Work-Based Learning Experiences

(Module 4)

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Overview of the Transition and Families Modules

The Center on Secondary Education for Students with Autism Spectrum Disorders' (CSESA) Transition and Families (T & F) component is a critical component of the full CSESA model. Student-centered planning for a youth's future beyond high school that is built on input from the student, family, and various professionals familiar with the student is important to a young person with Autism Spectrum Disorder's (ASD) success in college (postsecondary learning), careers, and other adult living beyond high school. The T & F component includes five modules divided into the major topical areas (1) Community and School Mapping, (2) Transition Planning, (3) Student Involvement in the Individualized Education Program (IEP) planning and meeting, and (4) Work Based Learning Experiences (WBLE). The fifth module, Transitioning Together for families and leaders of family groups, is another critical segment of the CSESA program and is located in a separate document. Within each module there is an overview of the expectations and process, followed by appendices of lesson plans, forms, and other instructional resources. At the end of each module there is a section including guidance for recording students' progress through use of a Student Portfolio System. Additionally, there is a glossary of terms that may be used as a resource which is located in a separate document. The process for the CSESA Model on page 9 provides a context for how the various pieces of this T & F component fit within CSESA as a whole. The modules were developed as a blueprint for the teacher, case manager, or other school level professional implementing the curriculum. However, its forms and tips may be useful for any of the stakeholders engaged with youth with ASD.

Each of the modules includes: (a) an overview; (b) list of tasks to complete (page 10); (c) templates and forms for various activities, such as Community Mapping or Setting Up a School-Based Enterprise; and (d) guidance on permanent products to include in the Student Portfolio. The modules are provided electronically, to allow teachers and other users to explore websites which may provide additional resources; however, the intent is not to send users of this curriculum searching for more information; but to provide the resources a teacher or team will

need to complete the curriculum. The additional links and resources are for teachers or schools who want to expand their transition program.

The Student Portfolio section in each module provides a list of products, by topical area, that may be selected to reflect a student's progress. There should be enough products included to get a sense of students' strengths, interests, and accomplishments; but not so many that it becomes cumbersome. While, students may need assistance in selecting "the best" or "most representative" samples from their work in this curriculum, student input and preference in selection should be valued. There are four possible methods for compiling the portfolio: (a) an online portfolio system, (b) a school or district based "shared" drive, (c) a USB drive, or (d) a paper binder version. A task analysis is provided for each of the choices, which would be selected based on school and student factors. Other permanent products from the academic and behavioral interventions in CSESA might also be documented in the Student Portfolio. The Portfolio may serve to not only track student progress in the CSESA Program, but as valuable transition planning information and contribute to the student's Summary of Performance documentation upon exit from high school.

As noted, the Transitioning Together module is overviewed in a separate document along with the glossary. The guidance, scripts, forms, and tips for the family are contained in the fifth module. It is important, however, for professionals who are working with students through the T & F component of CSESA to be aware of the overall content, schedule, and structure of the Transitioning Together series. Transitioning Together is a critical module of the T & F component, as family empowerment and engagement in transition planning are critical to successful outcomes for youth.

How does this all fit together? The T & F component overlaps in time throughout implementation and informs the completion of each of the other components. For example, the Transition Services or Annual Goals in the IEP may relate to the completion of specific WBLE

components, which may then inform future transition planning, based on a student's likes, dislikes, and accomplishments in that experience. Similarly, information gathered during the Transitioning Together classes may inform aspects of the Transition Planning process, as well.

A checklist for completing the transition component of the CSESA curriculum is included on page 10 of this module. The Glossary may be useful as multiple stakeholders engage with this program.

Embedding Activities for Transition Skills in Standards–Based Instruction

Post-school outcomes are the most important aspect of successful transitioning from high school to college and career fields. Because of poor post-school outcomes for students with ASD, there is a necessary requirement to engage students in activities that will expose them to college and career activities (i.e. Career Explorations, Job Shadowing, Work Sampling, Service Learning, Internships, Paid Employment, Apprenticeship, and/or Mentoring) and to provide opportunities for lessons in IEP participation and career research. Experiences should be selected that will support a student's postsecondary goals regarding college and careers. For some students, they will participate in experiences that are more focused on employment, while others will participate in experiences directly related to college preparation. Participation in the activities should inform the transition assessment process and increase students' skills, in preparation for their postsecondary goals.

For students who have a postsecondary goal of attending a two- or four-year college, identifying time in the school day to complete a transition-related curriculum and/or work-based learning experiences in high school (e.g., developing career awareness skills, participating in work experiences) and possibly completing a transition curriculum, such as "Self-Directed IEP," may lead to greater success in postsecondary education (Test, Mazzotti, et al., 2009). IEP teams including input from family members, school counselors, career technical educators, and

of course, the student may need to be creative in identifying ways to develop these important skills.

Some high schools use "advisory" time or homeroom/home base as a period of time available each day, or at least one time each week, for all students to engage in some of the activities noted above. Participating in after-school clubs, establishing relationships with community mentors in the school, helping families complete certain activities with their child outside of school hours (possibly through the support of other families, agencies, or the school counselor) are other methods to gain additional knowledge about a variety of careers. Some schools may have classes such as learning labs or study halls where short lessons on IEP participation or self-advocacy could occur. "Working lunch" meetings with the school counselor may be another option in which time can be dedicated to transition lessons.

Several of the activities in career exploration might easily be incorporated to a student's existing schedule. Students may engage in writing, research, and presentation skills within the English Language Arts standards or as a research project in a computer lab class. Finally, exploring and even experiencing careers associated with significant events in history (e.g., inventors, doctors, religious leaders, politicians, teachers) or within the S.T.E.M. fields might serve as project-based learning in social studies, science, or mathematics courses.

Introduction to Work-Based Learning Experiences: Module 4

The Work-Based Learning Experiences (WBLE) section, Module 4 of T & F, contains an overview of experiences and provides lesson plans to address each suggested experience. While a teacher must select **two** experiences for a student to complete each year, completion of more than two would be great! There are eight types of WBLE for students who are preparing to attend either a traditional two or four year university as well as for students preparing to go directly into the workforce or contribute to their communities in other ways. The teacher,

student, family, and IEP team may determine that a student will participate in multiple types of WBLE included under either the "college" or "career" categories. Participating in both types of WBLE is encouraged. The categories are provided to help manage and organize the multiple types of career development activities in which students may participate during high school. This section also includes suggested products that a student might choose to upload into the Student Portfolio.

CSESA Process
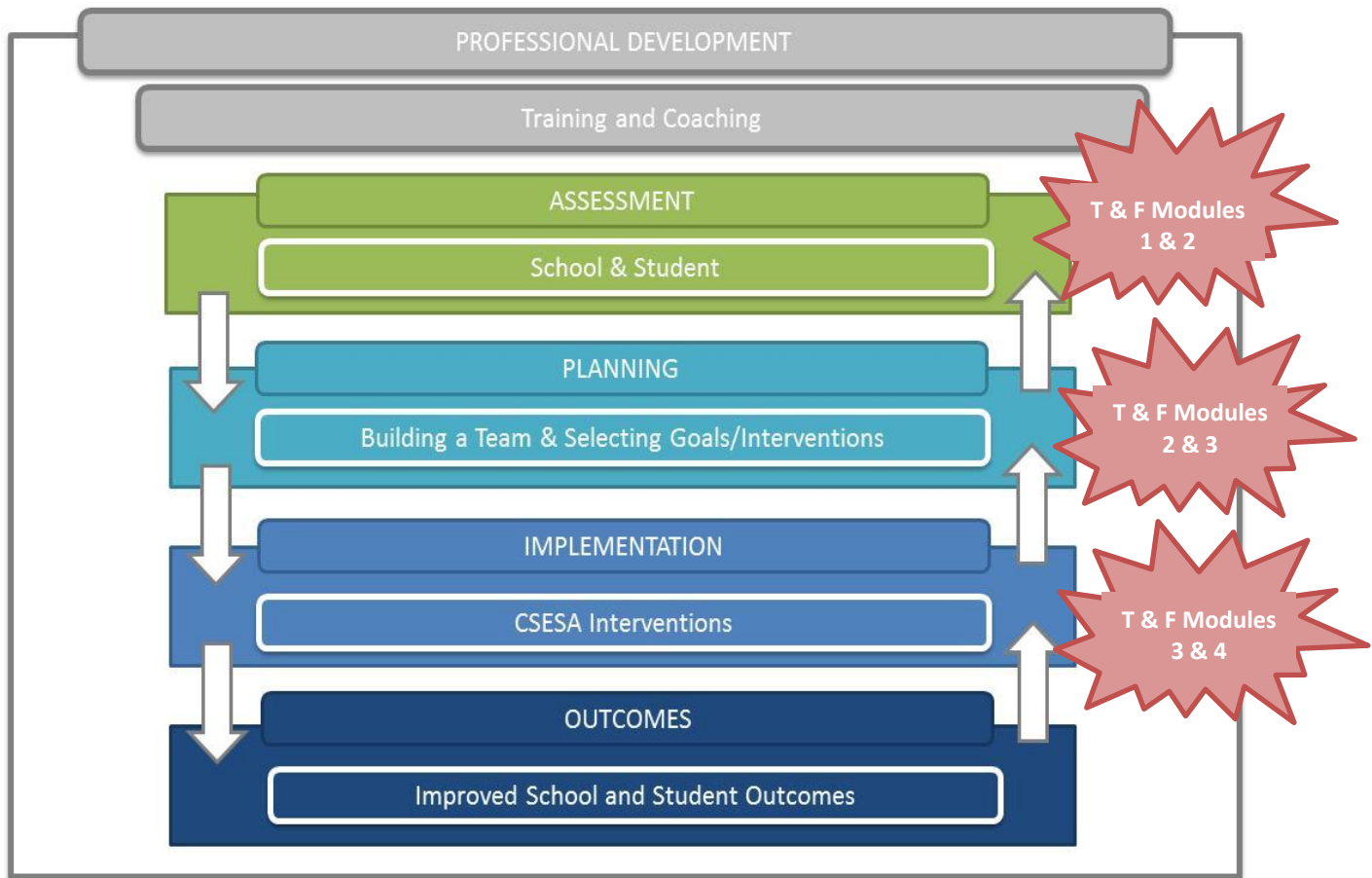
This module (Module 4—Work-Based Learning Experiences) is part of the implementation phase. During this phase students begin to participate in activities that were identified during planning, which contribute to preparing them for their desired post-high school goals and outcomes.

The interventions for the CSESA model for each student are determined through individualized transition planning. Implementation of the each component is supported through coaching of staff to implement interventions and transition planning and intervention are supported through a strong family education component. Student achievements and reflections on their progress can be documented through the Student Portfolio, which is intended to assist students as they transition into life beyond high school.

Transition Component Checklist

Component	Who Will Implement	Student(s)	Status	Date Completed
Community Mapping				
Completed Community Map				
School Mapping				
Completed School Map				
Transition Planning				
IEP (I-13 compliant using Checklist)				
Completed steps of Transition Planning task analysis				
Student Involvement in IEP				
Self-Advocacy Strategy				
Self-Directed IEP				
Whose Future is it Anyway?				
Task analyses for data collection on student performance				
Work-based Learning Experiences				
Career Exploration				
Career-Ready				
College-Ready				

Job-Shadowing				
Career-Ready				
College-Ready				
Service Learning				
Career-Ready				
College-Ready				
Work Sampling				
Career-Ready				
College-Ready				
Internships				
Career-Ready				
College-Ready				
Paid Employment				
Career-Ready				
College-Ready				
Apprenticeship				
Career-Ready				
College-Ready				
Mentoring				
Career-Ready				
College-Ready				
Task analyses on each experience for data collection				
Student Portfolio				
Uploaded/saved work product from IEP				
Uploaded/saved work product from WBLE 1				
Uploaded/saved work product from WBLE 2				

Work-Based Learning Experiences

Introduction

Positive post-school outcomes are the important result of a successful transition from high school. Because of poor post-school outcomes for students with Autism Spectrum Disorder (ASD), there is a necessary requirement to engage students in activities that will increase their likelihood of success after high school. Career awareness, occupational courses, paid work experiences, community experiences, and other work-based learning experiences (WBLE) are among the evidence-based predictors of post-school success (Test, Mazzotti, et al., 2009; Rowe et al., 2014). The eight WBLE (i.e., Career Explorations, Job Shadowing, Work Sampling, Service Learning, Internships, Paid Employment, Apprenticeship, and Mentoring) described in this module are organized from Luecking's 2009 *The Way to Work*. In the following section, information on each WBLE is provided. These experiences should be planned to assist students in developing skills and an increased knowledge of their needs and strengths. Experiences should be selected that will support a student's postsecondary goals regarding college and careers. For some students, they will participate in experiences that are more explicitly focused on employment, while others will participate in experiences directly related to college preparation. Participation in the activities should inform the transition assessment process and increase students' skills, in preparation for their postsecondary goals. Throughout this module, identify specific experiences that students may be able to complete and try to gain a better understanding of experiences that will successfully transition them from where they are to where they want to be in the future. Each student should complete at least two work-based learning experiences each school year as outlined in the following section.

For students who have a postsecondary goal of attending a two- or four-year college, identifying time in the school day to complete work-based learning experiences is challenging. However, research indicates that having these experiences in high school may lead to greater success in postsecondary education (Test, Mazzotti, et al., 2009). IEP teams including family members, school counselors, career technical, core content, and special educators, and, of course, the student may need to be creative to identify ways students can develop these important skills. Some high schools use "advisory" time or homeroom/ home base as a period of time available each day, or at least one time each week for all students to engage in some of the activities noted above. Participating in after-school clubs, establishing relationships with community mentors in the school, helping families complete certain activities with their child outside of school hours (possibly through the support of other families or the school's guidance department) are other methods. Several of the activities in career exploration might easily be

aligned with writing, research, and presentation skills within the English Language Arts standards. Finally, exploring and even experiencing careers associated with significant events in history (e.g., inventors, doctors, religious leaders, politicians, teachers) or in the S.T.E.M. fields might serve as project based learning in Social Studies, Science, or Mathematics courses.
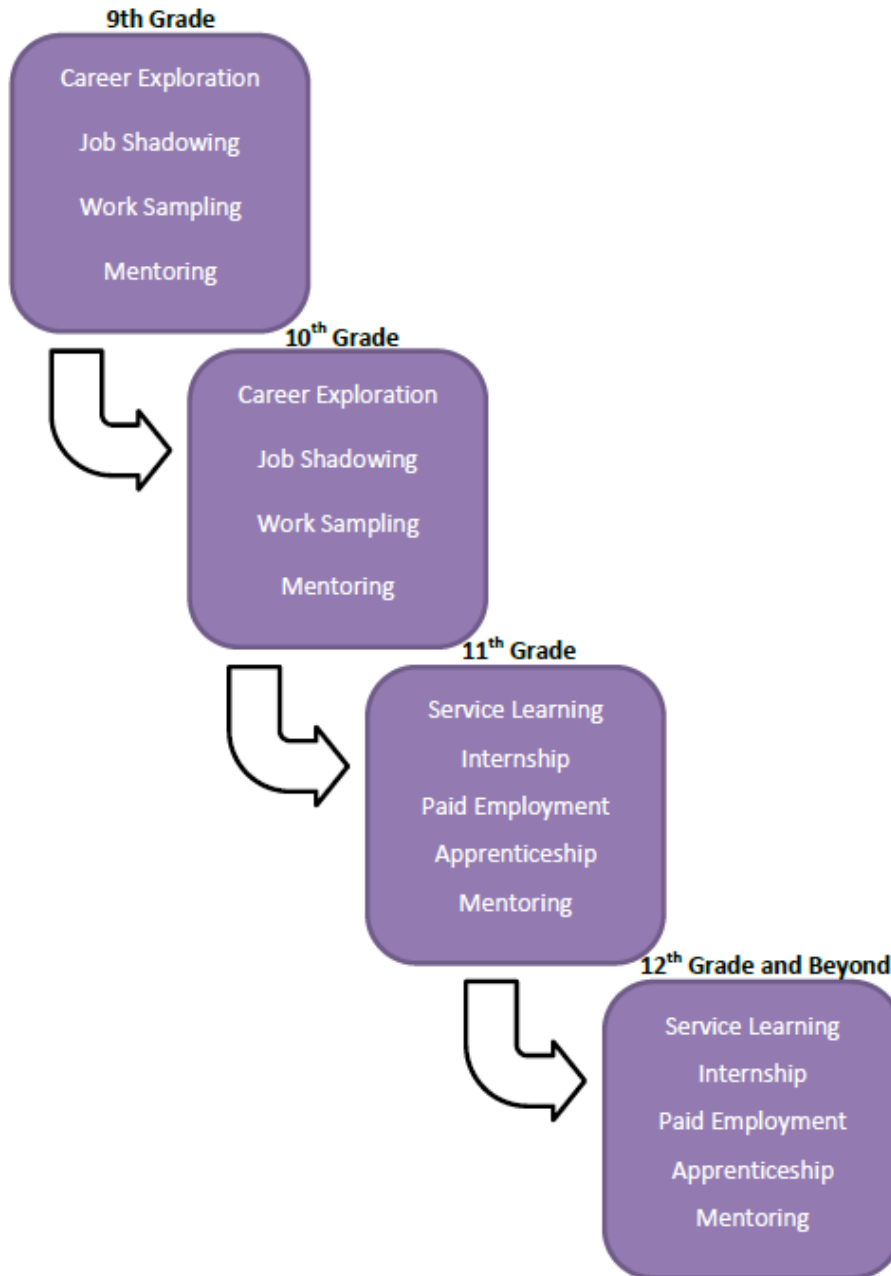
Work-Based Learning Experiences

Work Based Learning Experiences	
Career Exploration	"Career exploration involves visits by youth to workplaces to learn about jobs and the skills required performing them. Visits and meetings with employers and people in identified occupations outside of the workplace are also types of career exploration activities from which youth can learn about jobs and careers" (Luecking, 2009, p. 13).
Job Shadowing	"Job-Shadowing is extended time, often a full workday or several workdays, spent by a youth in a workplace accompanying an employee in the performance of his or her daily duties" (Luecking, 2009, p. 13).
Work Sampling	"Work sampling is work by a youth that does not materially benefit the employer but allows the youth to spend meaningful time in a work environment to learn aspects of potential job tasks and "soft skills" required in the workplace" (Luecking, 2009, p. 13).
Service Learning	"Service learning is a hands-on volunteer service to the community that integrates with course objectives. It is a structured process that provides time for reflection on the service experience and demonstration of the skills and knowledge required" (Luecking, 2009, p. 13).
Internship	Internships are formal agreements whereby a youth is assigned specific tasks in a workplace over a predetermined period of time. Internships may be paid or unpaid, depending on the nature of the agreement with the company and the nature of the task" (Luecking, 2009, p. 13).
Paid Employment	"Paid employment may include existing standard jobs in a company or customized work assignments that are negotiated with an employer, but these jobs always feature a wage paid directly to the youth. Such work may be scheduled during or after the school days. It may be integral to a course of study or simply a separate adjunctive experience" (Luecking, 2009, p. 13).
Apprenticeship	"Formal, sanctioned work experiences of extended duration in which an apprentice learns specific occupational skills related to a standardized trade, such as carpentry, plumbing, or drafting. Many apprenticeships also include paid work components" (Luecking, 2009, p. 13).
Mentoring	A mentor is a person who through support counsel friendship, reinforcement, and constructive example helps another person, usually a young person, to reach his or her work and life goals. Mentoring relationships provide valuable support to young people, especially those with disabilities, by offering not only academic and career guidance, but also effective role models for leadership, interpersonal, and problem-solving skills." (ODEP)

Suggested WBLE Timeline Across High School

9th Grade

Career Exploration

Job Shadowing

Work Sampling

Mentoring

10th Grade

Career Exploration

Job Shadowing

Work Sampling

Mentoring

11th Grade

Service Learning

Internship

Paid Employment

Apprenticeship

Mentoring

12th Grade and Beyond

Service Learning

Internship

Paid Employment

Apprenticeship

Mentoring

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Career Exploration

Definition: "Career exploration involves visits by youth to workplaces to learn about jobs and the skills required performing them. Visits and meetings with employers and people in identified occupations outside of the workplace are also types of career exploration activities from which youth can learn about jobs and careers" (Luecking, 2009, p. 13).

Career Ready	
Student Activities	• Company Tours/Field Trips • Interview Employers • Career Interest Questionnaires
Resources	• ONET • Use your state's college planning website • Transition Assessment Toolkit at www.nsttac.org • Transition Assessment Reviews at www.transitioncoalition.org • Career Assessment Resources at http://www.ncwd-youth.info/career-planning-begins-with-assessment • Resources on work-place visits, career fairs, and guest speakers at http://www.ncwd-youth.info/innovative-strategies/practice-briefs/career-exploration-in-action
College Ready	
Student Activities	• Go on a campus tour • Select a dormitory on campus and talk to the Resident Advisor about the rules and policies that govern that particular dormitory • Visit the financial aid office at your local college/ university and inquire about scholarships and grants that are available
Resources	• Virginia Commonwealth University's http://www.going-to-college.org/ will provide you with information about college life, faculty, accommodations, talking about your disability, grades, assistive technology and finding resources.) • Institute for Community Inclusion at the University of Massachusetts Boston's http://www.thinkcollege.net/ will provide you with Information about the Higher Education Opportunity Act and the possibilities for students with intellectual disabilities to take advantage of federal financial aid, specifically grants and work study funds, to help pay for college

Suggested Career Exploration lesson plans are located on the next page.

Lesson Plans for Suggested Career Exploration Activities

Career Readiness

A-1.1   Company Tour/Field Trip

A-1.2   Career Cluster Survey

A-1.3   Search of a Career of Interest

A-1.4   Job Application Preparation

College Readiness

A-1.5   Visit a College Career Center

A-1.1 Lesson: Career Exploration – Career Readiness: Company Tour/Field Trip	
Common Core Standards:	
Warm Up: • Today we are going to look at company's website and take a virtual tour of that company. It will help let us get to know the company and the types of jobs it offers.	**Vocabulary:** Related to the company website)
Differentiation: Company website of student's interest (Harris Teeter and other grocery stores, Walgreen's, Wal-Mart, EMC2 (http://www.ncbce.org/index.php?page=emc2-supports-students-work)	
Lesson: • Student chooses a company of interest	
Differentiation: Choice list, based on career preferences	
Guided Practice: • Student searches company's website • Read the mission statement • Read 'About Us' section	
Differentiation: Picture prompts and choices	
Independent Practice: • Student searches job directory and job openings on the website	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Model the search	
Assessment: • Student completes worksheet • Student writes a journal entry based on the experience on the worksheet	
Differentiation: Model writing a goal, photo/picture/word prompts of choices	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online and/or print)	
Differentiation:	
Homework:	**Self-Evaluation:**

A-1.1 Company Tour/Field Trip

To get to know a company and/or career, you can visit it to learn more. In your visit you will learn about the types of jobs employees have there at the site as well as what they do every day at work.

1. What is the name of the company you are visiting?

2. How are you visiting it?   (Circle one)
        Online   In Person

3. What does the company do? (Sell products, make products, provide services, etc.)

4. Did you like the visit at the company?

5. Are you interested in learning more about what it does and the jobs it offers?

6. What kinds of jobs do they offer?

7. Write the name of a job the company has that you are interested in.

8. Are there qualifications needed to apply for the job? (If yes, please describe them.)

A-1.2 **Lesson:** Career Exploration – Career Readiness: Career Cluster Survey	
Common Core Standards:	
Warm Up: • We will be answering questions related to careers. It will link you up with possible career preferences at the end	**Vocabulary:** Career Cluster Human services Technology Criminal Justice (Related to career preferences chosen)
Differentiation:	
Lesson: • Career Cluster Survey (from: http://www.nctc.edu/Libraries/AdminServicesRecordsRetention/Career_Interest_Survey_1.sflb.ashx)	
Differentiation: Differentiation: Student writes down definition in notebook or on notecards; underline	
Guided Practice: • Preview the directions of the questionnaire	
Differentiation: Model answering the first question of the questionnaire	
Independent Practice: • Student completes questionnaire	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Printed Career Cluster Survey
Differentiation: Model the search	
Assessment: • Student chooses top 3 career preferences	
Differentiation: Provide multiple-choice answers	
Summary/Closure/Ticket Out the Door: • Review career preferences *Student can place into portfolio (online or print)	
Differentiation:	
Homework:	**Self-Evaluation:**

A-1.3   Lesson: Career Exploration – Career Readiness: Search a Career of Interest

Common Core Standards:

	Vocabulary:
Warm Up: • "We will be going over careers of interest based on the top 3 career preferences chosen in the career interest questionnaire."	Preference (Related to career of interest)
Differentiation: Vocabulary written on board, write definitions	
Lesson: • Review the career preferences chosen (from: http://mappingyourfuture.org/planyourcareer/careership/)	
Differentiation: Differentiation: Student writes down definition in notebook or on notecards; underline	
Guided Practice: • Choose a career preference from the list and provide an overview of that preference	
Differentiation: Model answering the first question of the questionnaire	
Independent Practice: • Student looks over information on career preference	**Teacher Materials/ Technology:**
Differentiation: Break down and define various words and phrases, graphics	
Assessment: • Student completes worksheet of questions related to career preferences	Smart board/ White board
Differentiation: Definition; graphics	
Summary/Closure/Ticket Out the Door: *Student can place into portfolio (online or print)	Desktop/ Laptop Computer
Differentiation:	

Homework:	Self-Evaluation:

A-1.4 Lesson: Career Exploration – Career Readiness: Job Application Preparation	
Common Core Standards:	
Warm Up: • We will be preparing to complete a job application	**Vocabulary:** Personal history Professional experience Related experience References
Differentiation: Checklist, utilize a job application from a company of interest (e.g., Harris Teeter, Walgreen's, etc.)	
Lesson: • Present the student an example of a job application	
Differentiation: Model, complete as a class, in pairs, or in groups, Smart board	
Guided Practice: • Go through the example	
Differentiation: Model; break down each section	
Independent Practice: • Student answers questions on the job application	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Student takes turns with other students if in a pair or group	
Assessment: • Student completes job application	
Differentiation: Model the beginning of various sections as needed	
Summary/Closure/Ticket Out the Door: *Student can place into portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

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A-1.5 Lesson: Career Exploration – College Readiness: Visit a College Career Center	
Common Core Standards:	

Warm Up: • We will be visiting a college career website	**Vocabulary:** Career Center
Differentiation: Checklist	
Lesson: • College career websites serve as a great resource for learning about the types of careers their students have when they graduate	Prospective Major
Differentiation: Make a choice list of local colleges and community colleges for student to choose (e.g., CPCC – www.cpcc.edu)	
Guided Practice: • Visit the website • Guide to the Career Center section of the college's website	
Differentiation: Utilize smart board, Overhead projector	
Independent Practice: • Student reads about the career options graduates take on from the career development center website	**Teacher Materials/ Technology:**
Differentiation: Highlight relevant sections	Smart board/ White board
Assessment: Student answers questions about the career development center website	
Differentiation: Oral version	Desktop/ Laptop Computer
Summary/Closure/Ticket Out the Door: *Student can place into portfolio (online or print)	
Differentiation: Checklist	

Homework:	Self-Evaluation:

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1. Choose a college you would like to learn more about. Write the name of the college here.

2. Type the name of the college into the search engine

3. Click on the website of the college

4. Click Prospective students

5. Click Careers

6. What are some careers the college website talks about?

7. Are you interested in learning more about any of these careers?

Job-Shadowing

Definition: "Job-Shadowing is extended time, often a full workday or several workdays, spent by a youth in a workplace accompanying an employee in the performance of his or her daily duties" (Luecking, 2009, p. 13).

Career Ready	
Student Activities	• Participate with a significant adult in a 'take your child to work' day • Disability Mentoring Day through a local company or program • Complete Job-Simulations on Campus • Follow Task Prompts to Complete Job • Create Task Prompts while Observing a Job • Job Characteristics Checklist
Resources	• The High School/High Tech Program (HS/HT) provides Job Shadowing experiences including careers in science, mathematics, and technology. The program is one of several initiatives of the Office of Disability Employment Policy (ODEP). For more information on these programs see: http://www.dol.gov/odep/programs/high.htm
College Ready	
Student Activities	• Shadow a student in a major of interest • Conduct a role-play with a disability services counselor • Conduct a role-play with a professor
Resources	• George Washington University's http://www.heath.gwu.edu/assets/33/toolkit.pdf will give you tips on how to speak to your school's guidance counselor and request up-coming opportunities to shadow at a local college/ university.) • Norwich University's http://www.norwich.edu/academics/pdf/disabilitiesHandbook.pdf will provide you with information to consider some of your learning challenges and ways to strategize methods to help you overcome some of those temporary barriers applicable to navigating through a college campus or learning about the graduate assistant (GA) position.

Suggested Job Shadowing lesson plans are located on the next page.

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Lesson Plans for Suggested Job Shadowing Activities

Career Readiness

B-1.1   Disability Mentoring Day

B-1.2   Job Simulation

B-1.3   Task Prompts

B-1.4   Creating a Task Analysis

B-1.5   Job Characteristics

College Readiness

B-1.6   Student in a Major of Interest

B-1.1 Lesson: Job Shadowing – Career Readiness: Disability Mentoring Day	
Common Core Standards:	
Warm Up: • Learn about the importance of mentoring through reading about Disability Mentoring Day. Participating in this day will help build a mentoring relationship with another individual	**Vocabulary:** Mentoring Disability
Differentiation: Checklist	
Lesson: • Student will read about Disability Mentoring Day and the opportunities it offers students participating in it	
Differentiation: Picture prompts, definition	
Guided Practice: • Read about Disability Mentoring Day with student	
Differentiation: Picture prompts, read aloud with student	
Independent Practice: • Student will answer questions on a worksheet about Disability Mentoring Day	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: http://www.aapd.com/what-we-do/employment/disability-mentoring-day/
Differentiation: Model answering the first series of questions; provide a choice list for the student	
Assessment: • Student's answers on the worksheet about Disability Mentoring Day	
Differentiation: Model writing a goal, photo/picture/word prompts of choices	
Summary/Closure/Ticket Out the Door: *Student can place into portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

B-1.1   Disability Mentoring Day

1.   When is Disability Mentoring Day?

2.   How many students participate in this event?

3.   Who are some of the sponsors of Disability Mentoring Day? (Write 3)

4.   How do you get involved in Disability Mentoring Day?

5.   What are some skills you can learn in Disability Mentoring Day?

B-1.2 Lesson: Job Shadowing – Career Readiness: Job Simulation	
Common Core Standards:	
Warm Up: • "Participating in a job simulation is an interactive task that upon completion will provide hands-on experience to our understanding and knowledge of what it is like to have that job or a similar job."	**Vocabulary:**
Differentiation: Checklist	
Lesson: • Student will complete a job simulation on site	
Differentiation: Student writes down definition in notebook or on notecards; underline	
Guided Practice: • Preview the steps to complete the task within the job with the student	
Differentiation: Model completion behavior	
Independent Practice: • Student completes the job simulation task	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation:	
Assessment: • Student completes the task successfully	
Differentiation: Model, least to most restrictive prompts, photo prompts, video modeling (self, point-of-view, etc.)	
Summary/Closure/Ticket Out the Door: • In completion of the job simulation task, the student has attained knowledge on the task at hand and can learn to generalize this task to other future sites with a similar job simulation task.	
Differentiation: Checklist	

Homework:	Self-Evaluation:

B-1.3 **Lesson:** Job Shadowing – Career Readiness: Task Prompts		
Common Core Standards:		
Warm Up: • Learn about the importance of mentoring through reading about Disability Mentoring Day. Participating in this day will help build a mentoring relationship with another individual.		**Vocabulary:** Task analysis
Differentiation: Vocabulary written on board, write definition		
Lesson: • Student will complete a job simulation on site		
Differentiation: Sections of the Inventory bolded and underlined, video modeling		
Guided Practice: • Preview the steps to complete the task within the job with the student		
Differentiation: Check list of sections to complete; underline and define key words		
Independent Practice: • Student completes the job simulation task		**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Video camera Task-related items
Differentiation: Student writes down mnemonic device in notebook		
Assessment: • Student completes the task successfully		
Differentiation: Definition, graphics		
Summary/Closure/Ticket Out the Door: • In completion of the job simulation task, the student has attained knowledge on the task at hand and can learn to generalize this task to other future sites with a similar job simulation task.		
Differentiation: Checklist		
Homework:	**Self-Evaluation:**	

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B-1.4 Lesson: Job Shadowing – Career Readiness: Creating a Task Analysis	
Common Core Standards:	
Warm Up: • To complete a task on the job one will need to learn how to break the task down into many steps in order to complete it. **Differentiation:** Checklist	**Vocabulary:** Task analysis
Lesson: • Student will complete a job-related task • Student will develop a task analysis of the task to be completed • Student will follow the steps created in the task analysis **Differentiation:** Model	
Guided Practice: • Complete task with student o Talk through the steps of activity with the student **Differentiation:** Model; break down each step; Visual steps; Photo prompts	
Independent Practice: • Student completes task • Student develops task analysis of the task **Differentiation:** Student writes down mnemonic device in notebook	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Assessment: • Student completes the task successfully based on the task analysis **Differentiation:**	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print) **Differentiation:** Checklist	
Homework:	**Self-Evaluation:**

B-1.4   Recycling

You are at your volunteer agency and they have asked you to do a common service learning/volunteer task: to collect items to place into recycling bins. You will go from room to room picking up the blue recycle bins and placing the items from inside them into the big green recycling bin. Let's think about the things you would do to complete this task. Make a list of all the things you would need to do to complete this task.

B-1.5 Lesson: Job Shadowing – Career Readiness: Job Characteristics	
Common Core Standards:	
Warm Up: • To gain knowledge about a job it is important to learn about the characteristics of it. Student will complete a task related to a job of interest and answer questions about his/her interests in it as well as knowledge afterwards.	**Vocabulary:** Characteris-tics
Differentiation: Checklist	
Lesson: • Student will complete a job task and complete a job characteristics survey	
Differentiation: Model	
Guided Practice: • Complete the 'What I Like (Before)' Section of the job characteristics worksheet with the student • Preview the steps to complete the task within the job with the student	
Differentiation: Model; break down each step; Visual steps; Photo prompts	
Independent Practice: Student completes the job simulation task	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: Form A (Characteristics I like versus What is Here)
Differentiation:	
Assessment: • Student completes the task successfully • Student fills out the job characteristics worksheet	
Differentiation:	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

B-1.6 Lesson: Job Shadowing – College Readiness: Student in a Major of Interest	
Common Core Standards:	
Warm Up: • A way to learn about careers before college is to preview college majors that can be tied to a career interest. One way to preview a college major is read about other students' experiences in that major	**Vocabulary:** Major
Differentiation: Checklist	
Lesson: • Student will research and read about a college major related to a career preference and another's experience in that major	
Differentiation: College of student's choice, local colleges and community colleges are helpful	
Guided Practice: • Student will choose the college of interest • Preview the available majors at the college on the college's website • Read about students showcased within the major	
Differentiation: Model; written steps	
Independent Practice: • Student will read about majors that are of interest to them as well as the experience another student has had in the program	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Model the process of reading about a major and its relation to a career; Student picks 2 or 3 majors	
Assessment: • Student reads about the chosen majors • Student completes a journal entry about his/her experience learning about a college major of interest	
Differentiation: Checklist of steps, outline	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

Work Sampling

Definition: "Work sampling is work by a youth that does not materially benefit the employer but allows the youth to spend meaningful time in a work environment to learn aspects of potential job tasks and "soft skills" required in the workplace (Luecking, 2009, p. 13).

Career Ready	
Student Activities	• Rotation through various community workstations • Sampling various job tasks • Career Assessments • Unpaid Workplace Experience
Resources	• Education for Employment in Kalamazoo County, Michigan provides Work Sampling experiences in real workplaces. For more information see: http://kresa.org/efe
College Ready	
Student Activities	• Review an introductory, general syllabus from a college/ university level course. Choose one sample paper or project from the course. Map out how you would complete one of the assignments. Create a timeline that includes all the steps you would take in order to make sure you completed the assignment.
Resources	• http://www.facstaff.bucknell.edu/rickard/101Syll.html is a link to Professor John Rickard's English 101: Introduction to Fiction syllabus. Many of the fictional samples are synchronous to canonized texts found in most English 101 courses. • http://www.virginia.edu/vpsa/stdnt-disabilities-accom-hndbk07-08.pdf provides you with the guidance that the University of Virginia disseminates to their Faculty and Staff to help with accommodations for students with disabilities

Suggested Work Sampling lesson plans are located on the next page.

Lesson Plans for Suggested Work Sampling Activities

Career Readiness

C-1.1   Sampling Job Tasks

C-1.2   Career Assessment

College Readiness

C-1.3   Review a Course Syllabus

C-1.1 Lesson: Work Sampling – Career Readiness: Sampling Job Tasks	
Common Core Standards:	
Warm Up: • Sampling tasks that would be found on the job are helpful in understanding what they would be like	**Vocabulary:** Work sampling
Differentiation:	
Lesson: • Student will become an active participant in a job sampling task	
Differentiation: Picture prompts of definition choices and the dictionary	
Guided Practice: • Show task to the student • Model before the student • Practice together with the student	
Differentiation: Picture prompts and choices	
Independent Practice: • Student completes the rest of the job task	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation:	
Assessment: • By the end of the task, the student will complete the task with the least restrictive prompting appropriate to the individual	
Differentiation: Model writing a goal, photo/picture/word prompts of choices	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

C-1.2 **Lesson:** Work Sampling – Career Readiness: Career Assessment	
Common Core Standards:	
Warm Up: • Student will learn about the resources a potential career has through the use of a career assessment	**Vocabulary:** Human Resources Services Assessment
Differentiation:	
Lesson: • Student will complete a career assessment and examine his/her results to begin to understand some of the roles and responsibilities on the job	
Differentiation: Student writes down definition in notebook or on notecards; underline	
Guided Practice: • Read directions with student • Model answering the first question with the student	
Differentiation: Student writes in notebook or on notecards; Mnemonic device	
Independent Practice: • Student completes the career assessment	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: http://mappingyourfuture.org/planyourcareer/careership/
Differentiation:	
Assessment: • Student examines his/her results of the career assessment	
Differentiation: Provide multiple-choice answers	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

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C-1.3 **Lesson:** Work Sampling – College Readiness: Review a course syllabus	
Common Core Standards:	

	Vocabulary:
Warm Up: • To learn about what college coursework may look like, we are going to review a college class syllabus. The syllabus will have a lot of information about deadlines and what the class will go over.	
Differentiation: Vocabulary written on board, write definition	
Lesson: • Student will read and analyze a college course syllabus	
Differentiation: Student can use the sample syllabus provided or one from a college and major of his/her interest	
Guided Practice: • Read syllabus with student	
Differentiation: Check list of sections to complete; underline and define key words	
Independent Practice: • Student will read the deadlines and assignment dates	**Teacher Materials/ Technology:**
Differentiation:	Smart board/ White board
Assessment: • Student will answer questions on a worksheet about the syllabus	Desktop/ Laptop Computer
Differentiation: Definition; graphics	Resource:
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	http://www.facstaff.bucknell.edu/rickard101Syll.html
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

1.   List the assignments and deadlines of this course.

2.   Write one of the assignments you are most interested in.

3.   If you were a student in this class what are some steps you would do to complete this assignment?

Service Learning

Definition: "Service learning is a hands-on volunteer service to the community that integrates with course objectives. It is a structured process that provides time for reflection on the service experience and demonstration of the skills and knowledge required" (Luecking, 2009, p. 13).

Career Ready	
Student Activities	• Informal volunteering in community or school programs • Formal volunteer service in a structured community service program
Resources	• For components of Service Learning and Information about service learning developed by the National Service-Learning Clearinghouse, see: http://www.servicelearning.org/what-service-learning • For ideas regarding service days (e.g., MLK Jr. Memorial Holiday and September 11) and national community service organizations see Programs, Focus Areas, and Special Initiatives at http://www.nationalservice.gov/about
College Ready	

Student Activities	• Contact a college or university campus and volunteer to be a part of one of the following activities:
	  ○ Blood-drive
	  ○ Election registration
	  ○ Clothing drive
	  ○ Canned-food donation
	  ○ Planting trees
	  ○ Campus beautification projects
	  ○ Assisting a nonprofit organization
	  ○ Spending time at a campus-wide supported nursing or retirement/ elderly community
	  ○ Campus-sponsored homeless shelter

Resources	• http://teacch.com/educational-approaches/preparing-for-college-tips-for-students-with-hfa-aspergers-syndrome-new-gladys-williams-and-ann-palmer is a website sponsored by The University of North Carolina TEACCH Autism Program. This website shares information about social life, which may help you with connecting with people who are interested in service learning programs.

Suggested Service Learning lesson plans are located on the next page.

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Lesson Plans for Suggested Service Learning Activities

Career Readiness

D-1.1   Learning about Service Learning

College Readiness

D-1.2   College career development center – Volunteering

D-1.3   Volunteer opportunities search

D-1.1 Lesson: Service Learning – Career Readiness: Learning about Service Learning	
Common Core Standards:	
Warm Up: • Service learning is an activity that provides additional support and help to something else within the community at-large. Gaining experience in this area can be helpful in finding a job.	**Vocabulary:** Service Learning Volunteer-ing Community resources
Differentiation:	
Lesson: • Student will read about various service learning projects occurring	
Differentiation:	
Guided Practice: • Choose one of the service learning projects • Read this one with the student	
Differentiation: Picture prompts and choices	
Independent Practice: • Student chooses another service learning project of his/her interest • Student completes the reading	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: http://www.servicelearning.org/search/apachesolr_search?filters=type%3Aslice%20tid%3A126&retain-filters=1
Differentiation: Underline and define, list of choices	
Assessment: • Student will answer questions on a worksheet about the reading	
Differentiation: Photo/picture/word prompts of choices	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

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D-1.1 Learning about Service Learning

What is the service project you have chosen to learn more about?

What kinds of services does it seek to provide?

Who is the project for?

Are you interested in learning more about the service learning project?

What is a way you can become involved in the project?

D-1.2 Lesson: Service Learning – College Readiness: College Career Development Center-Volunteering	
Common Core Standards:	

	Vocabulary:
Warm Up: • Colleges have opportunities for service learning on their career development section of the website	Internship
Differentiation: Vocabulary written on board, write definition	Paid
Lesson: • Student will learn about the opportunities the college of his/her choice has for service learning and to generate service for the overall surrounding community of the college • Student will visit the Career Development Center section of his/her college of interest	Non-paid
Differentiation: College website of the student's interest, choice list based on local colleges	
Guided Practice: • Navigate through the website with the student to the Career Development section	
Differentiation: Check list of sections to complete; underline and define key words	
Independent Practice: • Student reads about service learning/volunteer opportunities at the college and related careers as well as relevant information	**Teacher Materials/ Technology:**
Differentiation: Student writes down mnemonic device in notebook	Smart board/ White board
Assessment: • Student will answer questions about the website • Student will rate his/her interest in learning more about service learning	
Differentiation: Definition; graphics	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	Desktop/ Laptop Computer
Differentiation: Checklist	

Homework:	**Self-Evaluation:**

D-1.3 Lesson: Service Learning – College Readiness: Volunteer Opportunities Search	
Common Core Standards:	
Warm Up: • In one's college application, colleges have expressed interest in seeing student's work in extracurricular activities, specifically in one area of service learning. We will work on searching for opportunities to later place in one's college application.	**Vocabulary:** Preferences (Related to volunteer opportun-ity)
Differentiation: Checklist	
Lesson: • Student will read and locate various volunteer opportunities within the community for high school students on Volunteer Match (www.volunteermatch.com)	
Differentiation: Model	
Guided Practice: • Fill out the search options on the Volunteer Match website	
Differentiation: Model looking for options	
Independent Practice: • Student finds opportunities he/she would like to learn more about and/or contact	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: Volunteer Match.org
Differentiation: Write down the opportunities for the student to choose from on the paper	
Assessment: • Student chooses three volunteer opportunities he/she would like to learn more about and/or contact	
Differentiation: Behaviors and Steps utilized throughout each situation	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

D-1.3 Volunteer Opportunities Search

1. Search 'Volunteer Match'

2. Click on the Volunteer Match website

3. Click 'Location'

4. Type 'Charlotte, NC'

5. Click the checkboxes of activities you are interested in

6. Click 'Search'

7. Look through the volunteer positions

8. Write 3 you like best

   1)

   2)

   3)

9. How can you get in touch with the agency and get started with volunteering? (Look up the contact information)

   1)

   2)

   3)

Internships

Definition: Internships are formal agreements whereby a youth is assigned specific tasks in a workplace over a predetermined period of time. Internships may be paid or unpaid, depending on the nature of the agreement with the company and the nature of the task" (Luecking, 2009, p. 13).

Career Ready	
Student Activities	• Meet with a possible future employer and talk about skills needed on the job • Visit guidance counselor for opportunities in the area • In the medical/nursing field: "preceptorship" training for a student
Resources	• NCLD Youth Internship Information ○ http://ncld-youth.info/Downloads/intern-guide-final.pdf
College Ready	
Student Activities	• Contact the Career Development Center at a college campus that you are interested in attending. Chart information about their Internship Program and their Cooperative Education programs. • Find out the program's length, the type of experiences offered, and the requirements to attend.
Resources	• George Washington University's http://www.heath.gwu.edu/assets/33/toolkit.pdf (Speak to your school's guidance counselor and request up-coming opportunities to shadow at a local college/ university.) • Norwich University's http://www.norwich.edu/academics/pdf/disabilitiesHandbook.pdf (Consider some of your learning challenges, and strategize methods to help you overcome some of those temporary barriers while you are in the college classroom or learning about the graduate assistant (GA) position.

Suggested Internships lesson plans are located on the next page.

Lesson Plans for Suggested Internships Activities

Career Readiness

E-1.1   Career Development Center – Internships

College Readiness

E-1.2   About Internships

E-1.1 **Lesson:** Internships – Career Readiness: Career Development Center - Internships		
Common Core Standards:		
Warm Up: • We will learn about internships, about having an internship, and how they can be an introduction to having a career.	**Vocabulary:** Internship Career development
Differentiation: Checklist	
Lesson: Student will research and read about an internship related to a career preference	
Differentiation: Model	
Guided Practice: • Preview the available internships with student	
Differentiation: Picture prompts and choices	
Independent Practice: • Student will read about internships that are of interest to them	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Breakdown key words	
Assessment: • Student reads about internships • Student completes answers on worksheet associated with this lesson	
Differentiation:	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

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E-1.1   Career Development Center- Internships

1. Choose a college you would like to learn more about. Write the name of the college

   here.

2. Type the name of the college into the search engine

3. Click on the website of the college

4. Click Career Center

5. Click Internships

6. What are some internships the college website talks about?

7. Are you interested in learning more about any of these internships?

E-1.2 **Lesson:** Internships – College Readiness: About Internships	
Common Core Standards:	

	Vocabulary:
Warm Up: • A way to learn about careers before college is to preview internships that can be tied to a career interest. These internships through the Career Development Center can be a good foundation of knowledge and practice before graduation and the start of a career.	Internship Career develop-ment
Differentiation: Checklist	
Lesson: Student will research and read about an internship related to a career preference	
Differentiation: Model	
Guided Practice: • Student will choose the college of interest • Preview the available internships at the college on the college's website	
Differentiation: Picture prompts and choices	
Independent Practice: • Student will read about internships that are of interest to them	**Teacher Materials/ Technology:**
Differentiation: Breakdown key words	Smart board/ White board
Assessment: • Student reads about internships • Student completes answers on worksheet associated with this lesson	
Differentiation:	Desktop/ Laptop Computer
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	

Homework:	**Self-Evaluation:**

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E-1.2   Learning about Internships:

An internship is another way to become introduced to the career of your choice. It is work experiences organized for someone to learn specific occupational skills. Read through the internship information and answer the following questions.

What are some of the types of internships businesses offer?

What are some of the internships you are interested in?

What are some things you would want to learn when you have an internship?

Paid Employment

Definition: "Paid employment may include existing standard jobs in a company or customized work assignments that are negotiated with an employer, but these jobs always feature a wage paid directly to the youth. Such work may be scheduled during or after the school days. It may be integral to a course of study or simply a separate adjunctive experience" (Luecking, 2009, p. 13).

Career Ready	
Student Activities	- Search for part-time or full-time jobs - Listing at school - Online on job search engines (i.e. MonsterJob) - Newspaper Classifieds - Also located online - Bulletin boards in community centers/places of worship - Network through school, family members, friends, and local businesses you patronize to get a part-time job after school, during holiday breaks, or in the summer
Resources	- Autism Internet Modules - Two-hour modules to educate future employers in preparation of employment for individuals with ASD - http://www.autisminternetmodules.org/
College Ready	
Student Activities	- Look at the website of your college of interest for 'Prospective Students'. - Read the section listing the percentage of graduates from the school and the areas of the workforce they go into - Read the majors offered within the college of interest and the jobs students get after graduation - Follow the same steps for obtaining part time paid work noted above (a) related to your career interest, or (b) to earn some money and learn skills such as time management and appropriate communication skills with your employer and co-workers

Resources	• U.S. Department of Labor, Office of Disability Employment Policy by the Institute for Educational Leadership, and HeiTech Services, Inc.'s http://www.ncwd-youth.info/sites/default/files/pas-toolkit-052610-print-final.pdf (Information about creating a résumé and the Higher Education Opportunity Act and checklists for independent living • http://www.mucollegesupport.blogspot.com/ is a website sponsored by the Autism Training Center at Marshall University to help students acquire information about university life, university departments, and various campus activities that lead to networking throughout the entire university.

Suggested Paid Employment lesson plans are located on the next page.

Lesson Plans for Suggested Paid Employment Activities

Career Readiness

F-1.1   Prepare a Resume

F-1.2   Job Search

F-1.3   Career Interest Questionnaire

College Readiness

F-1.4   College Majors and Careers

F-1.1 Lesson: Paid Employment – Career Readiness: Prepare a Resume	
Common Core Standards:	

	Vocabulary:
Warm Up: • We will be completing a resume that will be useful in the search to find paid employment after high school	Employ-ment
Differentiation: Research a sample resume on Career One Stop	
Lesson: • Student will research and read about developing a resume by viewing a sample resume • Student will prepare and complete a resume based on the sample resume format	
Differentiation: Picture prompts of career preferences, utilization of resource Career One Stop (http://www.careeronestop.org/ResumeGuide/SampleResumeWalkThrough.aspx	
Guided Practice: • Student will choose a sample resume • Preview the available sample resume • Read through the required sections	
Differentiation: Graphics, read aloud with student	
Independent Practice: • Student will read about the various requirements within the resume • Student will write down the similar headings from the sample resume • Student utilizes his/her background in completing the sample resume	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: http://www.careeronestop.org /ResumeGuide /SampleResum eWalkThrough .aspx
Differentiation: Define various words	
Assessment: • Student creates a resume of his/her own	
Differentiation: Model writing a goal, photo/picture/word prompts of choices	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	

Homework:	**Self-Evaluation:**

F-1.2 Lesson: Paid Employment – Career Readiness: Job Search		
Common Core Standards:		
Warm Up: • We will be completing a job search that will show how to find paid employment after high school		**Vocabulary:** Employ-ment
Differentiation: Research jobs on Career One Stop		
Lesson: • Student will research and read about jobs related to a career preference		
Differentiation: Picture prompts of career preferences		
Guided Practice: • Student will choose the career of interest • Preview the available jobs on a job search website		
Differentiation: Picture prompts and choices, Career One Stop (http://www.jobbankinfo.org/)		
Independent Practice: • Student will read about the jobs that are of interest to him/her		**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: (http://www.jobbankinfo.org/)
Differentiation: Define various words		
Assessment: • Student reads about the chosen jobs • Student completes answers on worksheet associated with this lesson		
Differentiation: Model writing a goal, photo/picture/word prompts of choices		
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)		
Differentiation: Checklist		
Homework:	**Self-Evaluation:**	

F-1.3 Lesson: Paid Employment – Career Readiness: Career Interest Questionnaire	
Common Core Standards:	

	Vocabulary:
Warm Up: • A way to learn about careers is to take a career interest questionnaire. The questionnaire upon completion will provide some examples of careers the student may be interested in based on his/her answers.	
Differentiation:	
Lesson: • Student will complete a career interest questionnaire	
Differentiation: Underline and define, online or print out	
Guided Practice: • Read the directions with the student • Model answering the first question with the student	
Differentiation: Underline and define, Model	
Independent Practice: • Student completes the career interest questionnaire	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: http://www. mynextmove. org/explore/i p
Differentiation: Define various words	
Assessment: • Student's answers from his/her career interest questionnaire will be examined to determine various careers that may be of the student's interest	
Differentiation: Provide multiple-choice answers	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	

Homework:	**Self-Evaluation:**

F-1.4 **Lesson:** Paid Employment – College Readiness: College Majors and Careers	
Common Core Standards:	
Warm Up: • A way to learn about careers before college is to preview college majors that can be tied to a career interest. These majors can be a good foundation of knowledge and practice before graduation and the start of a career.	**Vocabulary:** (Related to college majors and vocabulary on college website)
Differentiation: Checklist	
Lesson: • Student will research and read about a college major related to a career preference	
Differentiation:	
Guided Practice: • Student will choose the college of interest • Preview the available majors at the college on the college's website	
Differentiation: Define key words and phrases, Model	
Independent Practice: • Student will read about majors that are of interest to them • Student will read about the careers aligned with various majors	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer College website
Differentiation: Preview with student, define	
Assessment: • Student reads about the chosen majors • Student completes answers on worksheet associated with this lesson	
Differentiation: Provide multiple-choice answers	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

F-1.4   College Majors and Careers

1. Choose a college you would like to learn more about. Write the name of the college

    here.

2. Type the name of the college into the search engine

3. Click on the website of the college

4. Click Prospective students

5. Click Careers

6. What are some of the majors the college website talks about?

7. What is one career mentioned with a college major?

8. Are you interested in learning more about any of these careers?

Apprenticeship

Definition: "Formal, sanctioned work experiences of extended duration in which an apprentice learns specific occupational skills related to a standardized trade, such as carpentry, plumbing, or drafting. Many apprenticeships also include paid work components" (Luecking, 2009, p. 13).

Career Ready	
Student Activities	• A toolkit for Apprenticeships developed by Office of Disability Employment Policy (ODEP) is available at: http://www.dol.gov/odep/categories/youth/apprenticeship.htm
Resources	• Trade-related paid or unpaid work with a certified skilled journeyman. To have a Registered Apprenticeship, guidelines are provided by the Department of labor, see: http://www.dol.gov/dol/topic/training/apprenticeship.htm#lawsregs
College Ready	
Student Activities	• Find the Career Development Center at a school of your interest. Ask them about what types of apprenticeships they offer. Find out how you will be evaluated before, during, and after you complete the apprenticeship. Inquire about the supports they offer to students to develop the skills necessary for the apprenticeship.
Resources	• For more consideration on how to implement a college-focused approach to this work-based learning experience, think about visiting the following websites: HEATH Center at the George Washington University: http://www.heath.gwu.edu/; **S.O.A.R. (Searchable On-line)**

Suggested Apprenticeship lesson plans are located on the next page.

Lesson Plans for Suggested Apprenticeship Activities

Career Readiness

G-1.1   Apprenticeship Toolkit

College Readiness

G-1.2   Apprenticeship Laws

G-1.1 **Lesson:** Apprenticeship – Career Readiness: Apprenticeship Toolkit	
Common Core Standards:	

Warm Up: • We will learn about what apprenticeships are and what they can be used for in preparation of a career. There are a number of ways apprenticeships that can be useful in a certain line of work.	**Vocabulary:** Apprentice-ship Initiative U.S. Department of Labor
Differentiation: Checklist	
Lesson: Student will read about apprenticeships and learn the goal of becoming an apprentice to an employer	
Differentiation: Print or online	
Guided Practice: • Read online pamphlet with student	
Differentiation: Graphics, read aloud with student	
Independent Practice: • Student will continue to read about apprenticeship	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer http://www.dol.gov/odep/categories/youth/apprenticeship.htm (ODEP)
Differentiation: Underline and define throughout the reading, utilize pictures/photos	
Assessment: • Student completes answers on worksheet associated with this lesson	
Differentiation: Model writing an answer, photos/pictures/word prompts of choices	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

G-1.1 Learning about Apprenticeships (Apprenticeship Toolkit):

Apprenticeship is another way to become introduced to the career of your choice. It is work experiences organized for someone to learn specific occupational skills. This person becomes an apprentice in learning to work in jobs like carpentry, plumbing, or drafting. Read through the Apprenticeship information and answer the following questions.

1. How many registered apprenticeship programs are in the United States?

2. What trade has the largest number of apprenticeships?

3. What other trades are mentioned that have apprenticeships?

4. What types of apprenticeships are you interested in? What type of career would it lead to?

G-1.2 **Lesson:** Apprenticeship – College Readiness: Apprenticeship Laws	
Common Core Standards:	

	Vocabulary:
Warm Up: • We will learn about what apprenticeships are and what they can be used for in preparation of a career. There are a number of ways an apprenticeship can be useful in a certain line of work. We will be reading about the rules to have one.	Apprentice-ship Initiative U.S. Department of Labor
Differentiation: Checklist	
Lesson: • Student will read about the rules surrounding obtaining and maintaining an apprenticeship with an employer	
Differentiation: Print or online	
Guided Practice: • Read PDF 1	
Differentiation: Graphics, read aloud with student	
Independent Practice: • Student will read PDF 2	**Teacher Materials/ Technology:**
Differentiation: Underline and define throughout the reading, utilize pictures/photos	Smart board/ White board
Assessment: • Student will complete a journal entry related to PDFs read	Desktop/ Laptop Computer
Differentiation: Model writing an answer, photos/pictures/word prompts of choices	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	http://www.dol.gov/dol/topic/training/apprenticeship.htm#lawsregs
Differentiation: Checklist	

Homework:	**Self-Evaluation:**

G-1.2 Apprenticeship Laws:

Pick one of the **laws** written in the Apprenticeship Law information. How is this law helpful for you to have an apprenticeship?

(Law:)

(What is written in the law:)

(What is the purpose of the law:)

Mentoring

Definition: A mentor is a person who through support counsel friendship, reinforcement, and constructive example helps another person, usually a young person, to reach his or her work and life goals. Mentoring relationships provide valuable support to young people, especially those with disabilities, by offering not only academic and career guidance, but also effective role models for leadership, interpersonal, and problem-solving skills." (ODEP) (Luecking, 2009, p. 13)

Career Ready	
Student Activities	• Project Eye-To-Eye has developed a national coalition of Mentoring programs for students with disabilities by partnering with local communities, public/private schools, universities, and local businesses to implement. For more information see: http://eyetoeyenational.org/programs/mentoring.html
Resources	Suggested strategies: • http://www.ncset.org/publications/viewdesc.asp?id=704
College Ready	
Student Activities	• Find a mentorship program in your area • Ask a representative from the Dean of Students' Office or Office of Student Life to pair you with a student who may be able to help you navigate some of the logisitics of the campus (e.g., dorm room, gymaniusm, student centers, computer laboratories, and other areas that you are going to be using in the near future).

Resources	• Mentoring program for students with autism
	    o Colorado State University (CSU)
	    o http://www.news.colostate.edu/Release/5540
	• College transition program for students with autism
	    o University of Alabama
	    o http://uanews.ua.edu/2012/05/uas-college-transition-program-for-students-with-autism-grows/

Suggested Mentoring lesson plans are located on the next page.

Lesson Plans for Suggested Mentoring Activities

Career Readiness

H-1.1   Project Eye-to-Eye

H-1.2   Professionalism

College Readiness

H-1.3   Communication

H-1.4   College Mentorship Programs

H-1.1 Lesson: Mentoring – Career Readiness: Project Eye-to-Eye	
Common Core Standards:	
Warm Up: • Mentoring is a great resource to learn appropriate professional social communication within the community. Project Eye-to-Eye is one of these resources.	**Vocabulary:** Mentoring Community Partnership Chapter
Differentiation: Checklist	
Lesson: • Student will research and read about Project Eye-to-Eye	
Differentiation: Picture prompts, print or online	
Guided Practice: • Read about 'Our Programs' with student	
Differentiation: Picture prompts and choices of sections to read with student	
Independent Practice: • Student will read the Mentoring section of 'Our Programs'	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: Project Eye-to-Eye http://eyetoeyenational.org/
Differentiation: Preview with student, underline and define	
Assessment: • Student completes the Mentoring section • Student answers questions related to the Mentoring section	
Differentiation: Provide multiple-choice answers	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework:	**Self-Evaluation:**

H-1.1   Reading about Project Eye-to-Eye

1.   How many chapters of Project Eye-to-Eye are open?

2.   What are some of the activities mentors do with students?

3.   What are some skills you would want to work on or learn with a mentor?

H-1.2 Lesson: Mentoring – Career Readiness: Professionalism	
Common Core Standards:	
Warm Up: • A way to learn about careers before college is to preview college majors that can be tied to a career interest. These majors can be a good foundation of knowledge and practice before graduation and the start of a career.	**Vocabulary:** Profession-alism
Differentiation: Checklist	Supervisor
Lesson: • Throughout our working lives, most of us will have many different jobs, each requiring a different level or set of skills. No matter the industry all of these jobs have one thing in common: in order to succeed and move ahead, you need to demonstrate professionalism. Professionalism does not mean wearing a suit or carrying a briefcase; rather, it means conducting oneself with responsibility, integrity, accountability, and excellence. It means communicating effectively and appropriately and always finding a way to be productive. • As an employee, your attitude at work contributes to your work environment and how you get along with your co-workers and supervisors. A positive attitude can improve morale and increase productivity for all. The purpose of this activity is to generate a discussion about workplace attitudes (of both supervisors and co-workers) and how these attitudes impact those around us.	Facilitator
Differentiation: Picture prompts, print or online	
Guided Practice: • Imagine it is your first day on a new job. Discuss what you would do to make a good impression on your co-workers and supervisors (make a list for all to see). Why might it be important to make a good impression on your first day? • We will work together to offer advice on an issue related to Justin, a stock clerk at the grocery store. As the facilitator, read the story aloud, one section at a time. Pause after each section and ask each group to confer and share their collective answer/solution to the question at hand. Each group should be given the opportunity offer their advice first, followed by any additional and new advice from any of the other groups. You may choose to continue the discussion around the room.	
Differentiation: Picture prompts and choices of sections to read with student	
Independent Practice: • Ask the students to read over the sample work attitudes	**Teacher Materials/**

	Technology:
• Ask the students to describe Justin's work attitude. What do you think would be the most difficult part of being Justin's supervisor? How can a supervisor or boss affect your job performance? How can co-worker attitudes affect your job performance?	Smart board/ White board
Differentiation: Preview with student, underline and define	Desktop/ Laptop Computer
Assessment: • Imagine you are a supervisor on the job. What type of supervisor would you be? How would you deal with an employee who had a bad attitude? What are some of the skills you would like to develop so, one day, you can be a great supervisor?	Activity 27 Worksheets from 'Mastering Soft Skills'
Differentiation: Provide multiple-choice answers	http://www .dol.gov/od ep/topics/y outh/softski lls/
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	

Homework:	Self-Evaluation:

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H-1.3 **Lesson:** Mentoring – College Readiness: Communication	
Common Core Standards:	
Warm Up: • Today we will be talking about Communication and how important that is for work and also in mentoring	**Vocabulary:** Communication Non-verbal communica-tion
Differentiation: Checklist; Vocabulary written on board, write definition	
Lesson: • The purpose of this activity is to help youth gain a better understanding of how non-verbal communication (both intended and unintended) can be interpreted by others and the impact and effect of this form of communication	
Differentiation: Picture prompts, print or online	

Guided Practice:
• Read directions:
     o Ask participants if they have ever gotten caught rolling their eyes at a teacher, parent, co-worker, or supervisor? Whether you rolled your eyes intentionally or didn't even realize you did it, how do you think your action was interpreted? Answers will vary but might include: I'm bored, you are really annoying, yeah right, I'm so not interested in what you are saying or doing.
     o There are all types of communication. Believe it or not, the type that uses no words is the kind that is the most important. When it comes to communication, what people SEE is often more memorable than what they read or hear. This is often referred to as body language. Body language includes facial expressions, eye behavior, gestures, posture, and more. Body language can express your emotions, feelings, and attitudes. It can even contradict what you say verbally! People in different cultures may understand some global non-verbal expressions, while other expressions may be culture-specific.
     o If the participants are from many different cultures, ask if they can give an example of non-verbal communication cues specific to their culture	

Differentiation: Check list of sections to complete; underline and define key words	
Independent Practice: • Cut out the words in Activity 3, fold each and place in a hat, bowl, or bag. Ask each person to take one piece of paper. Using body language and facial expressions only, ask	**Teacher Materials/ Technology:**

each person to demonstrate this emotion, while others try to guess it. As an alternative, you can download "emoticons" and have participants match or identify what each picture describes. Continue until all words or pictures have been used/guessed	Smart board/ White board
Differentiation: Preview with student, underline and define	Desktop/ Laptop Computer

Assessment:
• Read the following statement to the group: Actions speak louder than words
  ○ Ask:
    ▪ Have you heard this expression? When/Where?
    ▪ What does it mean?
    ▪ How is this possible when actions do not "speak"?
• Journaling Activity:
  ○ Many people dream of being successful, but their actions can sometimes hold them back. What are some ways you can be sure that your actions help you to achieve your goals in life?
	Activity 3 Worksheets from 'Mastering Soft Skills'

Differentiation: Provide multiple-choice answers	http://www .dol.gov/od ep/topics/y outh/softski lls/
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	

Homework:	Self-Evaluation:

H-1.4 **Lesson:** Mentoring – College Readiness: College Mentorship Programs	
Common Core Standards:	

Warm Up: • Various colleges are beginning to have college mentorship programs for students with disabilities. We will be reading an article about a mentorship program that has just opened at Colorado State University.	**Vocabulary:** College mentorship Peer mentor Postsecond-ary
Differentiation: Checklist; Vocabulary written on board, write definition	
Lesson: • Student will research and read about a recent opening of a college mentorship programs	
Differentiation: Picture prompts, print or online	
Guided Practice: • Introduce the article to the student	
Differentiation: Model; break down each section	
Independent Practice: • Student reads the article	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Resource: http://www.news.colostate.edu/Release/5540
Differentiation: Preview with student, underline and define	
Assessment: • Student completes a journal entry about the article	
Differentiation: Outline of the journal entry	
Summary/Closure/Ticket Out the Door: *Student can place into his/her portfolio (online or print)	
Differentiation: Checklist	
Homework: **Self-Evaluation:**	

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Student Portfolio

Introduction

All students must exit high school with a summary of their academic and functional performance, intended to assist them in the transition to the next phase of their life (IDEA, 2004). The Transition Component of the CSESA Curriculum prompts the teacher and student to regularly identify products completed that might be saved into an electronic portfolio system, so that the student has a permanent and mobile product which may inform his or her transition planning and post-school success. At a minimum, students should upload one product from each module to create a portfolio that can be used as part of the ongoing transition assessment process, monitor progress within the CSESA curriculum, as well as contribute to student assessment upon exiting high school.

Possible Student Portfolio Products:
From WBLE

Apprenticeship
Career Readiness: Apprenticeship Toolkit Reading
College Readiness: Career Development Center

Career Exploration
Career Readiness: Company Tour/Field Trip; Career Cluster Survey; Search a Career of Interest; Job Application Preparation
College Readiness: Visit a College Career Center

Internships
Career Readiness: About Internships
College Readiness: Career Development Center – Internships

Job Shadowing
Career Readiness: Disability Mentoring Day; Creating a Task Analysis; Job Characteristics
College Readiness: Student in a Major of Interest

Mentoring
Career Readiness: Project Eye-to-Eye; Professionalism
College Readiness: Communication; College Mentorship Programs

Paid Employment
Career Readiness: Job Search; Career Interest Questionnaire; Job Application
College Readiness: College Graduates' Careers; College Majors and Careers

Service Learning

Career Readiness: Volunteer Opportunities; Volunteer Opportunities Search
College Readiness: College Career Development Center – Volunteer Programs; Volunteer Opportunities Search

Work Sampling
Career Readiness: Sampling Job Tasks; Career Assessment
College Readiness: Review a Course Syllabus

Instructions for creating a student portfolio are outlined below.

Task Analysis for Using Electronic Student Portfolio

Using Dropbox

1. Click the Internet Browser
2. Type www.dropbox.com into web link box
3. Press 'Enter' on keyboard
4. Watch the Dropbox home page appear on the screen
5. Click 'Sign In' on the upper right hand side of the screen
6. Type email address
7. Type password
8. Click 'Go'
9. Watch Dropbox files and folders appear
10. Click 'Upload' icon
11. Find project/file
12. Click 'Choose…'
13. Project/file will upload
14. Loading bar will fill
15. Project/file will appear in the list of files and folders

Using Your School's Shared Drive

1. Sign into computer
2. Click a folder
3. Click 'Computer'
4. Shared Drive is a folder in this section
5. Drag project/file into Shared Drive
6. Click Shared Drive
7. Right click
8. Choose 'New folder'
9. Name folder (Last Name _ First Name)
10. Drag project/file into Last Name _ First Name folder
11. Rename project/file (Last Name _ First Name _ Project Name)

Using a USB

1. Plug USB Drive into USB slot
2. Click 'Computer'
3. Watch USB Drive name appear
4. Find project/file
5. Drag project/file into USB Drive name on left side of the screen
6. Click USB Drive
7. Right click
8. Choose 'New folder'
9. Name folder (Last Name _ First Name)
10. Drag project/file into Last Name _ First Name folder
11. Rename project/file (Last Name _ First Name _ Project Name)

Using Learner Journey

1. Click the Internet Browser
2. Type www.learnerjourney.com into web link box
3. Press 'Enter' on keyboard
4. Watch the Learner Journey home page appear on the screen
5. Click 'Sign In' on the upper right hand side of the screen
6. Type email address
7. Type password
8. Click 'Go'
9. Watch Learner Journey files and folders appear
10. Click 'Upload' icon
11. Find project/file
12. Click 'Choose…'
13. Project/file will upload
14. Loading bar will fill

Project/file will appear in the list of files and folder