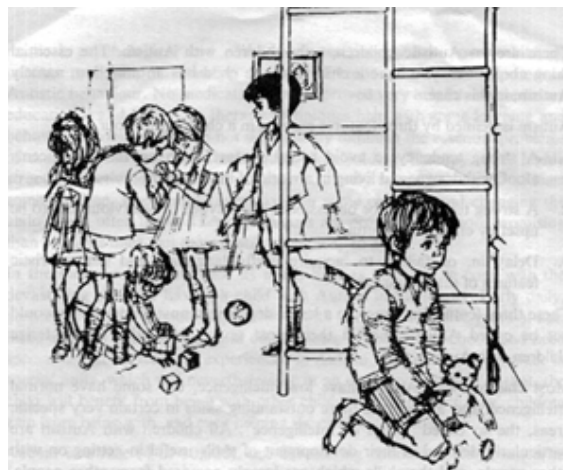
Development in Children

- Improvement in social skills can lead to improvement in communication, cognition, language, and behavior.

- With all of these areas being interconnected, social skills appears to be an essential component of development.

Social Stories, Social Scripts and the Power Card Strategy

• Social Scripts, Social StoriesTM (Gray, 2000) and the Power Card Strategy (Gagnon, 2001) are three types of social narratives that provide direct instruction of social situations for children on the autism spectrum, including those with Asperger Syndrome (AS).

Sandbox Learning - Customized Tools That Connect
The Gray Center for Social Learning and Understanding
Digital Library - Social Stories
Polyxo.com - Social Stories

Sample Sequenced Social Scripts:

- **Collected at Closing the Gap, 2001**
  Caroline Ramsey Musselwhite: Pre-Conference Session

INTERVIEW: BEFORE THE BUTTERFLY UNIT

Excuse me.
I'm doing an interview for Ms. Jenkins.
It's for the butterfly unit next week.
Have you seen butterflies before?
Have you ever caught a butterfly?
Tell me something about a Monarch butterfly.
How many cycles does a butterfly have in it's life?
How long does a butterfly live?
Do you know what happens if you touch a butterfly wing?
Do butterflies have feet?
What does a caterpillar live in while it is becoming a butterfly?
How many days does a caterpillar live in its cocoon?
That's all.
Thanks for helping!

Anatomy of A Conversation: Social Scripts

- **Suggested Conversational Messages - Collected from Multiple Workshops (2000-2001) Linda J. Burkhart and Caroline Ramsey Musselwhite**

Turn Transfer -Questions

Can you believe it?	How about you?
Can you believe that happened?	How do you feel about that?
Can you guess what I like?	Is that amazing or what?
Did this ever happen to you?	Isn't that an incredible story?
Did you see that?	Know any good jokes?
Do you believe it?	What about you?
Do you think that's a good idea?	What do you think?
Do you want me to show you how I learned to do that?	What would you do?
Don't you think that?	What would you have done?
Don't you think?	What's your idea about this?
Have you ever done that?	Ya know what I mean?

QuickCues

http://www.fraser.org/Resources/Products/QuickCues

QUICKCUES BY FRASER

QuickCues is a social script app designed for iPods and iPhones that helps teens and young adults on the autism spectrum handle new situations and learn new skills. Social scripts have been used successfully for years, but QuickCues makes these tools mobile and easy to use in everyday situations. Visit the Apple App Store to download today!

Five QuickCues modules are available:

Communication — Provides help with conversations at school or work, listening, and talking on the telephone. It also gives tips on reading body language and finding shared interests with others ($4.99). **The QuickCues app includes the Communications module; all other modules can be purchased through the in-app purchase function.**

Life Skills — Promotes good habits to stay organized at school, maintain personal hygiene, and stay healthy through diet and exercise. This module helps break down routines, tasks, and assignments to provide the structure users need to be and feel successful ($4.99).

Socialization — Helps users create and maintain good relationships. This module suggests appropriate behaviors, such as taking turns, learning about the interests of others, and giving compliments. It also helps users put structure and limits on their own interests and activities ($4.99).

Coping — Provides users with strategies for good mental health. This module helps with emotional awareness and relaxation ($4.99).

On The Job — NEW!!! Helps users navigate the complex world of employment. It includes scripts for nurturing appropriate office conversation, addressing conflict, and successful interaction in team membership ($4.99)

View a product demo of QuickCues:

Fraser QuickCues Product Demo

QuickCues were developed by Fraser autism experts to make social scripts more practical through mobile technology. We are excited to share these applications with the special needs community. Please contact us with questions and suggestions, or take our short survey to provide us with more feedback.

Complete script lists for each module

QuickCues User Guide

Available on the App Store

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infogrip

Running Start Books - Social Scripts

Running Start Books Social Scripts

http://www.infogrip.com/running-start-books-social-scripts.html

Comic Strip Conversation

"A Comic Strip Conversation is a conversation between two or more people which incorporates the use of simple drawings. These drawings serve to illustrate an ongoing communication, providing additional support to individuals who struggle to comprehend the quick exchange of information which occurs in a conversation."

This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Suggested Books:
Comic Strip Conversations by Carol Gray (1994)

Peer Tutors: Interacting with Peers

- **Use naturally integrated settings**
- **Form balanced play groups**
- **Focus on competence of the child with Autism**
- **Provide structured training for typical peers that focuses on play initiation and appropriate responses (e.g., commenting, requesting information, requesting action)**

(Can I Play? Classroom-Based Interventions for Teaching Play Skills to Children with Autism – Terpstra, Higgins, & Pierce, 2002)

Script Training

Script Training – "Teaches the child to initiate conversation with peers and provide guidance on participation in play activities".

1. **Develop a script based on an activity or event.**
2. **Include roles for all children who will participate.**
3. **Teach all the children to enact each behavior.**
4. **Assign the children to specific roles in the script.**
5. **Follow the script and prompt the children, as needed, to   engage in related behaviors.**

(Can I Play? Classroom-Based Interventions for Teaching Play Skills to Children with Autism – Terpstra, Higgins, & Pierce, 2002)

Handy Handouts®

Free, educational handouts for teachers and parents*
Number 366

Developing Students' Social Skills through Scripting

by Patty Mayo, Pattii Waldo, and Becky L. Spivey
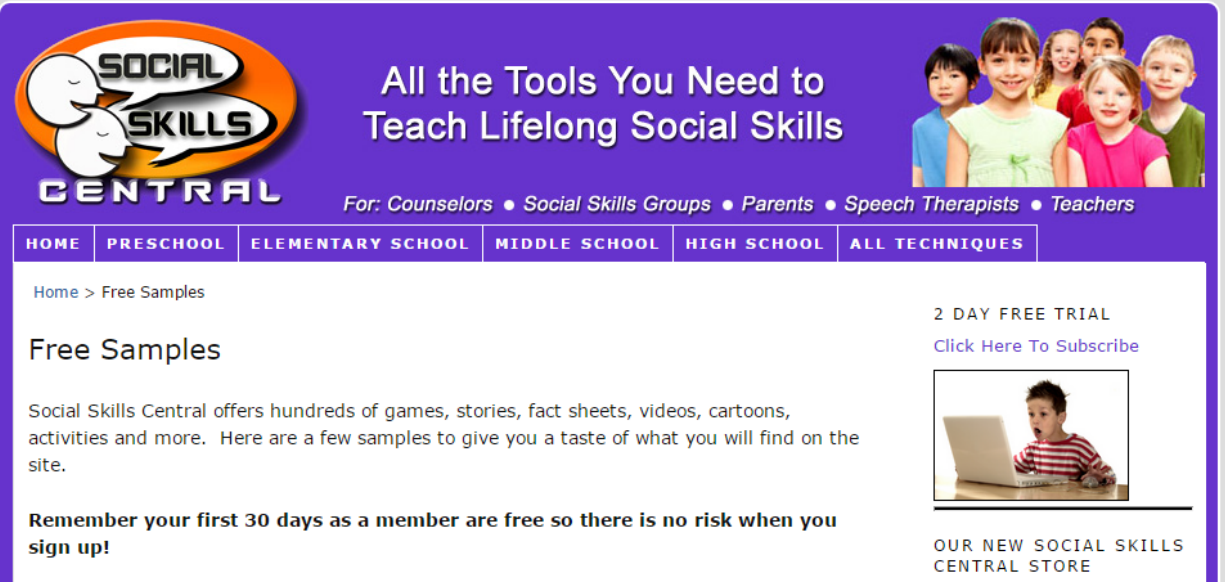
www.handyhandouts.com

- Our social stories/scripts are available in two formats, html format which is text only and pdf format which includes text and pictures. For more information about our social scripts and how to use them please read our articles What are Social Stories/Social Scriptsand How to Use Social Stories/Social Scripts. Please note that while most of our social scripts are available in both formats a few are only available in a single format.

http://www.autisminspiration.com/public/department47.cfm

http://socialskillscentral.com/free-samples/

Here are your free samples on Social Skills

- **Peer Pressure** – High school is a time when a lot of people will be pressured by their peers to do things they are not comfortable with. This cartoon demonstrates one way to handle peer pressure in the classroom. (Middle School and High School)

- **Cliques** – This "Smart Minute Teen Card" is directed toward teenagers and offers information and tips on cliques and bullies. (Middle School, High School)

- **Don't Get Mad Game** – This game helps children think about alternatives to anger in the types of situations they face on a daily basis. Players are presented with scenarios that might frustrate them to the point of anger and are asked to explore better ways to deal with each situation. (Elementary, Middle and High School)
Ready, Set, Respond! Complete Game – Ready, Set, Respond is a game designed to help understand the different reactions we have to difficult situations and how our responses affect those around us. You can download the complete game or individual components. (Elementary School, Middle School, High School)
The Bullying Prevention Role-Play Game – This game presents problems that children commonly encounter with bullies and provides them with techniques to respond to those problems. Role-playing their responses can help children incorporate the techniques into their behavioral repertoire and prepare them to face bullies with confidence. (Elementary and Middle School)

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Here are your free samples on Social Skills and Independent Work Skills

- **Being Polite** – Being polite can involve making sure that you don't hurt people's feelings and making sure that they feel included. This cartoon features a situation when someone might feel left out. (Middle School and High School)
How To Give A Compliment – Everyone loves to receive compliments, but knowing how and when to give a compliment can be challenging. This cartoon shows the right and wrong way to give a compliment. (Middle School and High School)
Listening During a Conversation – This is a great exercise to teach children to take turns talking and listening during a conversation. (Middle School and High School)

- **Give Everyone a Chance** – This rule helps children understand the give and take of a conversation. (Elementary School and Middle School)
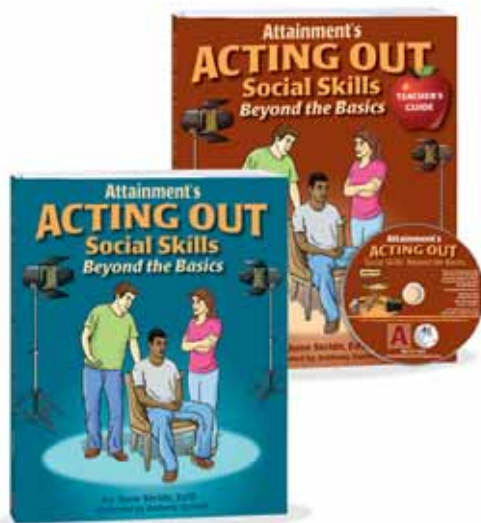
Acting Out Social Skills: Beyond the Basics
Role play, analyze, and discuss

Acting Out Social Skills: Beyond the Basics prepares students for social interaction challenges commonly found at work. Students role play, analyze, and discuss seven work-related dilemmas as viewed from the perspective of three different characters. Students are guided through a structured process to resolve each dilemma. The dilemmas address seven universal character virtues: Responsibility, Respect, Fairness, Citizenship, Trustworthiness, Caring, and Civic Responsibility. The program consists of a full-color Student Book and Teacher's Guide.

Using Social Navigator to Improve Results in the Classroom

- ***The Social Navigator* is the first assistive technology tool of its kind. Perfect for use in educational settings, *The Social Navigator* is an app designed to be both a behavior management device and a teaching tool. So versatile and easy to use, *The Social Navigator* can be used with large groups, small groups and individuals. In addition, *The Social Navigator* provides a simple and reliable way to document behavior and track progress.**

  Designed to improve the implementation of positive behavior supports in schools, *The Social Navigator* assists in: Decreasing disruptive behaviors
- **Improving students' adaptive skills and social skills**
- **Reducing the use of disciplinary measures**
- **Establishing a positive and supportive school environment**
- **Accurately documenting behavior and tracking development**

Video Taping

Many children enjoy repetitive viewing of videos due to the "predictability" of the information given; that is, knowing what's coming up next. Thus video taping can serve as an excellent tool with which to teach numerous skills to children with autism.

- These skills may include:
  - **Language comprehension skills:** Receptive vocabulary skills can be taught through video taping (names of common everyday objects, toys, names of familiar people, animals, etc.). Directions to complete various routines can also be taught by the same video taping strategy (e.g., making the bed, setting the table, getting dressed, going to the library, etc.).

  - **Social skills:** Numerous social situations can be video taped and replayed to teach identification of appropriate/inappropriate social behaviors. Video taped segments can be made of any social area in which the child might be experiencing difficulties (e.g., asking for assistance, initiating varied topics, maintaining topics initiated by others, repetitive / perseverative speech or question asking, interupting others, etc.).

Video Taping

Non-verbal features of social communication can also be effectively taught through video taping (e.g., tone of voice, facial expressions, body postures/language, gestures, personal space, vocal volume, etc.).

In addition, video taping can be used to demonstrate how to appropriately engage and/or interact in various social contexts such as recess, lunch, music class, McDonald's, church, etc.

Expressive language skills: Expressive vocabulary skills (i.e. names of items, people, places) can be taught in much the same way as receptive vocabulary skills. The teaching of categorization skills and concepts as well as pragmatic language skills (social interaction skills), can be enhanced through the use of video taping.

Self-help skills: Self- help skills such as getting dressed, brushing teeth, washing hands, even hygiene can be demonstrated through the use of videotaping.

Emotions: Facial expressions showing various emotional states can be video taped, and shown, to demonstrate the various emotions/feelings.

Academics: Writing skills, such as drawing shapes, writing alphabet letters, writing words (names of familiar nouns), story generation, etc. can also be demonstrated and taught through video taping.

Provide instruction and Support during Recess

Recess is less structured, with typically many activities and noise. The student with Autism may experience difficulties coping with the amount of stimulation, as well as reading the social cues and understanding expectations of behavior.

Assistive Technology Tools To Provide Access

Any communication device can be used to provide access to social scripts and role play to teach social skills. Use a sequential message device to program a conversation.

101 WAYS TO TEACH CHILDREN SOCIAL SKILLS A READY-TO-USE, REPRODUCIBLE ACTIVITY BOOK

❖ COMMUNICATING

❖ NONVERBAL COMMUNICATION

❖ BEING PART OF A GROUP

❖ EXPRESSING YOUR FEELINGS

❖ CARING ABOUT YOURSELF AND OTHERS

❖ PROBLEM SOLVING
❖ LISTENING: A TWO-WAY STREET
❖ STANDING UP FOR YOURSELF
❖ MANAGING CONFLICT

http://www.socialskillscentral.com/free/101_Ways_Teach_Children_Social_Skills.pdf

Ablenet: Action Dictionary

Summary

✓ Social skills can be used with all students who present with diverse needs.

✓ Development of these skills can influence positive gains in behavior, cognition, communication, and other critical areas.

✓ Assessment tools are available that can be valuable in justifying "need instructional areas" as well as determining individualized instruction plans.

✓ There are countless intervention approaches that can benefit wide ranging ability levels.

✓ Social tools can be effective in securing and maintaining student attention.

Resources

- **Do-Watch-Listen-Say by Kathleen Ann Quill**
- **Navigating the Social World: A Curriculum for Individuals with Asperger's Syndrome, High Functioning Autism, and Related Disorders by Jeanette McAfee, M.D.**
- **Relationship Development Intervention with Young Children by Steven E. Gutstein & Rachelle K. Sheely**
- **Ready-to-Use Social Skills Lessons & Activities; Ruth Weltmann Begun, Editor**
- **Social Facilitation in Action by Illana Katz & Andrew Yellen, Ph.D.**

More Resources

- **Super Skills: A Social Skills Group Program for Children with Asperger Syndrome, High Functioning Autism and Related Challenges** by Judith Coucouvanix

- **Teaching Social Skills: Assessment Tools, Goals and Curricula**, Ventura County SELPA (farnerco@vcss.k12.ca.us)
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- **The Hidden Curriculum** by Brenda Smith Myles, Melissa L. Trautman, & Ronda L. Schelvan

- **The Incredible 5-Point Scale: Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotional responses** by Kari Dunn Buron & Mitzi Curtis

- **The New Social Story Book** by Carol Gray
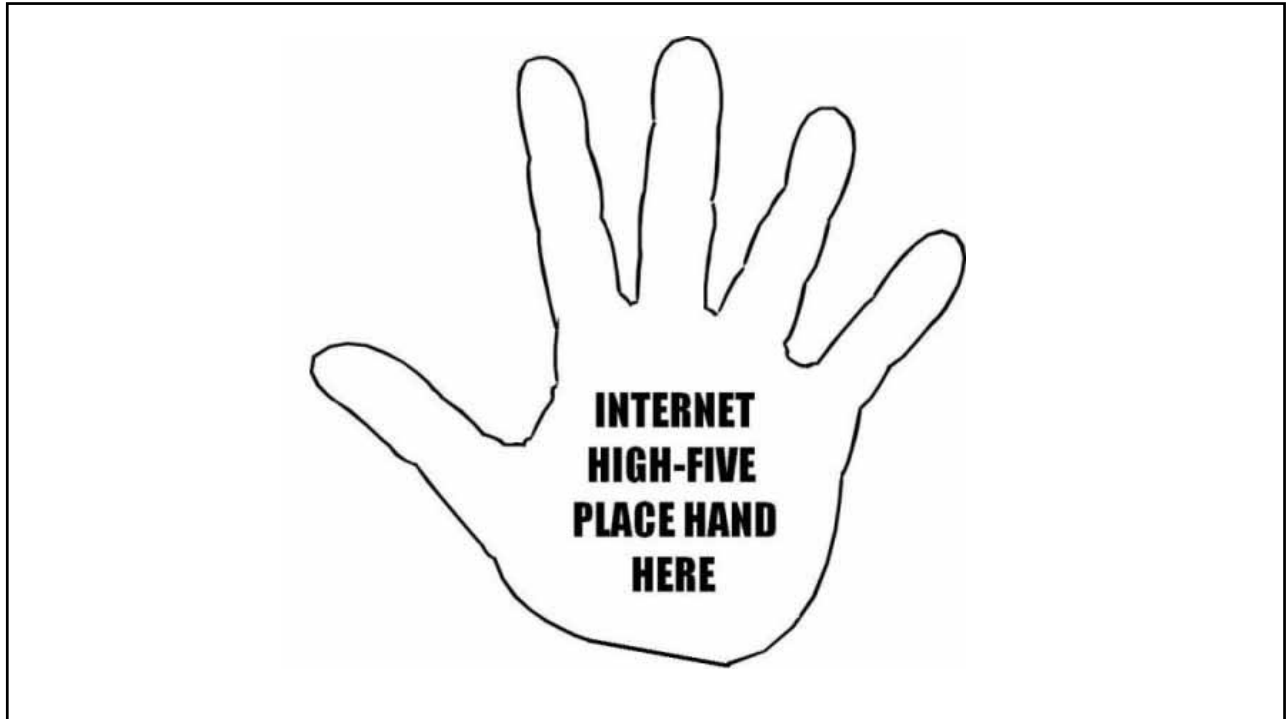
INTERNET
HIGH-FIVE
PLACE HAND
HERE

conquer

Independent Work Behaviors

Each of the college and career readiness skills are interrelated with the others.
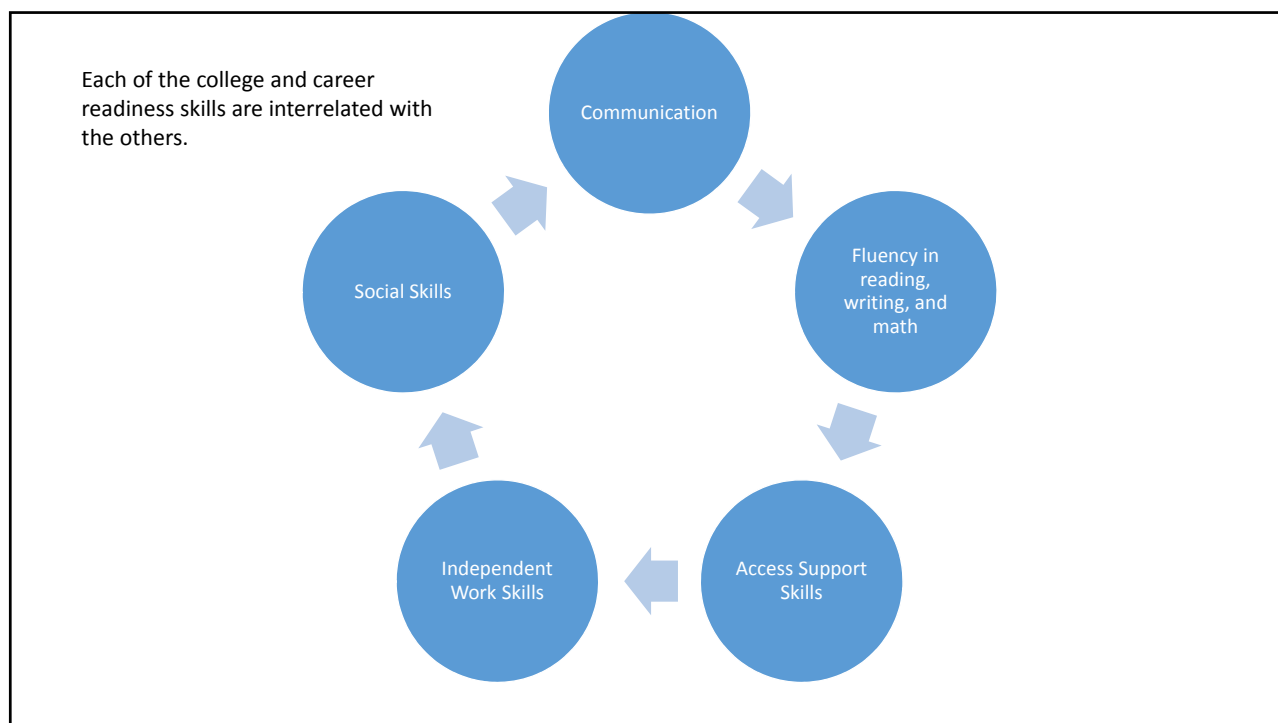
National Center and State Collaborative Curriculum Resource Guides: Math – Independent Work Skills

https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guides

How Can I Further Promote College and Career Readiness when Teaching "Data Analysis"?

By solving real life problems related to "data analysis," students will improve work behaviors that could lead to employment such as a data entry operator. When providing opportunities for real life problems leave some materials out and prompt/teach the students to determine who they should ask and what they should ask for to be able to solve the problem.

How Can I Further Promote College and Career Readiness when Teaching "Equations"?

By solving real life problems related to "equations" students will improve work behaviors that could lead to employment such as landscaping, working as a cashier, stocking shelves, or a chef. When providing opportunities for real life problems, leave some materials out and prompt/teach the students to determine who they should ask and what they should ask for to be able to solve the problem.

How Can I Further Promote College and Career Readiness when Teaching "Measurement and Geometry"?

By solving real life problems related to "measurement and geometry" students will improve work behaviors that could lead to employment such as landscaping, packaging, construction, and painting. When providing opportunities for real life problems leave some materials out and prompt/teach the students to determine who they should ask and what they should ask for to be able to solve the problem.

How Can I Further Promote College and Career Readiness when Teaching "Fractions and Decimals"?

By solving real life problems related to "fractions and decimals" students will improve work behaviors that could lead to employment, such as assisting in the library, measuring in construction, and preparing food in a kitchen. When providing opportunities for real life problems leave some materials out and prompt/teach the students to determine who they should ask and what they should ask for to be able to solve the problem.

How Can I Further Promote College and Career Readiness when Teaching "Ratio and Proportion"?

Ratios and proportions are used in many real-life work settings. For example, janitors may need to mix chemicals (ratio of bleach to water), hair stylists need to mix hair chemicals for permanents and coloring, lawn maintenance workers may mix weed killer, bricklayers need to understand ratios to make up mortar, child care workers and nurses assistants may need to understand ratios for mixing things like juice and water, gardeners and construction workers need to understand scale drawings, and bakers and chefs may need to adjust recipes to account for increases in serving size. By solving real life problems related to "ratio and proportion" students will improve work behaviors that could lead to employment

National Center and State Collaborative Curriculum Resource Guides: ELA- Independent Work Skills https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guides

How Can I Further Promote College and Career Readiness when Teaching "Reading Informational Texts"?
Student's independent work behaviors may be enhanced by students increased abilities to: read independently, answer factual questions and provide information, both personal and work related. Most jobs require students to follow a sequence of steps. In addition, students can increase their independent work behaviors and increase successfulness by using graphic organizers to compartmentalize work task.

How Can I Further Promote College and Career Readiness when Teaching "Vocabulary Acquisition and Use"?

Students will engage in independent reading. They will have an increased understanding of words in the real-life context.

How can I further promote College and Career Readiness when teaching "Reading Literary Texts"?
Students' independent work behaviors may be enhanced by students' increased abilities to: read independently, answer questions and provide details, both personal and work-related. Most jobs require students to follow a sequence of steps. In addition, students can increase their independent work behaviors and success by using graphic organizers to compartmentalize work task. Social narratives may also be appropriate when teaching independent work behaviors.

Tips for Independent Learning

What is independent learning?
- Independent learning is when an individual is able to think, act and pursue their own studies autonomously, without the same levels of support you receive from a teacher at school.
- In other words, you need to be able to do your own research instead of expecting a teacher to give you all the background material you might need.

- **Teaching Tips** for helping pupils to develop their independence through making choices. Helps students learn how to motivate themselves when time becomes unstructured.

To become a good independent learner you need to be:
- **Motivated**
- **Resilient, to overcome challenges**
- **An excellent time manager**

Why is independent learning important?

- Independent learning is not just important to become a good student. The skills you gain are transferrable to most jobs. These include:

- **Motivation**

- **Independence**

- **Initiative**

- **Time management**

- **Organization and multi-tasking**
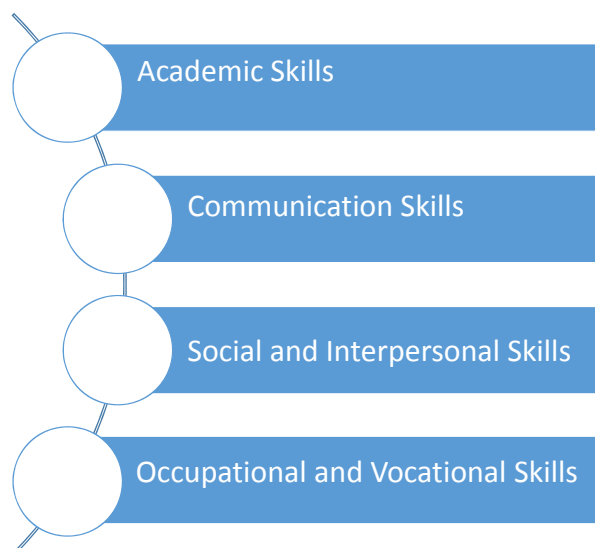
- **Strong reading and writing skills**

Characteristics of independent learners include

- **Curiosity -** Independent learners want to find out more about the world. They seek out ways to explore. They learn from various angles and formats, not just traditional instruction. They are proactive and find ways to access additional lesson supplements on their own.

- **Self-motivation -** Forget bribery. Intrinsic motivation far surpasses any prize or reward system. Independent learners are motivated by setting internal goals to achieve. They are driven by their own personal achievement.

- **Self-examination -** Where have you been and where are you going? Independent learners know how to evaluate themselves. They can see their strengths and weaknesses. They strive for measurable progress and often chart their accomplishments and failures.

- **Accountability -** Responsibility means knowing what you have to do and doing it without anyone telling you to. The sooner a student becomes responsible for consequences, the less dependent he will be outside sources for discipline or motivation.

- **Critical thinking -** Independent learners think critically of a situation. They examine all possibilities and often come up with multiple solutions. They don't just memorize. Rather they ask "why?" and formulate answers based on real-world observation and intelligent deduction.

- **Comprehension with little or no instruction -** Independent learners have an uncanny ability to read, visualize, or kinesthetically instruct themselves. No matter the topic or subject studied, an independent learner will find ways to understand material through application (generally trial-and-error).

- **Persistence -** Independent learners don't give up. They strive to understand a concept as much as possible on their own before asking for help. They also apply self-discipline in not finding the easy answer to a problem. They teach themselves and generally only ask question after failure to find a solution on their own.

Appropriate Work Habits and Behavior

❖ Follow directions and observe regulations.

❖ Recognize the importance of attendance and punctuality.

❖ Recognize the importance of supervision.

❖ Demonstrate knowledge of safety.

❖ Work with others.

❖ Meet demands for high-quality work.

❖ Work at a satisfactory rate.

IMPORTANT VOCATIONAL SKILLS TO LEARN

Academic Skills

Communication Skills

Social and Interpersonal Skills

Occupational and Vocational Skills

Academic Skills

- Reading and writing (e.g., sight-word vocabulary, spelling, handwriting, typing, etc.)
- Math (e.g., basic computation, money, measurement)
- Problem solving
- Listening comprehension
- Speaking
- Computer
- Art or music
- Foreign language

Communication Skills

- Following and giving directions accurately
- Communicating information
- Understanding and processing information
- Requesting or offering assistance

Social and Interpersonal Skills

- Answering the phone and taking a message
- Making necessary phone calls to employers and other professionals as part of a job requirement
- Displaying appropriate workplace behavior and etiquette
- Knowing appropriate topics for discussion in the workplace
- Knowing when and when not to socialize on the job
- Learning how to protect themselves from victimization
- Learning social problem-solving techniques

Occupational and Vocational Skills

- ❖ Using a time card and punch clock
- ❖ Arriving to work on time
- ❖ Calling when sick
- ❖ Requesting vacation time
- ❖ Using the appropriate voice tone and volume
- ❖ Accepting instructions and corrections
- ❖ Knowing appropriate interaction with coworkers (i.e., getting along; social problem solving; making friends; and recognizing personal, professional, and sexual boundaries)

WORK AUTONOMY

A PERSON-CENTERED ACCOMMODATION TOOL
Now Available on iTunes

WorkAutonomy allows accommodation to some of the greatest barriers in the work place: communication with customers, co-workers and supervisors, tracking expectations, and understanding the relationship between production and earnings.

Set colors, font, and sections to meet your accommodation needs. Capture video, photo, text, and/or voice for messages and a work schedule. Set work parameters with your boss, then…
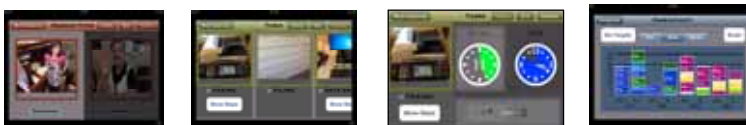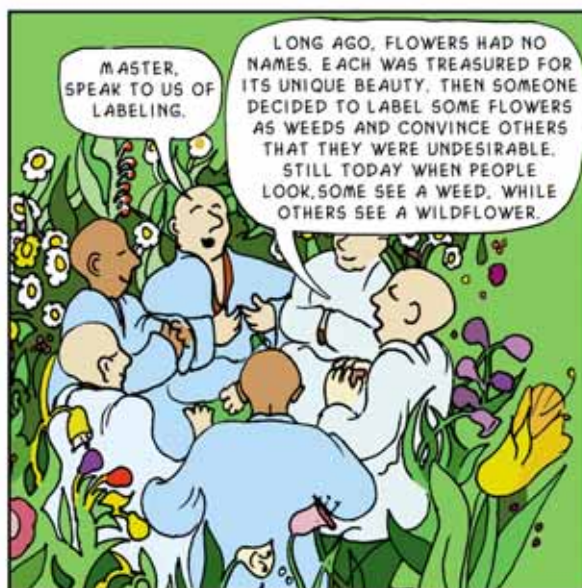
| Play Messages | Track Schedule | Track Expectations | Track Production |

Environmental Control Units (ECUs)

- Tapping into student interest will supply motivation.
  - Environmental Control Units are great ways to engage students and allow then independent opportunities.

Monthly AT Newsletters

- Building Blocks- Preschool
- Connections- Autism
- ParaPractice- Paraeducators
- Adult Transition- 18-22
- Newsnotes- Moderate to Severe Disabilties
- Looking at Common Core for Students with Disabilities
- Parent Partnership

If you are interested in joining the distribution lists please email: Misstanad@educationalequityforall.net

Educational Equity For All
Giving Kids What They Need To Succeed

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Thank You