

Jane O'Leary
SPED 427- D. Sienko
Observation Report
June 26, 2009

Details of Observation:

I observed student M. at one of his worksites, RI Recycling for Education, on Friday, June 11, 2009. M. is a 20 year old male with a diagnosis of autism, mental retardation, and Sensory Integration Disorder (a neurological disorder causing difficulties with processing information from the five classic senses – vision, auditory, touch, olfaction and taste-the sense of movement –vestibular system-and/or the positional sense-proprioception).

M. is receiving services from Perspectives Corporation, a private agency that provides vocational and residential support services to adults with mental retardation, mental illness, developmental disabilities and physical challenges. They also help people under 21 years old by working with their families and school systems. They help students and adults with disabilities find jobs and work with local businesses to match jobs with a client's skills and interests, and then give support to the business and the client in order to achieve success. Specific to the student that I observed, Perspectives helps individuals (ages 14-21) make the transition for a school or home based environment to living independently in the community. Clients explore different vocations, secure and maintain jobs and apply their school education to the job and to their social/recreational experiences. .

Referrals to Perspectives are most often made through the school system to provide transitional and vocational services specific to the student's IEP. Once the referral is made, the agency initiates the services of an interdisciplinary team to evaluate the student and work toward an individual plan. I obtained all of the information about M.'s transition services through his records (electronic) and interviews with two key staff members and one of his job coaches.

When I met M. he was at RIRE, a large warehouse of recycled industrial products, in a small room that sells items that are constructed out of the many recycled products. He was with his job coach, S., and was busily engaged pricing items on labels in his notably meticulous handwriting. I greeted him and he reciprocated. He was reminded by S. to talk to me about his job instead of focusing on his labeling task. I spent 3 hours at the facility but did not concentrate all of my time and focus on M. as it seemed to make him uncomfortable as evidenced by physical signs of anxiety. He performs several duties in the "shop" including inventory, labeling, waiting on customers and some ad hoc jobs like cleaning plastic test tubes. Currently he works (unpaid) at 7 job sites-Classic Café, MetLife, Meals on Wheels, Auntie Anne's Pretzels, Building Blocks Daycare and the site where I observed him, RI Recycling for Education (RIRE). He works at each of these sites for at least two hours, one day a week, and is supported by a job coach in each of these endeavors.

M. states he graduated from a Providence high school 2 years ago, but he is currently on an IEP and he has not "officially" graduated but has received a certificate. He has completed all of his academic requirements and receives 30

hours of services a week with Perspectives as elective requirements toward his diploma.

Review of transition practices and related instructional practices:

M. has received special education services from early intervention to this date. He received academic instruction from both resource specialists and regular educators and received support services in the form of counseling, adaptive physical education, resource and vocational education. M. was referred to Perspectives by his mother and his special education teacher in December of 2006, as noted in the Transitional section of his IEP. He was referred to ORS, Project Work, in 2006. He had been working part-time in his high school candy store and the cafeteria the year before. At an IEP meeting in 12/06, ORS contracted Perspectives to provide vocational services to M. "M. has been referred to ORS, the Level I assessment has been completed, and a vocational assessment administered by Perspectives Corp." He had an assessment through Perspectives who used his previous Careerscope evaluation as well as an evaluation based on interactions and interviews with M., records reviews and interviews with the IEP team including M.'s mother. They "tried" him in a variety of job sites and noted his strengths, interests, and performance. He exhibited many strengths for sustained employment: "listens and retains information, executes tasks accurately, friendly and respectful, open to trying new tasks, is detail oriented, likes doing well. He works 2-3 hours without a break and is a fluent reader. His areas of weakness are his rigidity, need for routine, anxiety and aversion to initiating conversation. When he multi-tasks, he

is quite insistent that he do it his own way and resistant to suggestions otherwise. It was recommended that he continue his involvement with ORS services to work on skills and behaviors related to vocational placement."

After M.s IEP meeting in 11/06 Perspectives worked with M. 2 days a week while he continued classes in school. He started a social skills training with a counselor on a weekly basis for 5.5 hours a week. Mostly, they worked on M.s anxieties and how to manage them using a teaching methodology, TEACCH, used with people in the autistic spectrum to learn adjustment strategies.

At M.'s 11/07 IEP meeting his Transition Services determined that he did not want to attend college but will need vocational skills. He requires independent living skills and participates in a variety of social activities, arranged by his mother, at The Trudeau Center.

The most comprehensive evaluation that M. received was a Speech and Language Evaluation by a private professional. It is this evaluation and the recommendations made by the tester that has driven much of M.s program and interventions. The evaluation was administered over several days in March of 2007 while M. was still attending high school. It is a 15 page summary of M.'s testing results in these areas:

- TLC-15-Test of Language Competence
- PPVT-4-Peabody Picture Vocabulary Test
- TLC-E-Expressive Language
- EOWPVT-Expressive One Word Picture Vocabulary Test
- CDA-Pragmatics/Discourse

- SSRA-Social Skills Rating System
- School observation
- Articulation/Oral Motor/Voice eval.

The speech and language specialist itemized 18 recommendations for working with M., in ways that would accentuate his strengths, and worked closely with the staff at Perspectives in designing an approach and interventions specific to M.'s needs. This is where I think that M.'s transitional and vocational services are not typical of those who receive a more structured or prescribed evaluation and services. Because his testing revealed very specific strengths and deficits in his make-up, Perspectives designed a program based on the recommendations of the specialist. His "job coaches" are also his social coaches who work with him daily, using the TEACCH method in order to manage his social behaviors. The speech and language therapist was also available to consult with the staff on several occasions.

In the last IEP (present in his records at Perspectives) dated 11/07, his Transitional Service Needs were: "vocational, social, transportation and life skills especially safety skills, calming and self-regulation." His annual goal was, "M. will experience vocational opportunities within the school building. Perspectives will be made available to M. 2 school days a week".

Chronology of M's Transitional Services and Assessments:

- 2004-2005-Worked a few hours a week at the high school candy store and cafeteria

- 2006-Project Work. Vocational Assessment through ORS 4/24/06-high interest in plants and animals.
- Referral to Perspectives 3/9/2007
 Informal Assessment Intake information: "Style of Interaction Questionnaire"-administered to parent re- child's idiosyncrasies, "Student Interest Data Form"-general assessment of students interests, likes and dislikes-completed by parent and student, "TSS Work History/Preferences-Looks at prior vocational experience and asks questions about preferences.
- 3/2007-Vocational Evaluation at Perspectives based on observation and interaction, record reviews and staff interviews (written narrative report)
- 5/2007- 15 page Speech and Language Evaluation (11th grade) Tests:
 TLC-E-Test of Language Competence
 PPVT4-Peabody Picture Vocabulary Test
 TLC-E- Expressive Language
 EOWPVT-Expressive One Word Picture Vocab. Test
 CDA- Pragmatics/Discourse
 SSRA- Social Skills Rating System
 School observation
 Articulation/Oral Motor/Voice
 Made 18 prescriptive recommendations.
- 12/2007-Vocational Evaluation -CareerScope

- 1/2008-IEP team meeting-Contract with Perspectives to work with M. 3 times a week-1 day for social skills and 2 days for job trials and coaching.
- 4/2008-Consultation w/Speech and Language tester for Social/Emotional
- 5/2008-Repeat consultation w/Speech and Language tester
- 8/2008-Perspectives services increased to 22.5 hours a week
- 9/2008-IEP meets. M. works 5 days a week, 30 hours a week (unpaid) through Perspectives. Contracted through the Providence School District
- 2009-CareerScope Voc. Evaluation (Careerscope).

He is assessed on the job sites by job coaches who use evaluative forms.

"Student Vocational Daily Data" rating work behaviors, in ten categories, each time he works.

"Job Development/Placement Vocational Data"-Form used to track the jobs that student applies for.

"Client Guidelines"-Questionnaire for student to address specific needs, likes and dislikes for employers to know about.

Adaptive tools and Equipment

- Task checklist
- Budget
- Weekly and daily work schedule
- Visual reminders
- Social stories
- Job/social coach
- A mood meter gauge that he can point to to indicate his anxiety

- A graphic depiction of how physically close one should be in different scenerios

Social-

- group 1x/week
- RIPTA trip and routes every Wed.
- Group dancing
- Kareoke
- Activities at Trudeau Center

The results of M.'s last voc. eval. (Careerscope) in April 2009, reveal that his *interests* are artistic, plants and animals, industrial and accommodating. The recommended jobs were specific to the above interests and for "Accommodating" it suggested cosmetologist, hair stylist and barber. His highest interest revolved around the arts-literary, visual, drama, music, dance and crafts, but his *aptitude* is in "clerical perception" and managerial work. In fact, M. is extremely systematic and organized so he does well at jobs where that skill is required, like the site where I observed him. His performance and artistic penchants are expressed through group activities at Perspectives and The Trudeau Center where he sings, participates in Kareoke, and performs.

Ironically, M. has just started a job trial at a day care center with preschool children. His job is to play interactively with them, and by all reports he is extremely good at it and really enjoys the experience! This is neither reflected in

his stated interest area nor his aptitude, unless the artistic realm can be stretched to include working with children at play. It does take a creative spirit.

Reflection:

I was not aware of any formal transitional assessment of M. Although his transition goals were stated in his last IEP there is no evidence of a formal transition assessment. I would have probably had one administered at 14 especially because his progress would be more measurable. Most of the focus at Perspectives has been on his social adaptation and vocational skills. These are monitored carefully, everyday. In speaking with a Transition/Vocational Coordinator at Perspectives I learned more specifically about his goals and areas of need. His services are focused on always "trying to raise the bar" for M.s work experience to the goal of his being able to be employed independently with minimal supports and some funding through DDD. Because M. is 20 years old and this is his last year of ORS eligibility, his last IEP, in the fall, with focus on his family's plans and expectations for him and, of course, M's goals. .In preparation for paid employment and more independence M. uses RIPTA weekly as training for using it independently. They may pursue his interest in day care and work to build his stamina, wean him from job coaching and insure that there is built in supports in his job placement.

The domain that his coordinators feel has not been serviced adequately, yet, is independent living. It is assumed that he will live at home with his mother and extended family where there exist very serious and complicated needs.

Perspectives staff has never been invited into his home due to a family member

with Alzheimer's who gets upset with the presence of visitors. It is not clear how independent he is with his personal care or with food preparation and all that it entails. It is suspected that he is very dependent on his mother and aunt who live in the house. Although these daily living skills need to be assessed and addressed, he currently has a more pressing need. M. has a mortal fear of speaking on the telephone which could be a hindrance to his safety and to his independence socially and on the job. This is a skill where I feel the need is most pressing, LCCE "Daily Living Skills", competency 3- "Caring for Personal Needs", sub competency 16- Practicing Personal Safety." His needs are also in the "Occupational Guidance and Preparation domain where there are no specific sub competencies "as they depend on skill being taught." In M's case I would probably seek the advice of the Speech and Language professional who knows him well and has an expert knowledge of ASDs. I would also contact RITAP for advice and assistance in how to approach his need and have him work with his counselor through Perspectives. The problem isn't that he can't learn to use the phone; it is that he is phobic and becomes panicky when he is asked to use it, either calling or answering. This could be a major barrier in a job situation. My action would be to equip him with a system of notifying a help agency through the use of a "Medi-Alert" kind of device until he can master the phone. I would make it a priority to work with him, (on the recommendation of an approach from a specialist) on desensitizing him to phone handling until he becomes independent with it.

M. is going to “age out” of transition services through ORS and Perspectives.

An assessment of his daily living skills is essential to his success as an adult. He will probably not live with his mother for the rest of his life and he needs the skills to survive and be comfortable in a group living environment. When his strengths and deficits in living skills are ascertained, through a formal assessment, I would focus on personal care skills, shopping and cooking, care of clothing maintaining a living space. He has already started budgeting his SSI allowance and he has gained a perspective on spending and saving.

Reference to LCCE and GLE/GSEs and reflection continued:

M. is no longer a student in an academic environment since Perspectives works with him on vocational and social skills for 30 hours a week. Embedded in his work and social experiences are a myriad of curricular practices: reading, writing, listening, speaking, computation. If he were still engaged in classroom learning, GSEs, OC-8-2 through 12-2.6 target oral communication and using tools of technology addressing his phone skills. His daily living skills could be embedded in GSEs W-10-14-reflective writing and analyzing a situation, W-12-6.2-organizing ideas/concepts, OC-6-1.1,1.4,1.5-following verbal instruction and working in groups to solve a problem. These GSEs also apply to the following lesson plan attached.

In all of the contact I had with professionals at Perspectives, there was a distinct communication of ethics, kindness and commitment. Although all of the records were not accessible, some were at his school, and there were gaps in the chronology of assessments, they have an intimate knowledge of M. and work

hard on his social and vocational skills. Their consciousness of M.'s need to learn to use the telephone and to assume competency in daily living skills, assumes that they will be addressing these areas in the span of time before his services with them are terminated.

Lesson Plan

LCCE- Daily Living Skills. Competency 2-Selecting and Managing a Household.

Sub-Competency 8-Use basic appliances and tools. Addresses students need to learn skills for independent living.

Goal-Student will be able to use a washing machine safely and independently.

Materials: Washing machine, detergent, coins, variety of clothing needing sorting, picture cards sequencing all of the steps of laundering

Procedure:

- 1. Shop for detergent with student explaining differences and narrowing choices**
- 2. Proceed to laundrymat . Instruct student to carry-in clothes basket with dirty clothes and detergent**
- 3. Orient student to different machines and services.**
- 4. Student sorts "lights" and "darks" and understands reasoning**
- 5. Correct change for washers reviewed and how to obtain correct change if needed acted out**
- 6. Instruct student as to water temperature selection, detergent dispensing and settings for the 2 separate loads. Load clothes.**
- 7. Assist student in using correct amount of change to start washers.**
- 8. While clothes are washing sit with student and review the procedure picture cards. Give reinforcement.**

9. Orient student to use of dryers, much like the step process used for washing
10. When washing finished, have student transfer clothes to dryers.
11. Talk with student about ways to spend time while waiting for clothes to wash and dry-listening to music, magazines, Game-Boy...
12. When clothes finished drying teach student folding methods and help him in the task
13. Put folded clothes and detergent into basket and take out to car.

Assessment: Using picture cards, student can describe steps in laundering clothes.

Follow-up: After a week have student repeat the process giving him minimal support as needed. Repeat the following week for observation and reinforcement.

Name(s): Jane O'Leary

Date: 6/22/09

Grade: 20/20

Component Assessed	Acceptable	Not Acceptable	Comment
Overview of the Competency (#) & Sub-Competency (#) and how it aligns with Grade Level/Grade Span Expectations	✓		
Lesson Presentation:			
<ul style="list-style-type: none"> - Objective - Academic Components - Materials - Pre-lesson activities - Lesson presentation - Connection to follow up activities 	✓		Excellent preparation w/ multiple materials available to accommodate diverse learners.
Describe how student learning will be evaluated	✓		
Reflect on the lesson and note areas where improvements could be made	✓		Good reflections & ideas to modify the lessons.
Handout:			
<ul style="list-style-type: none"> - Competency & Sub-competency - Alignment to GLE/GSE's - Objective - Academic Components - Materials - Pre-lesson activities - Sequence - Connection to follow up - Student Evaluation 	✓		

Jane O'Leary
SPED 427-Career Exploration and Vocational Prep
Instructor-David Sienko RIC
June 20, 2009

Transition Life Skills Presentation

The following is approximately a 60 minute lesson or a unit if broken down into sections at any of the transition points. It addresses **Life Skill Occupational Guidance and Preparation, Competency 20-Seeking, Securing and Maintaining Employment, Sub Competency 88-Search for a Job.**

The academic and curricular connections are to reading, writing, listening, speaking and transition. The GLE/GSE alignments are:

R-507, R-5-7.5, R-5-7.1, R-5-7.2-Initial Understanding of Informational Texts

W-5-11.2-Habit of Writing

W-5-3, W-5-3.3-Reading-Writing Connection

OC05-1, OC-5-1.2-Oral Communication Strategies and Interactive Learning

This lesson was presented to a mostly self-contained Acquisition of Daily Living skills class in a Rhode Island high school. There were 6 students present with moderate to severe cognitive disabilities and one of those students had extensive physical disabilities including blindness and motor limitations. Two of the students were functionally illiterate and the remaining four struggled significantly requiring 1:1 assistance with reading and writing. Two students who were not present were in inclusion classrooms taking exams.

The students to whom I presented this life skills lesson do not participate in any academic inclusive setting. Their instruction occurs mainly in the

classroom except for art and P.E. A Transition Teacher comes to the class daily for about an hour to work on vocational skills. I had substituted in this classroom and was somewhat familiar with the students although I was not privy to specific cognitive levels of functioning. As I had a rapport with the teacher, she kindly granted me permission to conduct a transition lesson in the class. I presented a lesson plan to her and we made some minor modifications in sequencing. She stated that the students had, in fact, had a lesson like this one from the Transition Teacher but that repetition and reinforcement are always recommended. She supported the fact that a unique delivery by me might give them a new perspective.

Since this was an eighty-eight minute block I had the latitude to pace the lesson to the students' needs and tolerance. I also knew that I could abbreviate the lesson by terminating it at one of the activity junctures in the presentation. I also built in a "break" after 30 minutes where I provided a snack of watermelon for refreshment. My intent was to conduct the lesson with optimal interaction with me, the class and materials.

I started the lesson in a casual manner stating who I was and why I was there. I gave them a brief but appropriate personal introduction to which they could relate i.e. family, where I live and profession. This opened them up to sharing who they are and their interests. In short, they are a very diverse group of extremely sweet and likeable students in the 16-18 year range. I lead the conversation to the topic of jobs and whether any of them have or had a job. They all contributed to the discussion disclosing jobs of chores around the house,

landscaping work with an uncle and folding towels. I made a special point to address the lesson to the student who is blind and confined to a wheel chair. She had a 1:1 teaching assistant who helped the student with manipulatives.

The lesson was successful in most regards because it exposed students to a "real" source-a newspaper-instead of a hypothetical or abstract idea of a newspaper. The teacher said that it was a good idea to use the real source and, frankly, I was surprised that it had not been done when they did this type of lesson before. Scaffolding the lesson from their personal experiences with job research and sources to the actual practice of understanding and decoding what the job titles meant was important because it gave me opportunity to assess the students' understanding at each step thereby making accommodations as we progressed.

Having actual editions of the Providence Journal for each student was a hit! When they were distributed the students immediately examined them, opening to the sports' section, looking at pictures, trying to read words. When I asked them to look on the first page and try to find the "classifieds" (of course their knowledge of the word and concept were previously ascertained) they struggled and I assisted each student with the task. Their reading deficits and limited exposure to the source were barriers to them doing this independently. Each step-finding the classifieds section, finding the "Help Wanted" section, identifying the confusing form and flow of that section- required assistance and reinforcement. In fact it was confusing because the ads columns were broken-up

and were disconnected! I had them trace the flow with their fingers and use highlighters to mark borders.

The ten minute refreshment break was critical because it broke the intensity of the lesson and offered some reprieve! They were working very hard and struggling to varying degrees. Again, reading deficits challenged them throughout the whole lesson. Although I would use a newspaper again for this lesson, I would probably conduct a preliminary lesson, on another day, in handling the paper, examining it and establishing a familiarity with its format and design. I might even have them construct their own class newspaper as a group project, using some of the key concepts of newsprint media. There is a computer program that can provide the outline for this project.

This lesson is more realistically a unit, to be distributed over consecutive days, building more slowly than that which I presented in an hour. It consisted of many active, hands-on tasks which kept their interest, but I feel that there was no time to absorb, reflect and integrate what they experienced in the lesson. At the conclusion of the lesson they were able to reflect on what they learned from, "I learned what a mason is" to, "I know that there are jobs in the newspaper." This lesson had its merits and it was by no means a waste of time, but it needs to be tailored to the specific needs and skill levels in the class. They all practiced speaking, listening, reading and writing except for the physically disabled student, who did not read or write but did listen and speak.

The job picture cards were especially helpful and could have been a lesson in vocabulary and job skills by themselves. Some of them were humorous and some were esoteric giving us something to laugh or to talk about.

Again, the lesson was too much, too fast and should be broken down according to the needs of the students, but it surprised and gladdened me that they responded so positively, contributed enthusiastically and came away with a little something more than they had the hour before. Considering a follow up lesson, I think I would develop the idea of creating their own class newspaper. I can see this working to target academic skills and engaging the students in a project that furthers their understanding of newspapers as a source of information.

LCC E LESSON PLAN - SEARCH FOR A JOB

Lesson Plan Title: Using newspaper Classifieds to find jobs

Concept / Topic To Teach: How to access jobs using a newspaper source

Standards Addressed: LCC E, Occupational Guidance + Preparation / Competency 80 - Seeking, Securing and Maintaining Employment; Subcompetency 88 - Search for job

General Goal(s): Identify a potential job through employment resources & understand the specific tasks for the job and preparation needed for the job

Specific Objectives: Use a familiar newspaper with local job listings to familiarize students with process + terminology.

Required Materials: copies of Projo for each student, occupational picture cards, list of vocabulary words, graphic organizer, poster paper X1, highlighters, tape.

Anticipatory Set (Lead-In): Introduce myself + explain that we are going to use the Projo. in order to find help wanted section where jobs are listed. We will learn the types of jobs available, the functions and preparation for

Step-By-Step Procedures:

- 1 - Ask sts. if they have/had jobs + how they found it.
- 2 - Evoke st. input to other ways to find employment + write on board
- 3 - Distribute copy of Projo to each st. Ask sts to find where job listings could be found, using information from the front page.
- 4 - Guide sts, if needed, to "Classified" section - Assst. students in locating that section
- 5 - Ask students to look at all of the categories in the classified section & discussion as evolves
- 6 - Ask students to find section that lists jobs or employment. Instr. sts to highlight that section by framing in w/ highlighter
- 7 - Students will volunteer to read job titles + teacher assist as needed
- 8 - Distribute job definition worksheets instr. students to make a job title with description of job. Model + assist as needed
- 9 - Distribute picture cards that depict jobs in help wanted section
- 10 - Sts. will use picture cards + match "job picture" to "job title" on poster board on easel, sharing job title + picture with class
- 11 - Sts. will then use projo to match w/ job in newspaper.

12. The full assignment is to be completed by the end of the lesson.
13. Reading, G.O. sts. will be instructed to fill in job title, 2 tasks and any "preparation" needed for job. Teacher will model using "nurse" assist students as needed.

Plan For Independent Practice: Students will complete G.O. w/ assistance.

Closure (Reflect Anticipatory Set): Review & elicit responses from students - What are classified ads? job postings? What do they listing tell you?

- Assessment Based On Objectives:**
- 1) can you name steps to answer job listings?
 - 2) can you identify the job title & tasks?
 - 3) can you identify specifics for job preparation?

Adaptations (For Students With Learning Disabilities): Graphic Organizer, steps, pictures, manipulatives - newspaper, picture cards, highlighters.

Extensions (For Gifted Students): NOT Applicable to this particular setting

Possible Connections To Other Subjects: Reading, Transition, Math, Writing, Listening

- R-5-7, R-5-7.5, R-5-7.1, R-5-7.2 - Initial understanding of informational text.
- W-5-11.2 - Making sketches
- W-5-3 - Reading-Writing Connection
- W-5-4.1
- OC-5-1 - Oral Communication: Strands: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
- OC-5-1.1

- LCC - Occupations, and amount of preparation for various
- Occupational - identifying, describing, and employment
- for groups - 18 - 20 - 21 - 22 - 23 - 24 - 25 - 26 - 27 - 28 - 29 - 30 - 31 - 32 - 33 - 34 - 35 - 36 - 37 - 38 - 39 - 40 - 41 - 42 - 43 - 44 - 45 - 46 - 47 - 48 - 49 - 50 - 51 - 52 - 53 - 54 - 55 - 56 - 57 - 58 - 59 - 60 - 61 - 62 - 63 - 64 - 65 - 66 - 67 - 68 - 69 - 70 - 71 - 72 - 73 - 74 - 75 - 76 - 77 - 78 - 79 - 80 - 81 - 82 - 83 - 84 - 85 - 86 - 87 - 88 - 89 - 90 - 91 - 92 - 93 - 94 - 95 - 96 - 97 - 98 - 99 - 100
- Class lists on chalkboard common resources used in locating job opportunities
 - Class reads newspaper ads to id. appropriate jobs
 - Class lists jobs on bulletin board

NAME OF THE JOB	2 TASKS IN THE JOB	PREPARATION NEEDED FOR THE JOB
RN.	<ol style="list-style-type: none"> 1. give medicine 2. Assist the doctor 	<p>go to College 1 year or 2 years</p>
NAME OF THE JOB	2 TASKS IN THE JOB	PREPARATION NEEDED FOR THE JOB
Teacher Assistant	<ol style="list-style-type: none"> 1. help the teacher 2. help kid with homework 	go to College
NAME OF THE JOB	2 TASKS IN THE JOB	PREPARATION NEEDED FOR THE JOB
Art teacher	<ol style="list-style-type: none"> 1. teach child how to draw 2. good Art skill 	

Vannessa

6/18/09



VOCABULARY WORDS FOR JOB SEARCH

Directions: Draw a line from the
job title to the correct job
description

JOB TITLE

JOB DESCRIPTION

Floral designer

Mason

R.N.-

Teacher assistant

Bookkeeper

Tow truck driver

Auto mechanic

Machinist/tool maker

Maintenance tech

Customer service

-Helps customers on the
phone

-Fixes cars

-Hauls cars using a tow
truck

-Arranges flowers

-Works with large machines
to design and build

-Registered Nurse takes
care of patients

-Builds using brick or stone

-Keeps financial records
and accounts

-Teacher assistant-helps
teach students in a class

-Does repairs, plumbing
and cleaning of buildings

