

Activities for Teaching Employability, Transition and Life Skills for Students with Significant Intellectual Disabilities

Work Habits	Community and Workplace Etiquette	Knowledge of Resources	Self-Awareness & Self-Advocacy	Employability & Job-Related Skills
<ul style="list-style-type: none"> • Maintaining focus on a task to completion • Following instructions (single or multi-step) • Seeking clarification or assistance as needed (asking someone for help when encountering obstacles) • Working with a group (respecting others' opinions, listening, providing input, helping others) • Listening to others • Participating in discussions • Accepting responsibility for your share of the work. • Taking on different roles in the group • Respecting authority • Following the rules in various settings (school, workplace, school grounds) • Knowing and implementing the rules in a classroom 	<ul style="list-style-type: none"> • Behaving appropriately in a variety of situations (sitting quietly in class, staying dressed, keeping hands to self) • Waiting for a turn in a variety of situations (in line, during a game, at mealtime) • Using polite social phrases in a variety of situations (please, thank you, excuse me, bless you) • Showing consideration for others with respect to bodily functions (blowing nose rather than picking it, saying "excuse me", covering cough with elbow) 	<ul style="list-style-type: none"> • Who you can ask for help? • What equipment would be helpful and is available? • How to use technology, such as a computer, iPad, and cell phone • Accommodations (e.g., extended time, scribing) that would be helpful • Documentation available to them to help access resources 	<ul style="list-style-type: none"> • Their own strengths and challenges • How their challenges impact their learning and performance on the job site or classroom • Their individual learning styles • Their rights and responsibilities • Their right to privacy, making decisions and giving consent about their life • Situations where they might need help/assistance • Future goals and wishes • Different resources and support necessary in different situations • Talking to others about their strengths and challenges • Explaining their learning disability and how it 	<ul style="list-style-type: none"> • Setting goals for future courses or jobs • Showing responsibility and appropriate work habits • Locating jobs and contacting a potential employer • Filling out a variety of forms, such as a typable resume, tax form, or personal information document • Writing a simple resume • Participating in a successful mock interview • Following workplace safety regulations. (workplace rules)

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<ul style="list-style-type: none"> • Working on a simple, manageable task for short periods of time • Recognizing people in authority in a variety of situations • Speaking appropriately to people in authority 			<p>impacts learning/job performance</p> <ul style="list-style-type: none"> • Explaining their learning style/modality most effective for learning/working 	
<p>Work Materials Management</p>	<p>Time Management</p>	<p>Decision Making Skills</p>	<p>Grocery Shopping</p>	<p>Kitchen and Food</p>
<ul style="list-style-type: none"> • Manages personal belongings, such as bag, lunch, training materials • Knowing the right materials for an activity • Locating the right materials for an activity • Coming to activity ready with materials • Treating materials in an appropriate/safe manner • Putting away books, work supplies, office materials in the correct place when finished • Putting papers in the right section of a binder • Acting in a manner that ensures the safety of self 	<ul style="list-style-type: none"> • Using scheduling tools such as calendars, agendas and visual schedules (finding dates, times and recorded information) • Following a schedule of tasks, duties and times (co-op placement schedule, visual schedule, being on time) • Creating and following a sequence of tasks (jotting down homework, planning when to do it, completing it) • Recognizing the importance of schedules in day to day life 	<ul style="list-style-type: none"> • Recognizing that choices are available (preferred free time activities, lunch options, breaktime) • Making choices and decisions • Taking responsibility for his/her decisions 	<ul style="list-style-type: none"> • Making a grocery list • Reading labels and signs • Putting away groceries • Using online grocery services such as ordering and grocery pick up • Meal planning • Food storage/ planning • Figuring out the amounts of food to buy • Making healthy choices when shopping • Using coupons • Shopping sales • Using flyers • Buying by weight 	<ul style="list-style-type: none"> • Using and identifying kitchen tools • Using and identifying kitchen appliances • Identifying objects in the kitchen that are hot and cold • Using an ingredient list to make safe food choices (checking for allergies and sensitivities) • Preparing and storing food to avoid contamination • Recognizing the need to properly wash hands when working with food • Locating and understanding food expiration dates

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<p>and others in various settings (work boots, helmet)</p> <ul style="list-style-type: none"> • Wearing appropriate safety equipment when required • Using items around the classroom or worksite safely and appropriately (stapler, pencil sharpener, pencils) 	<ul style="list-style-type: none"> • Understanding the concepts of yesterday, today, and tomorrow. • Understanding am, pm, morning, afternoon, and evening • Completing simple math problems related to calendars (what date will it be in 2 weeks) • Judging a reasonable amount of time for a task • Judging how much time has passed (how long ago did that happen?) • Planning and following a self-created sequence of tasks (jotting down tasks, planning when to do it, completing it) 		<ul style="list-style-type: none"> • Buying bulk foods • Finding deals and cost comparison • Using the pharmacy • Reading receipts • Appropriate grocery store etiquette 	<ul style="list-style-type: none"> • Understanding the terminology associated with cooking food (beat, blend, mix) • Locating the information on food packaging (picture, name, nutrition label) • Setting the table • Demonstrating the appropriate table manners
Home Maintenance	Transportation Skills	Community Living	Banking Skills	Personal Hygiene
<ul style="list-style-type: none"> • Keeping belongings neat and easy to find • Recognizing that laundry needs to be done and developing a schedule to complete laundry • Effectively making the bed 	<ul style="list-style-type: none"> • Understanding and following safety signs in the community • Navigating through the community safely in a variety of ways (sidewalk, crossings, bridges, ramps,) 	<ul style="list-style-type: none"> • Awareness of available resources in their community • Choosing or planning an activity • Demonstrating a knowledge of traffic rules and signs 	<ul style="list-style-type: none"> • The bank employees and their role at the bank • When do I need to go to the bank? • Online banking • Telephone banking • Bank machines 	<ul style="list-style-type: none"> • Using proper procedures and hygiene to blow nose • Using proper procedures to clean teeth • Awareness of and using proper procedures to keep body parts clean

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<ul style="list-style-type: none"> • Washing and drying the dishes • Cleaning dry surfaces (sweeping and dusting) • Cleaning wet surfaces (washing windows and mopping the floor) • Recognizing warning labels on common products, such as cleaning supplies • Securing the home, such as locking windows, doors • Recognizing when to replace commonly used household items (tissue, paper towel, and light bulbs) • Recognizing situations where extra help is required, such as calling the plumber • Planning and executing a fire safety plan (fire extinguishers, exits, and routes) • Knowing how and when to call EMS/911, and knowing who to contact when help is needed but it is not an emergency 	<ul style="list-style-type: none"> • Using public transit, with or without support • Getting on and off the bus safely, such as using the stairs or lift • Knowing when to tell someone their personal information such as address, telephone number, emergency contact • Recognizing and understanding when not to communicate personal information (address, telephone number) • Recognizing the function of other types of transportation in the community (taxis, school buses, Uber/Lyft, accessible buses, trains) • Locating where he/she lives on a map • Knowing how to use a digital GPS • Reading and navigating a map of their town 	<ul style="list-style-type: none"> • Using different means of transportation 	<ul style="list-style-type: none"> • Deposits • Withdrawals • Forms • Credit cards • Borrowing money 	<ul style="list-style-type: none"> • Recognizing the need to perform general body care (brushing hair, trimming nails, washing make off of skin) • Identifying and addressing body odor (mouth wash, deodorant, changing clothes, changing pad/tampon) • Using grooming tools appropriately (shaving legs or face, applying makeup) • Identifying clothing appropriate for different situations and seasons (work clothing versus weekend clothing) • Dressing and undressing appropriately • Consciously making the decision to leave on appropriate clothing
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