

Task 9.9

Transitional Goals
Transitional Goal - Employability: Demonstrate effective personal skills and characteristics that affect employability potential.
Transitional Goal - Self-Advocacy: Demonstrate skills, behaviors and attitudes to responsibly plan and advocate for personal goals.
Transitional Goal - Daily Living: Demonstrate effective skills to participate in all aspects of age-appropriate daily living and self-help activities.

Classroom Activities/Lesson Plan
<p>P.M. Jobs: Check and Replace</p> <p>In completing these afternoon jobs, team members are actually taking care of and cleaning the areas in which they work daily. This concept of "cleaning up after yourself" is important for future work and living situations.</p> <p>Task analysis cards are included to prompt the steps of this task.</p> <ol style="list-style-type: none"> 1. Check the paper towel roll. Is it empty? 2. Get a new paper towel roll. 3. Put it on the paper towel holder. 4. Throw away the old paper towel roll. 5. Check the toilet paper roll. Is it empty? 6. Get a new toilet paper roll. 7. Put it on the toilet paper holder. 8. Throw away the old toilet paper roll. 9. Check the soap bottle. Is it empty? 10. Get a new soap bottle. 11. Put it on the sink. 12. Throw away the old soap bottle. <ul style="list-style-type: none"> • Classroom staff should practice standing back and allowing the team members to be as independent as possible. Be available if a team member approaches and asks for help or if a team member needs to be redirected in completing a task correctly. • For team members with more significant disabilities (level 1), the goal must be to find active ways that the team member can participate in jobs. This may include making choices between activities using physical assistance for participation and using a voice output device to give directions for a specific task, or choosing a classmate to be a partner in completing a given job. Look for any means to accommodate physical participation and increase communication during tasks.


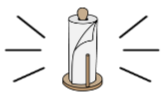



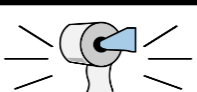






Differentiated Tasks		
<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
<ul style="list-style-type: none"> • Team members will independently read the job chart and complete daily and weekly job tasks. 	<ul style="list-style-type: none"> • Team members will locate assigned job on the chart and complete assigned job task with decreasing support. 	<ul style="list-style-type: none"> • Team members will participate in classroom jobs with physical assistance or use of assistive technology.

Resources and Materials	Notes
Task analysis cards	



Check and Replace



1		Check the paper towel roll. Is it empty?
2		Get a new paper towel roll.
3		Put it on the paper towel holder.
4		Throw away the old paper towel roll.
5		Check the toilet paper roll. Is it empty?
6		Get a new toilet paper roll.
7		Put it on the toilet paper holder.
8		Throw away the old toilet paper roll.
9		Check the soap bottle. Is it empty?
10		Get a new soap bottle.
11		Put it on the sink.
12		Throw away the old soap bottle.

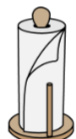


Check and Replace



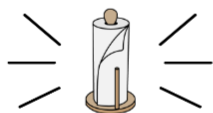
1

Check the paper towel roll.
Is it empty?



2

Get a new paper towel roll.





Check and Replace



3

Put it on the
paper towel holder.



4

Throw away the old
paper towel roll.





Check and Replace



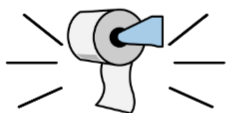
5

Check the toilet paper roll.
Is it empty?



6

Get a new toilet paper roll.





Check and Replace



7

Put it on the toilet paper holder.



8

Throw away the old toilet paper roll.





Check and Replace



9

Check the soap bottle.
Is it empty?



10

Get a new soap bottle.





Check and Replace



11

Put it on the sink.



12

Throw away the old soap bottle.

