



Teaching Secondary Students Job Skills

Presenters: Lisa Stough & Lauren Kerns

Middle School

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Teaching Functional Skills to Middle School Students

- Begin programming by thinking about potential job skills & increasing overall independence for activities of daily living (Ex. Household chores and self-care skills)
- Ask parents for input at IEP meetings
- Think about potential jobs around the school setting
- Think about potential career placement for students and teach prerequisite skills.
- Think about skills students may need to live independently, assist parents around the house if continuing to live with parents, or increase independence in an assisted living facility.

List of Potential Skills to Teach

- **LAUNDRY SKILLS:**

- Folding towels
- Matching and folding socks
- Sorting laundry (Whites/colors)
- Folding clothing
- Fold clothing and put into drawer
- Hanging pants and shirts on hangers

- **RESTAURANT SKILLS:**

- Washing dishes
- Drying dishes
- Putting dishes back into cabinet
- Sweeping or vacuuming the floor
- Taking out the trash
- Washing tables (classroom or cafeteria)
- Putting chairs up on tables at end of day
- Sorting silverware
- Rolling silverware (fork, knife, spoon into napkin, roll restaurant style)
- Bussing tables after snack
- Filling up salt and pepper shakers
- Putting sugar packets into container

Potential Skills to Teach

Continued

- **Hygiene Skills**

- Brushing teeth
- Washing face
- Brushing hair
- Maintaining proper appearance/grooming
- Going to the barber
- Toilet training
- Hang washing

- **Independent Living Skills**

- Setting an alarm on a phone or alarm clock
- Setting an alarm for medication management
- Following a bus schedule
- Taking the bus
- Making a snack or meal
- Using a microwave safely
- Using a stove safely
- Making your bed
- Going to the grocery store when needed
- Safety skills (safety signs, following road signs throughout the city, walking on the side walk in the city)

Where to begin programming?

- **Early Learners**

- Basic manding, mand for missing items, tacting, LR, MI, matching skills
- Target skills in isolation
- Choose skills that will be most meaningful to each individual student
- Write down potential skills on skills tracking sheet (ex. 10 total ADL's through duration of IEP)
- Choose 1-2 ADL's to target, teach to mastery criteria (5-10 consecutive Y daily probes 100% independence)
 - 5Y for students who acquire skills and don't lose them, 10Y or more for students who were not consistent with retaining mastered skills
 - Once skill is mastered, continue practicing as an easy during an ADL session throughout the day

- **Advanced Learners**

- DI for reading, math, language
- Level 3 learner and beyond
- Think big picture for programming
 - Interests
 - Skills
 - Stamina
 - Jobs you can teach around the school
 - Potential jobs they could do once they are in high school and beyond

- **Example Jobs around RMS:**

- Sorting mail in staff mailroom
- Delivering newspapers
- Making copies
- Washing tables in cafeteria
- Ex. Class cookie sale
 - Baking
 - Counting
 - Bagging
 - Selling
 - Money management

About the Students at RMS

- Very diverse group of students
- Ranging from level 1 learners to students beyond the VB-MAPP
- A few of the students picked up a new skill after 1-2 teaching trials, while others took weeks or months to pick up a skill
- Some students were assessed using a +/- data sheet across one week. Students who got 5 pluses mastered the skill
- Other students were assessed using a task analysis so students could be taught each step of the skill in isolation
- Some students programming was more focused on hygiene/functional/daily living skills while other students programming had more of a pre-vocational/job training focus
- Age, language development, behavior, parent input on post-school goals, and motor skills were all a factor in determining which skills to teach

More About the RMS Students

- Students live in Lancaster City
- Job skills taught to students are jobs that they would be able to contact within their community
- Think about demographics and what jobs are within the students community
- Potential Jobs within Lancaster City:
 - Goodwill (unloader, hanging clothing, sorting)
 - Cashier (many restaurants/stores within the area)
 - Mail carrier
 - Busser at a restaurant
 - Dishwasher
 - Greeter at store

Using a Task Analysis

- Task analyses are used to teach a skill step by step either using forward chaining, backward chaining, or full-task.
- Ex. When teaching setting the table;
 - Teach the whole skill using hand over hand or gestures to show where each item goes.
 - The target would be the LAST step of the sequence; placing the spoon. Once the student masters placing the spoon in the correct spot 3-5 days in a row, move onto the next step: placing the knife AND the spoon.
 - After the probe, make sure you have teaching trials throughout the day to TEACH the skill
 - Middle school students learning ADL's should be given many opportunities to practice these skills throughout the day. Incorporate throughout their day: manding, IT, ADL's, DI

Sample Task Analysis: Setting the Table

Learner: _____

Skill: Setting the table

Instructions: Create a stimulus response chain with the SD and consequence listed for each response. Record

Y for a correct and independent response and a N for an incorrect and/or prompted response. Only collect data on target step(s).

DATE _____

Backward Chain	***
Forward Chain	
Total Task	

[illegible]

[illegible]

Making Middle School Functional

- Chore stations at the end of the school day
 - Teach students responsibility
 - Every student has 3 jobs at the end of each day
 - Stations rotate weekly
 - Teacher: Laundry station, included folding towels, matching and folding socks and sorting laundry
 - Para 1: Dish station, included washing dishes, drying dishes, and putting the items away into the pantry
 - Para 2: Floors/Chairs, included sweeping or vacuuming the floor, taking out the trash, and putting chairs up on the tables after tables were clean
 - Para 3: Restaurant station, included sorting silverware, setting the table, and washing tables

Progression

- Chore stations stayed the same weekly for all students.
- Data were collected using task analyses and +/- data sheets
- Students who had not yet mastered the skills were still required to do their end of day jobs. However, they were prompted through the steps in order to learn the skill.
- **Students also had their target ADL's which were often chosen from skills from their end of day job list. Students were explicitly taught these skills to mastery **
- New 6th graders who never did any of these skills before were gradually introduced to new skills. Some students were introduced to all skills at once while others were introduced to one skill per station. **Individualize and consider the needs of your students!**
- As students achieved mastery, they continued to do these chores as part of their “end of day job”
 - students who mastered all of the skills were introduced to more challenging skills throughout the school day during direct instruction for ADL's and pre-vocational skills

Instruction and targets for ADL and Job Skills were individualized for each student!

Generalization and Transferring Skills to High School and Beyond

- Students need to be able to generalize these skills
- Provide as many samples and examples of each job skill/chore, introduce in different ways, have students perform the skill across all staff members, in as many different environments as possible, and with as much independence as possible.
- This will help the students transition to the next level, High School, and then from High School to a potential job placement
- Provide differential reinforcement, students need to start increasing their stamina
- Have students perform as many of the skills as possible standing up
 - In many job placements, workers are required to stand for extended periods of time.

High School

Presenter: Lauren Kerns

Student Profile

- **High School Autistic Support**

- 7 students
- grade 9th - 12th
- students remain until age 21

- **Current Student Ages 15 to 21**

- **Communication**

- 4 students: vocal
- 2 students: sign language
- 1 student: deaf/sign language

Class Job Training Opportunities

- **Job Trainer**
 - Meals-on-Wheels: food delivery
 - Alert All: packaging
 - GAIN: packing, sorting
 - Free Geek: computer parts
- **School-Based Jobs**
 - recycle
 - cleaning (water fountains, windows, etc.)
- **Community-Based Jobs**
 - Goodwill: sorting, price tags, clothing hang up, matching shoes, unpacking
- **Class Mini-Business “Made by Hand”**

Made by Hand

our classroom mini-business

- **Mini-Business Target Skills**
 - **Product Development**
 - multi-step directions, motor skills, communication skills, measuring, matching
 - **Packaging**
 - quantity/color/quality
 - **Sales/Money**
 - addition/subtraction, counting money, change
 - **Customer Interaction**
 - eye contact, listening skills, verbal communication

IU 13 Student Bazaar

- Hosted by the Lancaster-Lebanon IU 13
- Winter and Spring Bazaars
- Participants: Autistic Support, Life Skills, Multiple Disabilities, School to Work, etc.
- Support Student Mini-Businesses
- Open to the Public
- Treats, Crafts, Plants and MORE!
 - Goal: Assist students in developing sales and customer service skills

Embroidery Easter Eggs

- Project 1: no data collection
- Target Skills
 - measuring
 - packaging
 - money exchange
 - communication skills

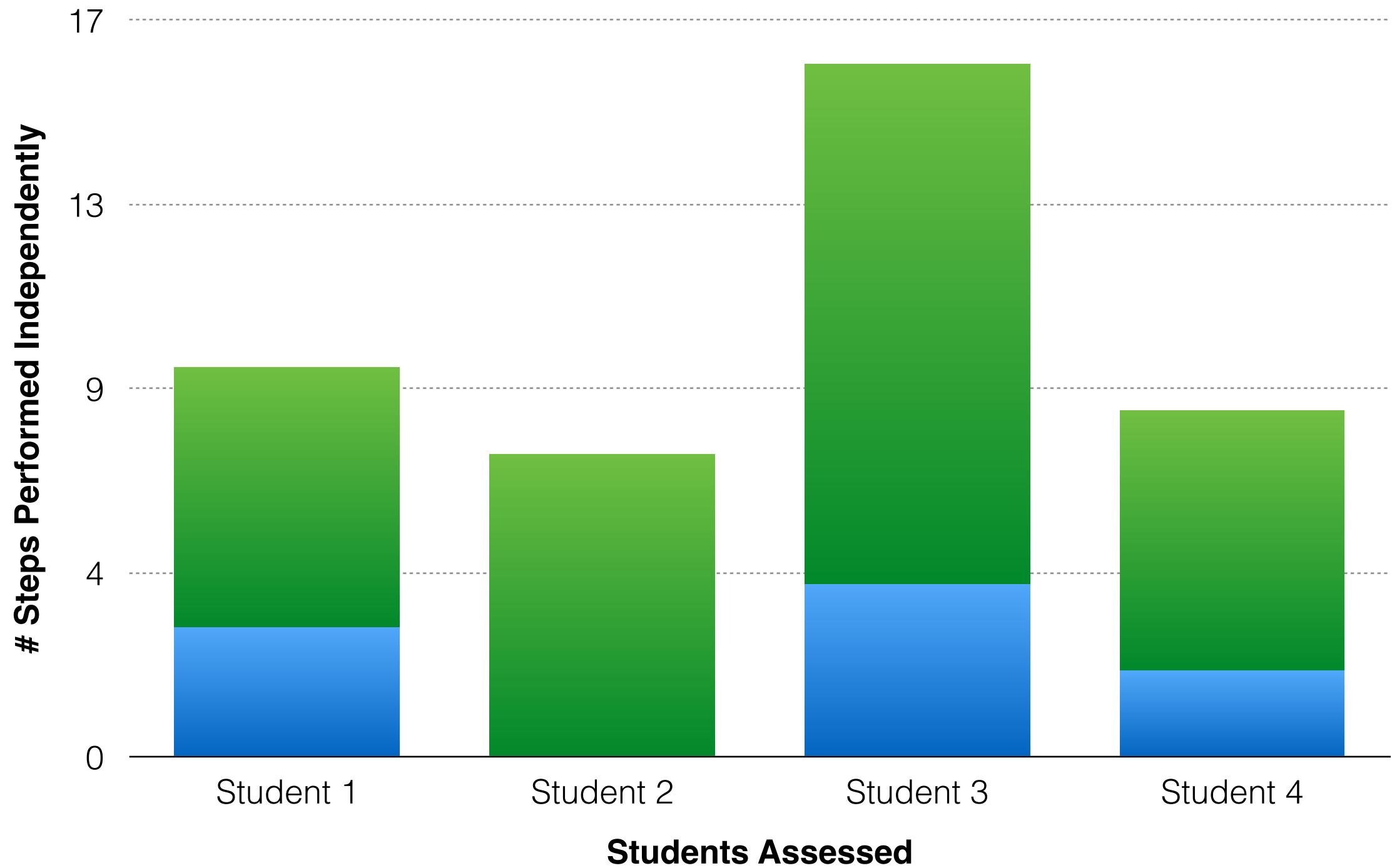


Indoor Snowball Fights

- Project 2: data collection
- Target Skills
 - multi-step directions
 - gross motor skills
 - packaging
 - money exchange
 - communication skills



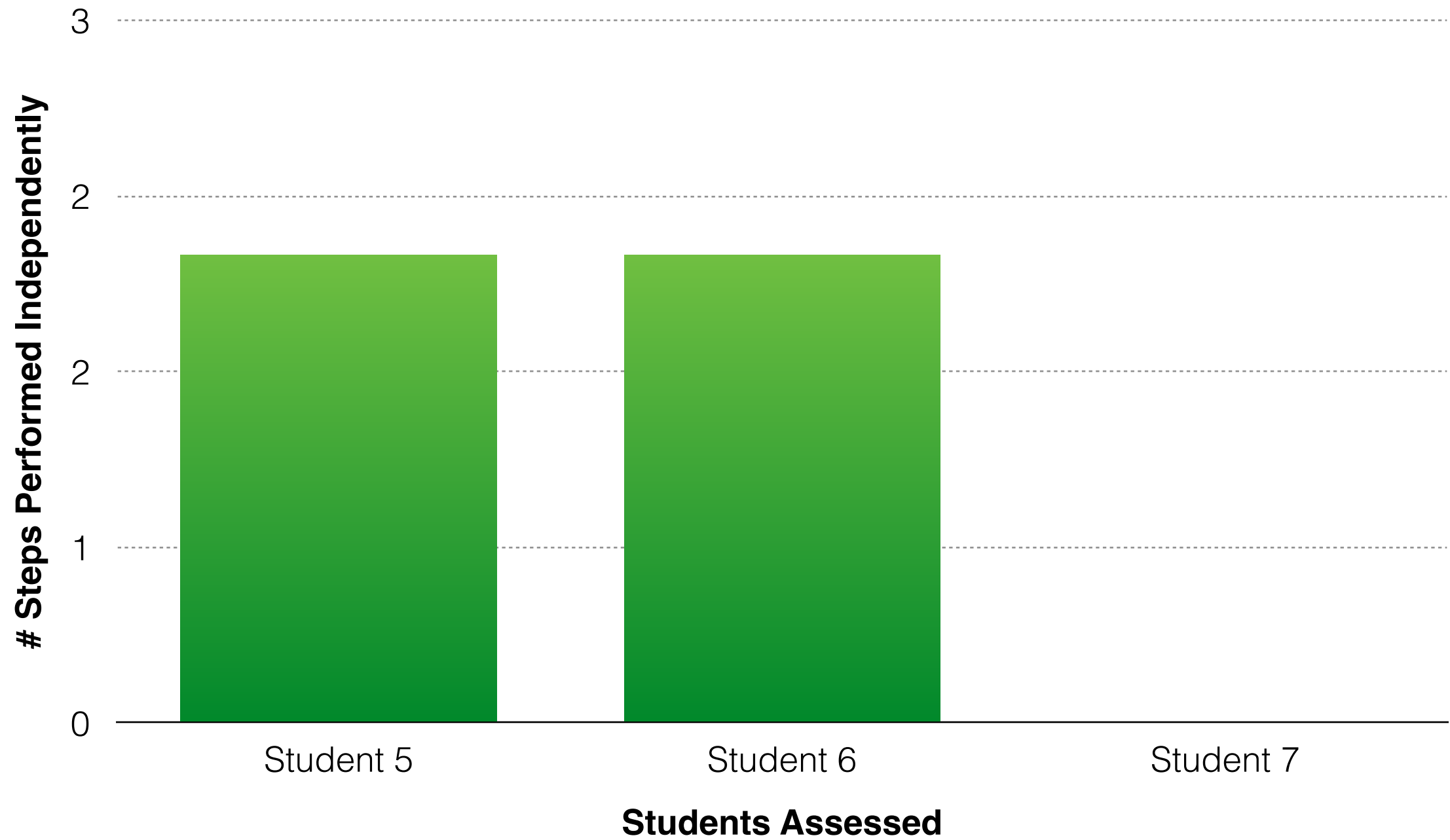
Yarn Snowball Production (17 Steps)



■ # Steps Performed Independently Post-Teaching
■ # Steps Performed Independently Pre-Teaching

Yarn Snowball Production (3 Steps)

Task Simplified



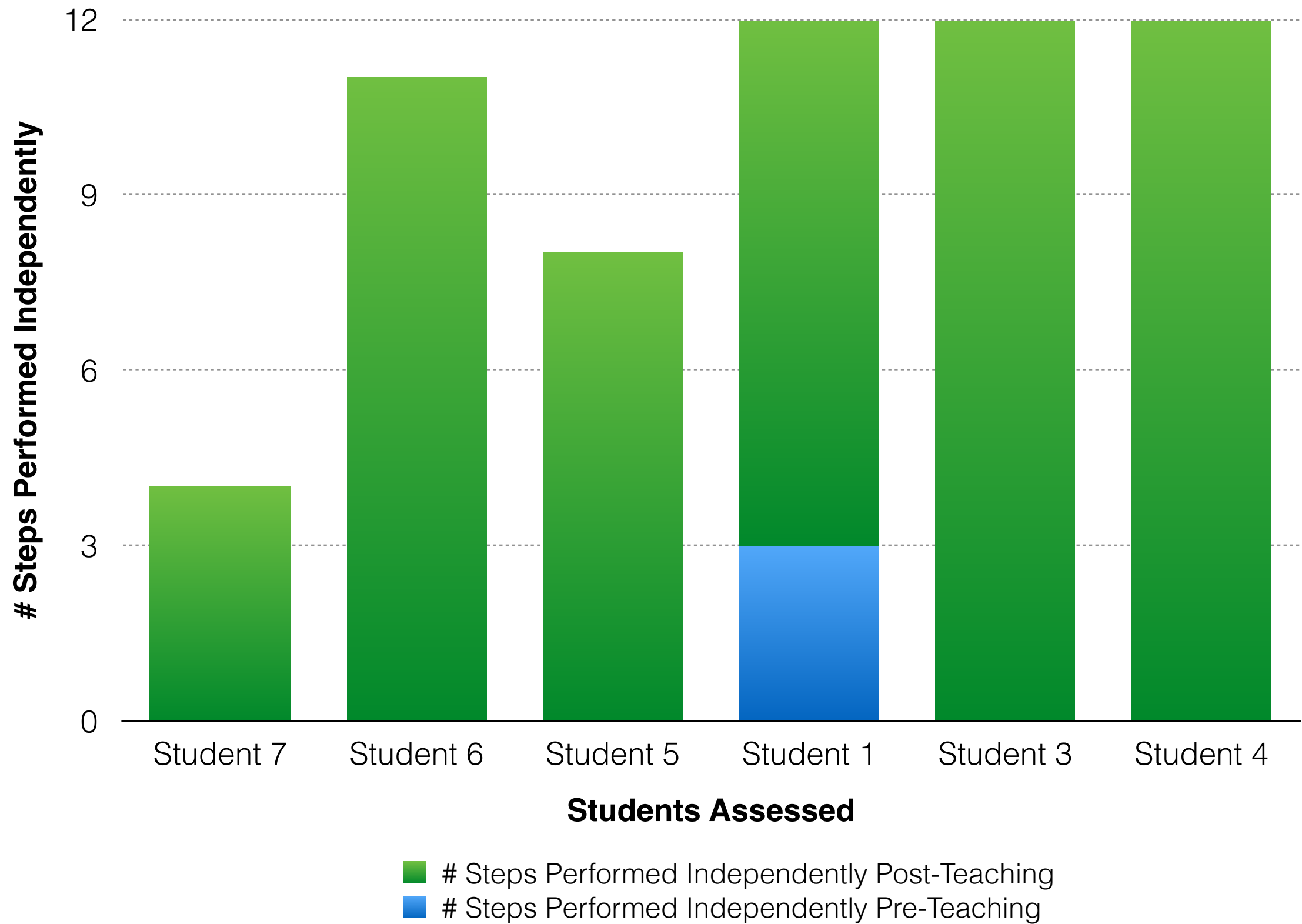
- # Steps Performed Independently Post-Teaching
- # Steps Performed Independently Pre-Teaching

Pre-Filled Easter Egg Hunt

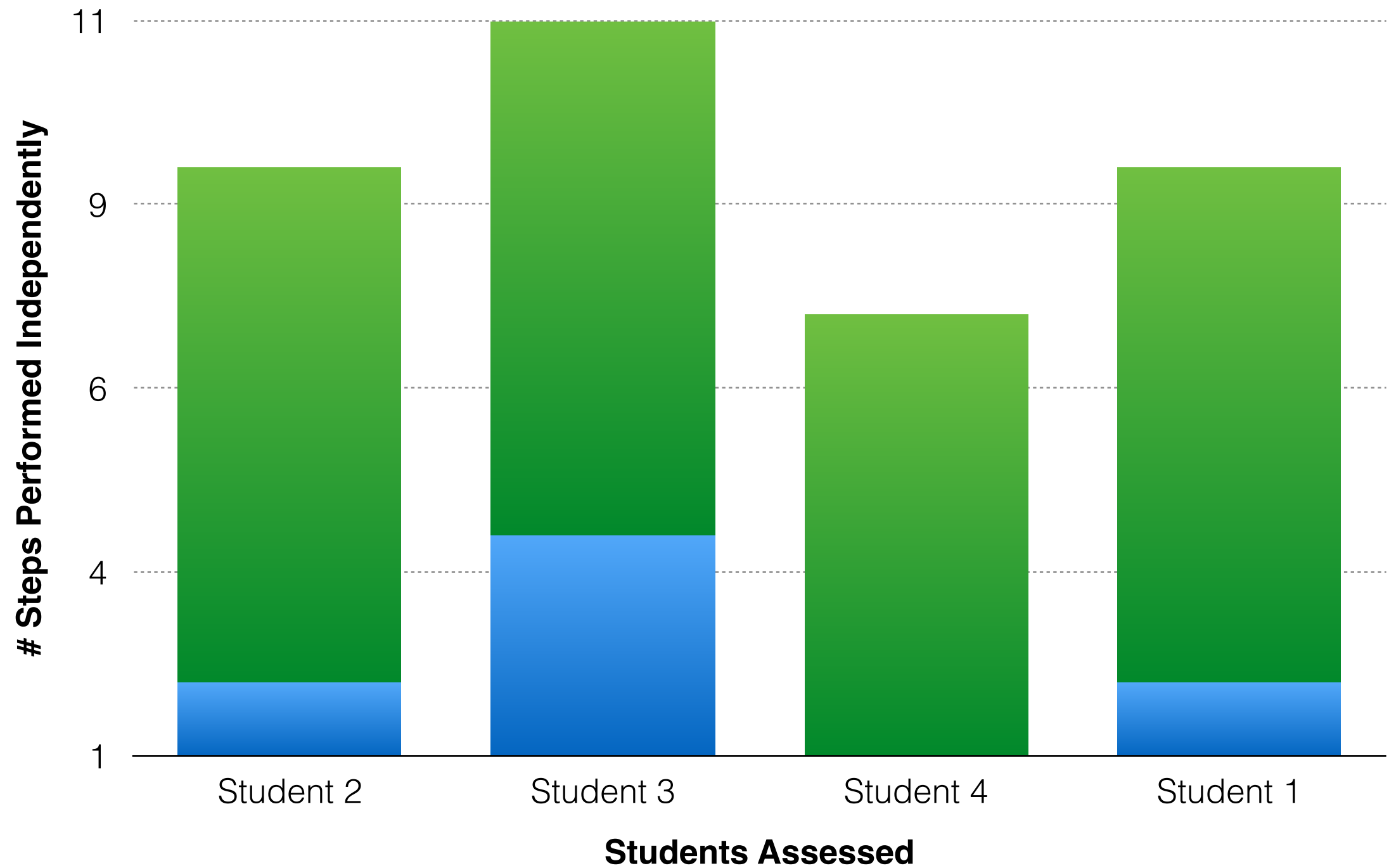
- Project 3: data collection
- Target Skills
 - multi-step directions
 - matching
 - packaging
 - money exchange
 - communication skills



Easter Egg Hunt Production (12 Steps)



Easter Basket Money Exchange (11 Steps)



■ # Steps Performed Independently Post-Teaching
■ # Steps Performed Independently Pre-Teaching

Task Analysis Data Sheet

Steps	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7
1	Y N	Y N	Y N	Y N	Y N	Y N	Y N
2	Y N	Y N	Y N	Y N	Y N	Y N	Y N
3	Y N	Y N	Y N	Y N	Y N	Y N	Y N
4	Y N	Y N	Y N	Y N	Y N	Y N	Y N
5	Y N	Y N	Y N	Y N	Y N	Y N	Y N
6	Y N	Y N	Y N	Y N	Y N	Y N	Y N
7	Y N	Y N	Y N	Y N	Y N	Y N	Y N
8	Y N	Y N	Y N	Y N	Y N	Y N	Y N
9	Y N	Y N	Y N	Y N	Y N	Y N	Y N
10	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Correct/Total							

Sample Task Analysis

Steps	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7
1 Picks up end of yarn skein	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N
2 Places the end of the yarn skein on the cardboard jig	Y <u>N</u>	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N
3 Wrap yarn in circular motion around cardboard jig	Y <u>N</u>	Y <u>N</u>	Y <u>N</u>	Y <u>N</u>	Y <u>N</u>	<u>Y</u> N	<u>Y</u> N
4 Continues wrapping until desired thickness (Model)	Y <u>N</u>	Y <u>N</u>	Y <u>N</u>	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N	<u>Y</u> N
5 Pick up scissors and cut end of yarn	Y <u>N</u>	Y <u>N</u>	Y <u>N</u>	Y <u>N</u>	Y <u>N</u>	Y <u>N</u>	<u>Y</u> N
6	Y N	Y N	Y N	Y N	Y N	Y N	Y N
7	Y N	Y N	Y N	Y N	Y N	Y N	Y N
8	Y N	Y N	Y N	Y N	Y N	Y N	Y N
9	Y N	Y N	Y N	Y N	Y N	Y N	Y N
10	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Correct/Total	1/5	2/5	2/5	3/5	3/5	4/5	5/5

“We have got to work on keeping these children engaged with the world.”

-Temple Grandin

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