

**Task 9.3****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.M. Jobs: Vacuum Floor**

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.

Task analysis cards are included to prompt the steps of this task.

1. *Get the vacuum.*
2. *Plug the vacuum cord into the outlet.*
3. *Turn on the vacuum.*
4. *Vacuum all carpeted areas.*
5. *Turn off the vacuum.*
6. *Unplug the vacuum cord.*
7. *Wrap the cord around the vacuum.*
8. *Put away the vacuum.*

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


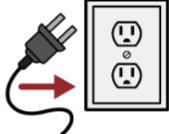



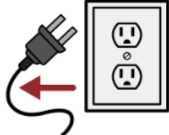


**Resources and Materials****Notes**

Task analysis cards



# Vacuum Floor



1		Get the vacuum.
2		Plug the vacuum cord into the outlet.
3		Turn on the vacuum.
4		Vacuum all carpeted areas.
5		Turn off the vacuum.
6		Unplug the vacuum cord.
7		Wrap the cord around the vacuum.
8		Put away the vacuum.



# Vacuum Floor



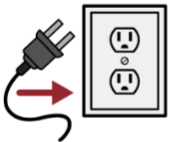
# 1

Get the vacuum.



# 2

Plug the vacuum cord into the outlet.





# Vacuum Floor



# 3

Turn on the vacuum.



# 4

Vacuum all carpeted areas.





# Vacuum Floor



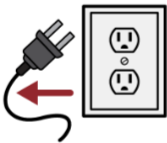
# 5

Turn off the vacuum.



# 6

Unplug the vacuum cord.





# Vacuum Floor



# 7

Wrap the cord around the vacuum.



# 8

Put away the vacuum.

