

Career Skills for the Students with Multiple Disabilities
(NEW JERSEY CORE STANDARDS for CAREER EDUCATION and LIFE SKILLS)
August 15, 2003

COURSE DESCRIPTION:

This course is designed for students who are academically challenged and in need of small group and individualized instruction. The learning challenges of the students require a course of study which departs from and replaces regular education curriculum, while affording the students an opportunity to earn credits to meet the graduation requirements as determined by the Hopatcong Schools and the NJ State Dept. of Education.

This course has been designed to assist students experiencing significant disabilities to begin preparations for post-secondary school opportunities. The purpose of this course is to provide students with age appropriate skills that will increase the student's ability to function in present and future environments. The three major skill areas to be addressed in this course are daily living, personal/social and occupational exploration. The students will acquire skills that allow them to perform daily living, job seeking and preparation and self-management activities as independently as possible as well as those skills necessary to participate and interact appropriately with others in the school, home and community setting.

CORE CURRICULUM CONTENT STANDARDS: (Quoted from state document)
Standard 9.1 (Career Awareness) All students will develop career awareness, planning and employability skills.

CUMULATIVE PROGRESS INDICATORS

I. Career Awareness

A. Career Awareness

1. Recognize various life roles and work related activities in the home, community and school.
2. Identify career interests, abilities, and skills
3. Identify reasons people work and describe how work is important to all people.
4. Demonstrate awareness of the career-planning process

B. Employability Skills

1. Describe and demonstrate the importance of personal skills and attitudes to job success.
2. Identify positive work habits needed to obtain and retain a job
3. Plan and implement ways to demonstrate the value of the following skills as they relate to home, school and work:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Safety
4. Apply job seeking and job application skills.

CORE CURRICULUM CONTENT STANDARDS: (Quoted from state document)

Standard 9.2 (Career/Technical Arts) All students will demonstrate career planning and employability skills, and develop the foundational knowledge and skills necessary for further study in a selected occupational area.

CUMULATIVE PROGRESS INDICATORS:

II. Career /Technical Arts

A. Career Planning and Employability Skills

1. Define ways an individual can obtain personal and financial benefits from an occupation.
2. Identify and select a possible career path.
3. Develop and participate in a service learning experience where appropriate that demonstrates interpersonal, teamwork, and leadership skills.
4. Participate as a team member to identify and solve problems through structured learning experience.
5. Apply the use of symbols, pictures, graphs, objects and other visual information to a selected project.
6. Create documents that communicate thoughts, ideas, directions and implementation of teacher approved projects.

B. Consumer/Life Skills

1. Develop consumer and life skills as delineated in comprehensive social studies and career and technical education standards.
2. Demonstrate an understanding of basic economic concepts in the production and marketing of goods and services.
3. Design, implement, and critique a personal financial plan
4. Prepare and use budgets, make forecasts, keep records and make adjustments to meet objectives

C. Safety

1. Identify common hazards associated with school, home, and workplace.
2. Explain how common hazards can be eliminated in the school, home and workplace.
3. Demonstrate the safe use of the tools and equipment in the classroom.
4. Design, implement and evaluate practices for basic first aid and safety procedures.

CUMULATIVE PROGRESS INDICATORS: (Quoted from state document)

Standard 9.3 (Critical-Thinking) All students will use critical thinking, decision-making and problem solving skills.

II. Critical Thinking

- A. Recognize and define a problem
- B. Plan and follow steps to make choices and decisions.
- C. Identify print and non-print resources that can be used to help solve problems.
- D. Demonstrate brainstorming skills.

CUMULATIVE PROGRESS INDICATORS:

Standard 9.4 (Self-management) All students will demonstrate interpersonal and self-management skills.

III. Self-Management

A. Self-management

1. Develop awareness of the importance of a positive self-image
2. Recognize personal likes and dislikes.
3. Recognize personal interests, abilities, strengths and weaknesses

B. Interpersonal skills

1. Demonstrate tolerance and flexibility in interpersonal and group situations
2. Demonstrate social skills in interpersonal and group situations.
3. Demonstrate positive interpersonal and conflict resolution skills.
4. Communicate effectively.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- Viewing and discussion of topic specific video
- Role playing and simulation activities
- Career exploration activities that bring community members into the classroom and community based field trips to topic specific sites.
- In-school volunteer group work experiences
- In-school volunteer individualized work experiences

INSTRUCTIONAL STRATEGIES:

Direct individualized and small group instruction for teaching of basic literacy skills.

Multi - sensory reading instruction

Strategy based listening, speaking, reading and writing instruction

Review, repetition of literacy skills leading to mastery

Directly teach the sub-steps of the skill, model steps of skill, role-play and, or rehearse skill, transfer skill to real-life applications and settings.

Cooperative group learning tasks

Structured and scaffold class discussion

EVALUATION/ASSESSMENT OF STUDENTS:

- Portfolio Assessment
- Pre and Post-test of specific skills (criterion referenced)
- Inventories
- Structured observations
- Demonstration of target skills

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

Brolin, D. E. (1989) Life Centered Career Education: A competency Based Approach (3rd ed.). Reston, VA: The Council for Exceptional Children.

Bender, Michael (1996) A Functional Curriculum for Teaching Students with Disabilities (3rd ed.) Austin, TX: PRO-ED.

Dever, Richard B.; Knapczyk, Dennis (1997) Teaching Persons with Mental Retardation: A Model for Curriculum Development and Teaching. Madison WI: Brown and Benchmark Publishers.

Loyd, Robert J.; Brolin, D.E. (1997) Career Education: Modified Curriculum for Individuals with Moderate Disabilities. Reston, VA: The Council for Exceptional Children.

Hirsch, Leslie; Circles I Intimacy and Relationships Video and Teacher Guide. Santa Barbara, CA: James Stanfield Company, Inc..