East Meadow School District

**Curriculum Area Project**

REACH Program -

Life Skills / Pre-vocational Curriculum 2012

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Subject Area:

Life Skills

Profile



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***R****ecognizing and* ***E****ncouraging* ***A****ccomplishments in* ***Ch****ildren*

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**Abstract**

The REACH Program is an ungraded special education program for students with developmental disabilities from 5 to 21. This “Life Skills / Pre-vocational Curriculum” has been developed to increase the post-secondary employment opportunities for REACH students by teaching them necessary skills. While the curriculum was intended to target students in the High and Middle School classes of the REACH Program, components will be appropriate for Elementary aged students as well.

Applied Behavior Analysis (ABA) Discrete Trial Training (DTT) teaching methods are utilized across three pre-vocational domains: Custodial Skills, Clerical Skills, and School Store Skills. Each pre-vocational domain corresponds directly with an internship or vocational opportunity available to students in the REACH Program at W. T. Clarke High School. This curriculum is designed to be implemented by teachers and teacher’s aides that have been trained in ABA and DTT principles. The curriculum links to Common Core State Standards Initiative to promote independence and productivity in students.

**Rationale**

The U.S. Department of Labor (2012) reported in a news release that in 2011 only “17.8 percent of persons with a disability were employed”. With as many as 75% of respondents indicating that they were unemployed or underemployed for as long as 3 years post high school, even individuals with mild disabilities have had a difficult time finding and maintaining employment (Luftig & Muthert, 2004). In addition, individuals with disabilities struggle to develop the types of social networks that promote independence and mental health in nondisabled adults, and deal with issues related to poverty (Wehman, 2011).

The mission of the REACH Program in the East Meadow School District is to *recognize* and e*ncourage* the a*ccomplishments* of every *child*. Students in the REACH Program are classified as students with disabilities, typically Autism. REACH Program goals align with a movement over the past 30 years in the United States to encourage individuals with disabilities to “pursue education that will lead to appropriate adult normalization and full participation in life” (Luftig & Muthert, 2004).

The REACH Program – Life Skills / Pre-vocational Curriculum was developed to foster individual strengths and help students develop into productive adults. Programs that place an emphasis on teaching practical vocational skills are critical in increasing the productivity of individuals with developmental disabilities (Wehman, 2011), and increase the likelihood of gaining employment after high school (Luftig & Muthert, 2004). An Applied Behavior Analysis (ABA) Discrete Trial Training (DTT) approach was chosen as the primary modality of instruction based on its status as an intervention supported by significant scientific evidence for teaching individuals with Autism (Lindgren & Doobay, 2011; Seida et al., 2009). All lessons were aligned with the Common Core State Standards to meet the standards of success for all students (National Governors Association Center for Best Practices, 2010).

**Section 1**

**Custodial Skills**

In this section students will learn the prerequisite skills needed to participate in W. T. Clarke High School’s *Custodial Service Internship*. Students who participate in the *Custodial Service Internship* work with the building custodians to learn tasks such as wiping tables, sweeping hallways, and cleaning windows. Students will learn how to identify and work safely with various custodial supplies. The ultimate goal of the *Custodial Services Internship* is to prepare students for post-secondary employment in a custodial or maintenance setting.

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Custodial Skills – Chemical Safety

**Objective:** Students will identify poisonous chemicals.

**Common Core Curriculum Standards:** The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Reading Informational Text 7.RIT.4)

**Materials**: Windex, rubber cement, bleach, Laundry detergent, water bottle, soda bottle

**Teaching Procedures**: Students will look for a picture of skull and bones.  Once the students have identified the picture on a product, they will be aware that it is poisonous.

The students will be instructed that poisons are substances that can make you sick or hurt your body. Ordinary things, like cleaners or a mistake with medicines, can sometimes be poisonous. You can be hurt if you don’t use these things properly.

For example, bleach is a helpful cleaning liquid, but if you drink some by accident or get it in your eyes, you will become sick!

Never mix bleach with other cleaning products because it can seriously hurt you and your lungs.

**Teaching Steps:**

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

1. The students will be exposed to different bottles.

2. The student will look at the bottle and id the skull bones picture and/or read for danger information

3. The student will tell the teacher if it is a dangerous chemical and set it aside.

4. The teacher will discuss with the student about all the chemicals they set aside and how they can hurt you.

If a poison enters your body, you will feel sick.

If you eat, drink, or touch a poison, you could have:

-An upset stomach or a headache

-A rash or a burning feeling on your skin

-Loss of consciousness

-In severe cases, even death

Anyone can get hurt by poisons.

Many different things can be poisonous.

Cleaning products can be poisonous if they get on your skin or into your body.

Personal care products, such as soap or body lotion, can harm you if you get them in your mouth or eyes.

Some plants, such as wild mushrooms and poison ivy, can give you a rash or make you sick if you eat or touch them.

5. Poisons can enter your body in different ways.

Eating or drinking

If you accidentally eat cleaning detergent, you will get sick.

Touching, or rubbing on your skin or in your eyes

If lotion gets in your eyes, your eyes may be damaged, or feel burned.

Inhaling or smelling

Glues, cleaning chemicals, or bug sprays could make you sick if you breathe in too much of them.

6.Keep substances in the containers they came in.

If you keep products in clearly labeled containers, you will be less likely to eat or drink something that is poisonous by mistake

7. Always look for important safety information printed on the containers.

8. All poisonous substances should be stored away from food.

If you keep poisonous things near your food, the poison might spill on food you are going to eat.

Try to store poisonous products in a low place so you don’t spill on yourself:

-In a storage closet

-Under the sink

Always return these poisons to safe storage as soon as you finish using them.

You can stay safe by knowing what is poisonous.

This is the sign for poison: 

If you see this sign on any substance or container, you should not eat it, drink it, or touch it.

Even if you do not see this sign, the product can still be poisonous!

9. You can take actions to avoid exposure to poison.

Wash your hands right after you touch cleaning products or chemicals.

If you are using cleaning chemicals or bug sprays in a closed space, make sure to open

If you have been exposed to a poison, don’t panic!

Find someone to help you:

Your teacher/coworker/supervisor

A family member

Your friend

Show or tell the person:

What you ate, inhaled, or touched

How much of the substance you were exposed to

The bottle or container if you have it

If someone you know has been poisoned:

Remember to remain calm

Try to find a support provider or family member to help you

Call 9-1-1 if the person has fallen, is having trouble breathing or is not breathing, or cannot stop shaking

You can call the Poison Control Hotline.

The people at Poison Control can help if you or someone you are with has been exposed to a poison.

**Prompting Options:**

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (shoulder, elbow, wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Error Corrections:** If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Data Collection**: 100% on all occasions

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Custodial Skills – Sharp Objects

**Objective**: Students will identify and watch for sharp objects.

**Common Core Curriculum Standards**: The student will classify objects and count the number of objects in each category. (Measurement & Data K.MD.3)

**Materials**: scissors, pins, knife, glass, broken plastic,

**Teaching Procedures**:

The students will learn what a sharp object is in class. The teacher will explain to the students that a sharp object is anything with a sharp point or edge that could inflict [injury](http://wiki.answers.com/Q/What_are_sharp_objects).

The teacher will explain to the students that an injury could be anything that breaks the skin, from a prick, a puncture, or a cut type wound. Some examples of sharp objects are:

-a broken piece of glass

-a pair of scissors

-a straight pin or fastening pin

-a piece of jewelry with a sharp edge

-a knife, even a small pocket-knife

-an edge of a hard [plastic](http://wiki.answers.com/Q/What_are_sharp_objects) container

-a fork what you eat with

The student will learn to be aware of sharp objects as they work.

**Teaching steps**:

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

The students will look at multiple objects within the classroom and work area

Identify if they are sharp.

The students will place sharp objects in one pile and non sharp in another

With the teacher, the student will explain why the objects set aside are sharp

As students find a sharp object they will call for a teacher/coworker/supervisor for assistance.

The student will pick up the object from the non-sharp side and dispose it into the garbage immediately or sweep it into a dust pan with a broom and then dispose it into the garbage.

Discuss how to throw away the objects safely in the garbage

-wrap it up in tissue paper

-place it in separate garbage

**Error Corrections**: If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Prompting Options**:

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (shoulder, elbow, wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Data** **Collection**: 100% on all occasions

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Custodial Skills – Washing Hands

**Common Core Curriculum Standards**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (College and Career Readiness). Demonstrating appropriate hygiene (i.e.: having clean hands) is a prerequisite skill to communicating appropriately and effectively. For example, a common cultural greeting in a work setting is to shake hands; the ability to communicate appropriately and effectively will be aversely impacted by having soiled hands at work.

**Objective**: Students will learn how to wash their hands.

**Materials**: Soap, sink, towel

**Teaching Procedures**: When presented with written or verbal instruction, “wash hands” the student will walk over to the sink, turn on the water, pump some soap in their hands and rub together to form lather. They will then rinse their hands, turn off the water and dry their hands with a paper towel/hand towel. The student will then dispense the paper towel into the garbage.

The steps to washing your hands will be written out step by step and hung by the sink.

The students will be given the instruction to wash their hands before and after their work assignment. When the student completes the task correctly, provide verbal praise.

**Teaching Steps**:

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

Turn on water, preferably to a warm, comfortable temperature.

Use approximately a dime sized squirt of liquid hand soap

Lather and rub hands together for at least 20 seconds (Sing the "Happy Birthday" song twice).

Be sure to wash well between fingers and under nails

Rinse all soap off hands.

Using two paper towels, dry hands completely.

Turn off faucet with paper towels

Discard towels in garbage can.

**Error Corrections**: If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Prompting Options**:

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (shoulder, elbow, wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Data** **Collection**: 100% on all occasions

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Custodial Skills – Wearing Gloves

**Objective**: The students will learn to wear gloves while working.

**Common Core Curriculum Standards**: The student will utilize math “modeling” skills as outlined in the common core curriculum to determine when they should wear gloves.

**Materials**: Latex gloves

**Teaching Procedures**: When presented with written or verbal instruction, “put on gloves”, the student will go and get 2 gloves. Match them to the correct hand and put them on before starting their work assignment. The staff will demonstrate the appropriate way of removing the gloves once they have completed their job. The students will dispose the gloves in the garbage and wash their hands. When the student completes the task correctly, provide verbal praise.

**Teaching Steps**:

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

The teacher will explain to the Students we need to put on latex gloves every time they go out to work.

We wear gloves to protect our hands from touching anything dirty or any harmful substances.

Locate the gloves

Take 2 gloves

Match the glove to the correct hand

Pull the glove over left hand making sure fingers are all in their appropriate spot

Putt the glove over the right hand making sure fingers are all in the appropriate spot

The staff will model appropriate way to remove the gloves

Throw gloves out in the garbage. They are never to be reused

Wash hands

**Error Corrections**: If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Prompting Options**:

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (shoulder, elbow, wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Suggested Targets to Teach**: Washing hands

**Data Collection**: 100% on all occasions

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – Identifying Tools and Supplies

**Objective:** The student will correctly identify custodial tools and supplies with 80% accuracy for 2 consecutive sessions and across 2 different instructors.

**Common Core Standard:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (College and Career Readiness). The student will demonstrate the ability to communicate their understanding of the tools required to complete a given custodial skills task.

**Materials Needed:** real photographs, real objects/tools, book Custodians by Debbie L. Yanuck, data collection sheets

**Teaching Procedures:** When presented with a verbal instruction to identify the tool/supply presented by the teacher, the student will correctly identify the tool/object as per the student’s communicative ability (touching correct object, stating correct name of object, AAC device). When the student correctly identifies the tool/object, verbal praise will be provided (i.e., “Good Job!”). The teacher will then present the next tool for identification. Upon mastery of each tool, mastered tools will be presented randomly for maintenance and the next tool will be taught in isolation until mastery.

**Teaching Steps:**

1. The teacher will review with the student(s) common community helpers using real photographs. The teacher will discuss the importance of community helpers to the community. The teacher will present a simple book on custodial workers, Custodians by Debbie L. Yanuck.
2. While reading Custodians by Debbie L. Yanuck, the teacher will periodically ask oral questions in order to check for comprehension. Upon the conclusion of the book, the teacher will engage the student(s) in a discussion about the work custodial workers do, the tools they need to complete their work, and why custodial workers are important community helpers.
3. The teacher will present a variety of tools (real objects) and inform the student(s) that they will be learning what each of these tools are, how to use them, where to use them, and when to use them. The teacher will explain that the first thing to learn is the name of each tool/supply.
4. The teacher will present each tool one at a time in either individual or small group instruction (see suggested targets to teach) until identification mastery.
5. The teacher will collect data using discrete trial teaching to determine mastery.
6. Upon mastery of each tool, the teacher will present the next tool. \*Note: Mode of communication will vary for each student. Some students may need to identify the tool by touching the correct tool in isolation, with 1 distracter, with 2 distracters, and then randomized with previous mastered targets. Other students may need to identify the correct tool by name using an AAC device. Other students will expressively identify the name of each tool until all tools are mastered and generalized.
7. All mastered tools will continue to be reviewed randomly while a new tool is taught in isolation. Data will be collected for mastered tools, as well as the new tool being taught in isolation.
8. Generalization will be expected across different types of the same tool (different colors, sizes, etc), in different locations, and across different instructors.

**Error Correction:** If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of gestural, verbal or written correction (i.e., “This is a broom”).

**Prompting Options:**

1. Model the correct response with a gestural cue
2. Model the correct response with a verbal cue

Level of prompting is dependent on student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level, independence, and accuracy.

**Suggested Targets to Teach:**

1. paper towels
2. push broom
3. rag/cleaning cloth
4. dustpan
5. dust mop
6. vacuum
7. wet mop
8. mop bucket
9. spray bottle cleaner
10. scrub sponges
11. trash barrel
12. counter brushes
13. rubber gloves
14. step ladder
15. toilet brush
16. window squeegees

**Mastery Criterion:** 80% accuracy for 2 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – Functional Use of Custodial Tools and Supplies

**Objective:** The student will correctly identify the functional use of custodial tools and supplies with 80% accuracy over 3 consecutive sessions and across 2 different instructors.

**Common Core Standard**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (College and Career Readiness). The student will demonstrate the ability to communicate their understanding of how custodial tools are used to complete a task.

**Materials Needed:** real photographs, real objects, video model, and data collection sheets

**Teaching Procedures:** When presented with a verbal instruction to identify the use of a tool/supply presented by the teacher, the student will correctly identify the use of the object. Dependent on each students mode of communication, correct identification may be with the use of an AAC device, touching the appropriate photograph and/or object upon teacher stating functional use, or verbally stating the correct use when object is shown to the student. When the student correctly identifies the proper use of the tool, verbal praise will be provided (i.e., “Great Job!”). Upon mastery of each tool, mastered tools will be presented randomly for maintenance while the next tool is taught in isolation until mastery.

**Teaching Steps:**

1. The teacher will review with the student(s) that a custodian is a community helper and discuss why a custodian is an important community helper.
2. The teacher will review the mastered tools by holding up each object and asking the student(s) to identify each object using their established mode of communication.
3. The teacher will explain to the student(s) that it is important to know more about these tools and will explain that it is important to know what each tool is used for when working as a custodian or helping a custodian.
4. The teacher will engage the student(s) in a video that models the functional use of each tool/object.
5. The teacher will stop the video periodically to ask oral questions to check for comprehension.
6. The teacher will then model the functional use of each object, allowing the students to explore and practice the use of each tool/object.
7. The teacher will then work on each tool one at a time in individual instruction or small instruction until functional use of each tool is mastered (see suggested targets to teach).
8. The teacher will collect data to determine mastery using discrete trial teaching.
9. Upon mastery of each tool, the teacher will present the next tool.
10. All mastered tools will continue to be reviewed randomly while a new tool is taught in isolation. Data will be collected for both mastered tools and the new tool being taught in isolation.
11. Generalization will be expected across different types of the same tool (different colors, etc.), in different locations, and across different instructors.

**Error Correction:** If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of demonstration or verbal correction (i.e., “We use a broom to sweep the floor when it is dirty”).

**Prompting Options:**

1. Model the correct response
2. Provide a visual cue of the tool and its functional use

Level of prompting is dependent on each student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.

**Suggested Targets to Teach:**

1. paper towels/wipe spills/clean tables or countertops
2. push broom/sweep floor
3. rag/cleaning cloth/wipe spills/clean tables or countertops
4. dustpan/collect dirt swept from floor
5. dust mop/sweep floor
6. vacuum/clean rugs
7. wet mop/clean floor
8. spray bottle cleaner/spray on surfaces to make clean like tables, desks, counters, windows
9. scrub sponges/wash dishes/wash tables or countertops
10. trash barrel/empty garbage
11. counter brushes/clean countertops
12. rubber gloves/wear on hands to keep safe while cleaning
13. step ladder/climb to reach things that are to high to reach from the ground while standing
14. toilet brush/clean inside of toilet
15. mop bucket/to wet mop and rinse mop
16. window squeegees/clean windows

**Mastery Criterion:** 80% accuracy for 3 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – Situational Use of Custodial Tools and Supplies

**Objective:** The student will identify the correct situational use of custodial tools and supplies with 90% accuracy for 2 consecutive sessions across 2 different instructors.

**Common Core Standard**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (College and Career Readiness). The student will demonstrate the ability to communicate their understanding of when to use specific custodial tools.

**Materials Needed**: real photographs, real objects, video model, data collection sheets

**Teaching Procedures:** When presented with a verbal instruction to identify when to use a tool/supply presented by the teacher, the student will correctly identify the appropriate situation for object use. Dependent on the student’s mode of communication, a correct response may be touching the correct photograph, responding with the use of AAC device, or a verbal response. When the student correctly identifies the appropriate situation for tool/object use, verbal praise will be provided (i.e., “Great Job!”). Upon mastery of each situation, mastered situations will be presented randomly for maintenance while the next situation is taught in isolation until mastery.

**Teaching Steps:**

1. The teacher will review with the student(s) that a custodian is a community helper and discuss why a custodian is an important community helper.
2. The teacher will review the mastered tools by holding up each object and asking the student(s) to identify each object and identify what the object is used for.
3. The teacher will explain to the student(s) that it is important to know more about these tools and will explain that it is important to know in which situation each tool is used when working as a custodian or helping a custodian.
4. The teacher will engage the student(s) in a video that models the use of each tool/object in various situations (i.e., a pile of dirt on the floor with a dustpan placed in front of it and a person pushing the dirt into the dustpan).
5. The teacher will then simulate various situations, allowing the students to explore and choose the best tool/object for the situation.
6. The teacher will then work on each situation one at a time in individual instruction or small instruction until situational use of each tool is mastered (see suggested targets to teach).
7. The teacher will collect data using discrete trial teaching to determine mastery.
8. Upon mastery of each situation, the teacher will present the next situation.
9. All mastered situations will continue to be reviewed randomly while a new situation is taught in isolation. Data will be collected for both mastered situations and the new situation being taught in isolation.
10. Generalization will be expected across various situations in different locations, and across different instructors.

**Error Correction:** If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of demonstration or verbal correction (i.e., “The juice spilled on the table. I need a paper towel”).

**Prompting Options:**

1. Model the correct response
2. Provide a visual cue of the situation with the appropriate tool being used

Level of prompting will be dependent on each student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.

**Suggested Targets to Teach:**

1. a spill on a table or countertop
2. dirt/mud on the floor
3. dirt/pieces of various particles on the rug
4. sticky spill on floor
5. cloudy or streaked window pane
6. dirty dishes
7. full trash barrel
8. crumbs on a countertop
9. an object needed on a shelf out of reach
10. stains/black ring inside a toilet

**Mastery Criterion:** 90% for 2 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills - What materials are needed to clean tables, desks, and windows

**Objective**: Student will identify what materials are required to clean tables, desks, and windows

**Common Core Standards:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (College and Career Readiness). The student will demonstrate the ability to communicate what materials are needed to complete specific tasks.

**Materials:** Rags, paper towels, cleaning solution, a broom, a vacuum

**Teaching Procedures:** Have tangible materials available for student to see and touch. Present materials in a field of three (one target and two distractors). Sd: “show me, touch, point to the material we use to clean table/desk/window.” Student will identify correct material. Introduce each target individually and do not continue until mastery is demonstrated. Prompt level is determined by student’s ability. Reinforce for correct responding. Note: Student needs to have prior knowledge of what each target material is, he/she needs to be able to label each material.

**Teaching Steps:**

1. Present student with three (3) cleaning materials (1 target material, 2 distractors). Give Sd: “show me, touch, point to the material we use to clean a table or desk with.” Continue with current target until mastery is demonstrated.
2. Repeat step 1 for each targeted cleaning material. Change Sd to accommodate target material (table/desk vs. window).

**Error Correction:**

1. If the student responds incorrectly or does not respond to prompt, immediately provide a physical prompt for student to respond correctly. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Verbal prompt
2. Physical prompt

**Generalization Suggestions:**

1. Have the student identify various rags, cleaning solution bottles, and brands of paper towels.
2. Have student practice in various locations (classroom, cafeteria, etc.)
3. Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

1. rags
2. paper towels
3. cleaning solution in bottles

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – When to clean soiled table, desk, or window

**Objective**: Student will recognize when table, desk, and/or window is soiled and requires cleaning.

**Common Core Standards:** The student will utilize math “modeling” skills as outlined in the common core curriculum to determine when to clean a soiled table, desk, or window.

**Materials:** Various tables, desks, windows, prompt card with statement, “this table/desk/window is dirty, it needs to be cleaned.”

**Teaching Procedures:** Contrive situations in which tables, desks, and windows are dirty, with a clean table, desk, and window next to it for student to compare. Use various materials (different colors, consistencies, textures, etc.) to soil selected area. Point to dirty table/desk/window and tell student, “this table/desk/window is dirty, it needs to be cleaned.” If student is verbal, have student repeat statement. To differentiate for students, have a written prompt card available with statement on it, or have student point to soiled table/desk/window. Reinforce for correct responding. Systematically, fade the prompt and reinforce by saying “you are right, the table/desk/window is dirty and it needs to be cleaned."

**Teaching Steps:**

1. Teach student to repeat statement, “this table/desk/window is dirty, it needs to be cleaned,” or use written prompt or point to soiled table/desk/window.
2. Have student identify soiled table/desk/window independently.

\*Introduce targets independently. Do not move on to next target until student has mastered previous target.

**Error Correction:**

1. If the student responds incorrectly, immediately provide a verbal prompt for student to say target response or provide a physical prompt to have student point to target. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Verbal prompt
2. Written prompt
3. Physical prompt

**Generalization Suggestions:**

1. Have the student practice on various tables, desks, and windows.
2. Randomize targets.
3. Have student practice in various locations (classroom, cafeteria, etc.)
4. Have the student practice with varying adults and peers.

**Suggested Targets to Teach**

1. tables
2. desks
3. windows

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – when to clean soiled table, desk, or window as part of daily routine

**Objective**: Student will identify when it is time to clean tables, desks, and/or windows as part of daily routine.

**Common Core Standards:** The student will utilize math “modeling” skills as outlined in the common core curriculum to determine when it is time to clean a soiled table, desk, or window as a part of a daily routine.

**Materials:** various tables, desks, windows, prompt card with statement, “it is \_\_\_ o’clock, it is time for me to clean,” a watch with an alarm

**Teaching Procedures:** Establish a consistent time during the day when student will be required to clean tables, desks, and windows. This time most likely will be at the end of the day. At the decided upon time each day, say to student, “it is \_\_\_ o’clock, it is time to clean,” and have student clean. Have student acknowledge time and repeat statement. A written prompt can be used also. If student is non-verbal, have student point to clock. If student is unable to tell time either from an analog clock or digital, have student wear a wrist-watch with an alarm set for established time. Reinforce for correct responding.

**Teaching Steps:**

1. Teach student to repeat statement, “it is \_\_\_ o’clock, it is time to clean,” or recognize time by pointing to clock.
2. Have student identify time independently.

\*Introduce targets independently. Do not move on to next target until student has mastered previous target.

**Error Correction:**

1. If the student responds incorrectly or does not respond to prompt, immediately provide a verbal prompt for student to say target response or provide a physical prompt to have student point to target. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Verbal prompt
2. Written prompt
3. Physical prompt

**Generalization Suggestions:**

1. Have the student identify time on various clocks
2. Have student practice in various locations (classroom, cafeteria, etc.)
3. Have the student practice with varying adults and peers.

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – How to clean a table, desk, and windows

**Objective**: Student will demonstrate how to correctly clean a table, desk, and window.

**Common Core Standards:** The student will demonstrate the ability to understand the concept of area in a real-life setting by clearing debris from the entire area of a geometric shape on a 2D plane. (Geometry 7.G.6)

**Materials:** Various tables, desks, windows, rags, paper towels, cleaning solutions

**Teaching Procedures:** Contrive situations in which tables, desks, and windows are dirty. Model to student how to clean soiled area. Use various materials (different colors, consistencies, textures, etc.) to soil areas. As teacher is cleaning soiled area prompt student to attend to actions. In addition, as cleaning say to student, “this is how you clean a dirty table/desk/window.” Immediately following have student model teacher’s action (following verbal prompt, “now it’s your turn to clean the dirty table/desk/window.” Prompt levels will vary depending on abilities and needs of each student. Reinforce for correct responding. Systematically, fade any prompts and reinforce by saying “nice job cleaning the dirty table/desk/window."

**Teaching Steps:**

1. Model how to clean a soiled table/desk/window (present one target soiled area at a time, do not proceed to next target until mastery is demonstrated).
2. Instruct student that it is his/her turn to clean soiled area. Provide Sd: “now it’s your turn to clean the dirty table/desk/window.”
3. Student may require a verbal, gestural, or physical prompt depending on ability level.
4. Fade model and prompts once mastery with current prompt level is demonstrated.
5. Introduce next target. Repeat steps 1-4 for each target.

**Error Correction:**

1. If the student does not comply with Sd, immediately provide a higher prompt level for student to comply. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Verbal prompt
2. Gestural prompt
3. Physical prompt

**Generalization Suggestions:**

1. Have the student practice on various tables, desks, and windows.
2. Randomize targets.
3. Have student practice in various locations (classroom, cafeteria, etc.)
4. Have the student practice with varying adults and peers.

**Suggested Targets to Teach**

1. tables
2. desks
3. windows

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – Sweeping an area

**Objective:** The student will learn to use a broom, dust pan, and hand broom to sweep an area.

**Common Core Curriculum Standard:** The student will demonstrate the ability to understand the concept of area in a real-life setting by clearing debris from the entire area of a geometric shape on a 2D plane. (Geometry 7.G.6)

**Materials:**  Gloves, Broom, Dust Pan, Hand Broom

**Teaching Procedures:** When presented with written or verbal instruction, "sweep this area," the student will: obtain the broom, dust pan, and hand broom, place the dust pan at the area to be swept, place two hands on the broom, use short sweeps to push the debris toward the dust pan, look and make sure all debris has been swept toward the dust pan, put down the broom and pick up hand broom, sweep debris into the dust pan, move it back 2 inches and repeat, and return all supplies to their designated areas. When student completes the task correctly, provide verbal praise (i.e., "Great job emptying the garbage!").

**Teaching Steps:**

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all steps.

1. *The student will put on gloves before beginning any of the custodial services tasks.*
2. The teacher will delineate the area that they would like swept by using floor tiles or other natural markers and provide the instruction to “sweep this area” (cue).
3. The student will obtain the broom, dust pan, and hand broom from its usual location.
4. The student will place the dust pan at the edge of the area to be swept.
5. The student will place two hands on the broom.
6. The student will use short sweeps to push the debris toward the dust pan.
7. The student will look and make sure all debris has been swept toward the dust pan.
8. The student will put down the broom and pick up the hand broom.
9. The student will use the hand broom to sweep the debris into the dust pan.
10. The student will move the dust pan back 2 inches.
11. The student will use the hand broom to sweep the debris into the dust pan.
12. The student will use the hand broom to sweep any remaining debris into the dust pan.
13. The student will empty the dust pan into the garbage.
14. The student will return the broom, dust pan, and hand broom to their designated storage areas.

When student responds correctly, provide verbal praise (i.e., "Great job sweeping!).

**Error Correction:** If the student does not respond or responds incorrectly, provide a model of the correct response or and verbal correction (i.e., "This is pushing the broom"). Then follow the prompt hierarchy as listed.

**Prompting** **Options**:

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (Shoulder, Elbow, Wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Mastery Criterion: 80% over 2 consecutive sessions across 2 instructors.**

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – Taking out the garbage

**Objective:** The student will learn to use take all the small garbage bins in the classroom and empty them into the large garbage bin for the school.

**Common Core Curriculum Standard:** The student will demonstrate the ability to adapt speech to a communicative task, demonstrating command of formal English when appropriate (8.SL.6). The student will listen to and understand directions given by the teacher and provide information about their progress when the task is complete.

**Materials:**  Gloves, Large Garbage Bin

**Teaching** **Procedures**: When presented with written or verbal instruction or “cue” to "Empty the garbage," the student will locate the small garbage bin, pick up the small garbage bin with two hands, empty the small garbage bin into the large garbage bin, pick up any garbage that misses the large bin, return the small garbage bin to its original location, repeat with all the small garbage bins in the classroom, and report back to the teacher when complete. When student completes the task correctly, provide verbal praise (i.e., "Great job emptying the garbage!").

**Teaching** **Steps**:

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all steps.

1. *The student will put on gloves before beginning any of the custodial services tasks.*
2. The teacher will cue the student to “empty the garbage.”
3. The student will locate the small garbage bin.
4. The student will pick up the small garbage bin with two hands and bring it to the large garbage bin.
5. The student will carefully empty the small garbage bin into the large garbage bin.
6. The student will pick up any garbage that misses the large garbage bin and place it in the large garbage bin.
7. The student will return the small garbage bin to its original location.
8. The student will repeat with all the small garbage bins in the classroom.
9. When finished the student will report back to the teacher and let them know that they have completed their task in a full sentence such as: “I have emptied all of the garbages.”

When the student responds correctly provide verbal praise (i.e., “Great job emptying the garbage!”).

**Error Correction**: If the student does not respond or responds incorrectly, provide a model of the correct response or manual guidance and verbal correction (i.e., "This is picking up the garbage bin").

**Prompting** **Options**:

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (Shoulder, Elbow, Wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Suggested Targets to Teach**:

1. Provide different sized bins.

**Mastery Criterion: 80% over 2 consecutive sessions across 2 instructors.**

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills - Recycling

**Objective:** The student will learn to recycle paper in the classroom.

**Materials:** Gloves, Recycling Bin

**Common Core Curriculum Standard:** The student will utilize math “modeling” skills as outlined in the common core curriculum to determine if all of the items in the recycling bin meet the criteria to be recycled before emptying the recycling bin.

**Teaching** **Procedures**: When presented with written or verbal instruction, "Collect the recycling," the student will: get the recycling cart, find the recycling bins in the classrooms/offices, pick up the bin(s), place the contents into the recycling cart, bring the recycling cart back to their classroom when finished. When student completes the task correctly, provide verbal praise (i.e., "Great work!").

**Teaching** **Steps**:

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all steps.

1. *The student will put on gloves before beginning any of the custodial services tasks.*
2. The teacher will cue the student to “empty the recycling.”
3. The student will locate the recycling bin.
4. The student will look in the recycling bin and determine if there is anything but paper in the recycling bin.
   1. If there are non-paper objects in the recycling bin, the student will take those objects and place them in a garbage bin.
5. The student will pick up recycling bin with two hands and bring it to the large recycling bin.
6. The student will carefully empty the recycling bin into the large recycling bin.
7. The student will pick up any papers that miss the large recycling bin and place them in the large recycling bin.
8. The student will return the recycling bin to its original location.
9. When the student responds correctly provide verbal praise (i.e., “Great job emptying the recycling!”).

**Error Correction**: If the student does not respond or responds incorrectly, provide a model of the correct response or manual guidance and verbal correction (i.e., "This is picking up paper").

**Prompting** **Options**:

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (Shoulder, Elbow, Wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Suggested Targets to Teach**:

1. plastic
2. cans
3. bottles

**Mastery Criterion: 80% over 2 consecutive sessions across 2 instructors.**

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills – Disposal and Storage of Custodial Tools and Supplies

**Objective:** The student will correctly identify the proper storage and/or disposal of custodial tools and supplies with 90% accuracy for 3 consecutive sessions across 2 different instructors.

**Common Core Standards:** Present information such that listeners can follow the line of reasoning while being appropriate to task, purpose, and audience (College and Career Readiness); the student will effectively communicate the proper storage and/or disposal of custodial tools and supplies.

**Materials Needed:** real photographs, real objects, video model, and data collection sheets

**Teaching Procedures:** When presented with a verbal instruction to identify how to dispose of and/or store a supply presented by the teacher, the student will correctly identify the appropriate disposal and storage of the object. Dependent on each student’s mode of communication, an accurate response may include touching the correct photograph, responding on an AAC device, or providing a verbal response. Upon appropriate response, verbal praise will be provided (i.e., “Great Job!”). Upon mastery of each disposal and/or storage, mastered tools will be presented randomly for maintenance while the next tool’s disposal and/or storage is taught in isolation until mastery.

**Teaching Steps:**

1. The teacher will review with the student(s) that a custodian is a community helper and discuss why a custodian is an important community helper.
2. The teacher will review the mastered tools by holding up each object and asking the student(s) to identify each object and identify what the object is used for.
3. The teacher will explain to the student(s) that it is important to know more about these tools and will explain that it is important to know what to do with each tool after a job is finished when working as a custodian or helping a custodian.
4. The teacher will engage the student(s) in a video that models the last step of using each tool, demonstrating its disposal and/or cleaning/storage (i.e., a mop bucket full of dirty water and a person emptying the water into the sink, rinsing the bucket, and returning the bucket to the storage closet).
5. The teacher will then simulate various end of use situations, allowing the students to explore and choose the best way to dispose of, clean, and/or store the tool.
6. The teacher will then work on each end of use situation one at a time in individual instruction or small group instruction until mastery (see suggested targets to teach).
7. The teacher will collect data using discrete trial teaching to determine mastery.
8. Upon mastery of each end of use situation, the teacher will present the next end of use situation.
9. All mastered end of use situations will continue to be reviewed randomly while a new end of use situation is taught in isolation. Data will be collected for both mastered end of use situations and the new end of use situation being taught in isolation.
10. Generalization will be expected across various end of use situations in different locations, and across different instructors.

**Error Correction:** If the student does not respond or responds incorrectly, the teacher will provide the correct response in the form of verbal or visual correction (i.e., “The mop bucket is full of dirty water. I need to empty it in the sink”).

**Prompting Options:**

1. Model the correct response
2. Provide a visual cue depicting the correct disposal and/or storage for the tool

Level of prompting is dependent on student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.

**Suggested Targets to Teach:**

1. paper towels/throw in garbage
2. shake out of garbage pail and return to storage closet
3. rag/cleaning cloth/wash, ring out and hang to dry
4. dustpan/empty into garbage pail and return to storage closet
5. dust mop/shake out over garbage pail and return to storage closet
6. vacuum/unplug, properly wind cord around handles and return to storage closet
7. wet mop/ wash in sink/bucket, ring out, and return to storage closet
8. spray bottle cleaner/return to proper shelf
9. scrub sponges/ wash, ring out, return to storage space/ throw away
10. trash barrel/empty in larger trash bin when full and return to same spot
11. counter brushes/ shake out over garbage pail and return to storage space
12. rubber gloves/throw in garbage
13. step ladder/ fold and place back in storage closet
14. toilet brush/ wash in sink and return to its holder
15. mop bucket/empty dirty water into sink, rinse out, and return bucket to storage closet
16. window squeegees/rinse in sink, ring out, and return to storage space

**Mastery Criterion:** 90% accuracy for 2 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Custodial Skills - How to clean up cleaning materials when task is completed

**Objective**: Once cleaning task is completed, student will determine whether cleaning material requires disposal in proper receptacle or to be replaced back in original location.

**Common Core Standards:** The student will utilize math “modeling” skills as outlined in the common core curriculum to determine if cleaning materials require disposal in proper receptacle or to be replaced back in original location.

**Materials:** Used rags, used paper towels, and cleaning solution bottles

**Teaching Procedures:** Have various soiled rags and paper towels and cleaning solution bottles. Present each used cleaning material individually and indicate to student whether it is disposable or not. Present used cleaning materials in a field of two (2). Prompt levels will vary depending on abilities and needs of each student. Reinforce for correct responding. Systematically, fade any prompts and reinforce.

**Teaching Steps:**

1. Present a soiled paper towel and a soiled rag to student. Give Sd: “show me, point to, give me, the cleaning material that you can throw away in the garbage can when you are finished cleaning.” Student should identify the paper towel.
2. Provide appropriate prompt, as needed. Fade prompt accordingly.
3. Present one target material at a time; do not move on to next target until mastery is demonstrated.
4. Repeat step 1 and modify Sd as needed for each material. For example, Sd: “show me, point to, give me, the cleaning material that you put back on the shelf (or whatever proper location is) when you are finished cleaning.” Student should identify the cleaning solution or the rag.
5. Repeat steps 2-3 for each target material.

**Error Correction:**

1. If the student does not comply with Sd, immediately provide a higher prompt level for student to comply. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Verbal prompt
2. Gestural prompt
3. Physical prompt

**Generalization Suggestions:**

1. Have the student identify various soiled paper towels, rags, and cleaning solution bottles.
2. Randomize targets.
3. Have student practice in various locations (classroom, cafeteria, etc.)
4. Have the student practice with varying adults and peers.

**Suggested Targets to Teach**

1. paper towels
2. rags
3. cleaning solution

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**Section 2**

**Clerical Skills**

In this section students will learn the prerequisite skills needed to participate in W. T. Clarke High School’s *Clerical Internship*. Students will learn how to identify office supplies and use them appropriately in a mailroom or office setting. Responsibilities of the *Clerical Internship* include sorting and delivering mail, using the photocopier, and filing papers. The ultimate goal of the *Clerical Internship* is to prepare students for employment in a mailroom or office setting.

**East Meadow School District**

**REACH Program Pre-Vocational Curriculum**

**Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**: \_\_\_\_\_\_\_\_\_\_

**Area**: Clerical Skills: Office supply identification

**Objective**: The student will correctly identify office supplies with 80% accuracy for 3 consecutive sessions and across 2 different instructors.

**Common Core Standard**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (College and Career Readiness). The student will demonstrate the ability to communicate their understanding of the supplies required to complete a given clerical task.

**Materials Needed**: real photographs, real objects/supplies, PowerPoint slides, computer/Smart Board, data collection sheets

**Teaching Procedures**: When presented with a verbal instruction to identify the office supply presented by the teacher, the student will correctly identify the supply as per the student’s communicative ability (touching correct object, stating correct name of object, AAC device). When the student correctly identifies the supply, verbal praise will be provided (i.e., “Good Job!”). The teacher will then present the next supply for identification. Upon mastery of each supply, mastered supplies will be presented randomly for maintenance and the next supply will be taught in isolation until mastery.

**Teaching Steps**:

1. The teacher will review with the student(s) common community helpers using real photographs. The teacher will discuss the importance of community helpers to the community.
2. The teacher will present a simple PowerPoint presentation on what office/clerical workers do
3. While reviewing the PowerPoint slides, the teacher will periodically ask oral questions in order to check for comprehension. Upon the conclusion of the PowerPoint, the teacher will engage the student(s) in a discussion about the work clerical/office workers do, the supplies they need to complete their work, and why clerical/office workers are important community helpers.
4. The teacher will present a variety of supplies (real objects) and inform the student(s) that they will be learning what each of these supplies are, how to use them, where to use them, and when to use them. The teacher will explain that the first thing to learn is the name of each supply.
5. The teacher will present each supply one at a time in either individual or small group instruction (see suggested targets to teach) until identification mastery.
6. The teacher will collect data using discrete trial teaching to determine mastery.
7. Upon mastery of each supply, the teacher will present the next supply. \*Note: Mode of communication will vary for each student. Some students may need to identify the supply by touching the correct supply in isolation, with 1 distracter, with 2 distracters, and then randomized with previous mastered targets. Other students may need to identify the correct supply by name using an AAC device. Other students will expressively identify the name of each supply until all supplies are mastered and generalized.
8. All mastered supplies will continue to be reviewed randomly while a new supply is taught in isolation. Data will be collected for mastered supplies, as well as the new supply being taught in isolation.
9. Generalization will be expected across different types of the same supply (different colors, sizes, etc.), in different locations, and across different instructors.

**Error Correction**: If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of gestural, verbal or written correction (i.e., “This is a stapler”).

**Prompting Options**:

1. Model the correct response with a gestural cue
2. Model the correct response with a verbal cue

Level of prompting is dependent on student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level, independence, and accuracy.

**Suggested Targets to Teach**:

1. copy paper
2. copy machine
3. envelopes
4. mailing labels
5. notepads
6. sticky notes/ Post Its
7. printer
8. printer ink
9. pens
10. pencils
11. highlighters
12. markers
13. stapler
14. staples
15. paper clips
16. binder clips
17. scotch tape
18. tape dispenser
19. rubber bands

**Mastery Criterion**: 80% accuracy for 3 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-Vocational Curriculum**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_\_\_**

**Area:** Clerical Skills: Functional Use of Clerical Supplies

**Objective:** The student will correctly identify the functional use of clerical supplies with 80% accuracy over 3 consecutive sessions and across 2 different instructors.

**Common Core Standard**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (College and Career Readiness). The student will demonstrate the ability to communicate their understanding of the supplies required to complete a given clerical task.

**Materials Needed**: real photographs, real objects, video model, data collection sheets

**Teaching Procedures:** When presented with a verbal instruction to identify the use of a supply presented by the teacher, the student will correctly identify the use of the supply. Dependent on each student’s mode of communication, correct identification may be with the use of an AAC device, touching the appropriate photograph and/or object upon teacher stating functional use, or verbally stating the correct use when object is shown to the student. When the student correctly identifies the proper use of the supply, verbal praise will be provided (i.e., “Great Job!”). Upon mastery of each supply, mastered supplies will be presented randomly for maintenance while the next supply is taught in isolation until mastery.

**Teaching Steps**:

1. The teacher will review with the student(s) that an office/clerical worker is a community helper and discuss why an office/clerical worker is an important community helper.
2. The teacher will review the mastered supplies by holding up each object and asking the student(s) to identify each object using their established mode of communication.
3. The teacher will explain to the student(s) that it is important to know more about these supplies and will explain that it is important to know what each supply is used for when working as an office/clerical worker or helping an office/clerical worker.
4. The teacher will engage the student(s) in a video that models the functional use of each tool/object.
5. The teacher will stop the video periodically to ask oral questions to check for comprehension.
6. The teacher will then model the functional use of selected objects, allowing the students to explore and practice the use of each object.
7. The teacher will then work on each supply one at a time in individual instruction or small instruction until functional use of each supply is mastered (see suggested targets to teach).
8. The teacher will collect data to determine mastery using discrete trial teaching.
9. Upon mastery of each supply, the teacher will present the next supply.
10. All mastered supplies will continue to be reviewed randomly while a new supply is taught in isolation. Data will be collected for both mastered supplies and the new supply being taught in isolation.
11. Generalization will be expected across different types of the same supply (different colors, etc.), in different locations, and across different instructors.

**Error Correction:** If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of demonstration or verbal correction (i.e., “We use a stapler to hold papers together”).

**Prompting Options:**

1. Model the correct response
2. Provide a visual cue of the tool and its functional use

Level of prompting is dependent on each student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.

**Suggested Targets to Teach:**

1. copy paper/to fill copy machine with paper
2. copy machine/to make a photocopy of paper(s)
3. envelopes/to put a letter/paper in before mailing
4. mailing labels/to peel and put on an envelope
5. notepads/to write information on
6. sticky notes/Post its/to write things to remember on
7. printer/to print out paper from a computer
8. printer ink/to put in printer so paper comes out with writing on it
9. pens/to write with
10. pencils/to write with and erase
11. highlighters/to give color to important information
12. markers/to write with
13. stapler/to hold papers together
14. staples/to fill stapler when empty
15. paper clips/to hold papers together
16. binder clips/to hold many pieces of paper together
17. scotch tape/to fix ripped paper or to hold together paper
18. tape dispenser/to hold scotch tape
19. rubber band/to hold objects together

**Mastery Criterion:** 80% accuracy for 3 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-Vocational Curriculum**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_\_\_**

**Area:** Clerical Skills: Situational Use of Clerical Supplies

**Objective:** The student will identify the correct situational use of clerical supplies with 90% accuracy for 2 consecutive sessions across 2 different instructors.

**Common Core Standard**: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (College and Career Readiness). The student will demonstrate the ability to communicate their understanding of the supplies required to complete a given clerical task.

**Materials Needed**: real photographs, real objects, video model, data collection sheets

**Teaching Procedures:** When presented with a verbal instruction to identify when to use a supply presented by the teacher, the student will correctly identify the appropriate situation for object use. Dependent on the student’s mode of communication, a correct response may be touching the correct photograph, responding with the use of AAC device, or a verbal response. When the student correctly identifies the appropriate situation for object use, verbal praise will be provided (i.e., “Great Job!”). Upon mastery of each situation, mastered situations will be presented randomly for maintenance while the next situation is taught in isolation until mastery.

**Teaching Steps**:

1. The teacher will review with the student(s) that an office/clerical worker is a community helper and discuss why an office/clerical worker is an important community helper.
2. The teacher will review the mastered supplies by holding up each object and asking the student(s) to identify each object and identify what the object is used for.
3. The teacher will explain to the student(s) that it is important to know more about these supplies and will explain that it is important to know in which situation each supply is used when working as an office/clerical worker or helping an office/clerical worker.
4. The teacher will engage the student(s) in a video that models the use of selected supplies in various situations (i.e., the empty paper drawer in a copy machine and someone putting a ream of paper in it).
5. The teacher will then simulate various situations, allowing the students to explore and choose the best supply for the situation.
6. The teacher will then work on each situation one at a time in individual instruction or small instruction until situational use of each supply is mastered (see suggested targets to teach).
7. The teacher will collect data using discrete trial teaching to determine mastery.
8. Upon mastery of each situation, the teacher will present the next situation.
9. All mastered situations will continue to be reviewed randomly while a new situation is taught in isolation. Data will be collected for both mastered situations and the new situation being taught in isolation.
10. Generalization will be expected across various situations in different locations, and across different instructors.

**Error Correction:** If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of demonstration or verbal correction (i.e., “I need to make copies of this paper. I use a copy machine”).

**Prompting Options:**

1. Model the correct response
2. Provide a visual cue of the situation with the appropriate supply being used

Level of prompting will be dependent on each student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.

**Suggested Targets to Teach:**

1. copy paper/the copy machine drawer is empty
2. copy machine/I need to make a photocopy
3. envelopes/I need to mail a letter/paper
4. mailing labels/my envelope needs addresses on it
5. notepads/notes need to be written down
6. sticky notes/Post Its/this needs a label or needs to be remembered
7. printer/something needs to be printed from the
8. printer ink/the printer is printing blank pages or pages with a mark on it
9. pen/I need to write something
10. pencils/I need to write something/erase something
11. highlighters/this is important I need to add color to it
12. markers/I need to write darker
13. stapler/the papers need to stay together
14. staples/the stapler is empty
15. paper clips/the papers need to stay together
16. binder clips/there are a lot of pages that need to stay together
17. scotch tape/the paper ripped/I need this to stay here/together
18. tape dispenser/I need a place to hold the scotch tape roll
19. rubber bands/these objects need to stay together

**Mastery Criterion**: 90% accuracy for 2 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-Vocational Curriculum**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_\_**

**Area**: Clerical Skills: Sorting Mail

**Objective**: The student will correctly sort mail by city name with 90% accuracy for 3 consecutive sessions and across 2 different instructors.

**Common Core Standard**: The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Reading Informational Text 7.RIT.4) The student will read text to determine where it should be sorted.

**Materials Needed**: real photographs of common community helpers, envelopes with address labels, labeled bins/boxes with city name, book Postal Workers by Paulette Bourgeios, data collection sheets

**Teaching Procedures**: When presented with a verbal instruction to sort the mail presented by the teacher, the student will correctly sort the mail by city name. When the student correctly sorts the mail into its appropriate bin by city name, verbal praise will be provided (i.e., “Good Job!”). The teacher will then present the next piece of mail for sorting. Upon mastery of sorting by 2 city names, additional city names and bins for sorting will be added. Generalization will be worked on by using various types of envelopes, different labeled boxes/bins, different work areas (inside and outside of the classroom), and performing for different instructors upon request.

**Teaching Steps**:

1. The teacher will review with the student(s) common community helpers using real photographs. The teacher will discuss the importance of community helpers to the community. The teacher will present a simple book on postal workers, Postal Workers by Paulette Bourgeios.
2. While reading Postal Workers by Paulette Bourgeios, the teacher will periodically ask oral questions in order to check for comprehension. Upon the conclusion of the book, the teacher will engage the student(s) in a discussion about the work postal workers do and why postal workers are important community helpers.
3. The teacher will explain that an important job for a postal worker or office worker is to sort mail. The teacher will remind the students what it means to sort and discuss other class activities that involved sorting to activate their prior knowledge with sorting.
4. The teacher will present 2 bins labeled with 2 different city names. The teacher will have a stack of pre-labeled envelopes. Highlighting the city names to draw in student’s attention may be necessary and then faded. The teacher will model/demonstrate how you need to look at the city name on the envelope and then place it in the correct bin that is also labeled with that city name. The teacher will perform demonstration several times.
5. The teacher will call each student to the bins, one at a time, and allow them time to explore and practice the skill.
6. The teacher will have students work on this skill during daily individual and/or small group instruction until mastery with 2 city names.
7. The teacher will collect data using discrete trial teaching to determine mastery.
8. Upon mastery of sorting up to 2 cities, the teacher will present an additional city/bin and continue to do so for up to 6 cities.
9. All mastered cities will continue to be practiced while a new city is taught. Data will be continuously collected to determine mastery.
10. Generalization will be expected and worked on by using various types of envelopes, different labeled boxes/bins, different work areas (inside and outside of the classroom), and expected performance across different instructors upon request.

**Error Correction**: If the student does not perform or performs incorrectly, the teacher will provide a model of the correct response in the form of demonstration gestural cue, and/or visual cue (i.e., “This is East Meadow”).

**Prompting Options**:

1. Model the correct response with demonstration
2. Model the correct response with a gestural cue
3. Model the correct response with a visual cue

Level of prompting is dependent on student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level, independence, and accuracy.

**Suggested Targets to Teach**:

1. East Meadow/Westbury
2. East Meadow/Westbury/Levittown
3. East Meadow/Westbury/Levittown/Hicksville
4. East Meadow/Westbury/Levittown/Hicksville/Plainview
5. East Meadow/Westbury/Levittown/Hicksville/Plainview/Seaford

**Mastery Criterion**: 90% accuracy for 3 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Clerical skills- Sorting by alphabet

**Objective**: Student will sort assigned index cards by filing in accordance with alphabetical order.

**Common Core Standards:**  The student will utilize math “modeling” skills as outlined in the common core curriculum to determine how to sort each card by alphabet.

**Materials:** File system (i.e. an index card box), file dividers with each letter of alphabet, index cards with various names (representing various letters of the alphabet)

**Teaching Procedures:** Present student with file box (with dividers already in) and index cards with names on them. Present Sd: “file the cards.” The student will correctly indicate first letter of last name, find matching letter of first name in file box, and place index card behind file divider. Positive reinforcement should be given for correct response.

**Teaching Steps:**

Have the student identify last name on index card. If student does not know which name is the last name the names can be color coded (i.e. last name green) until student understands difference. This adaptation should be faded systematically.

Once student identifies last name on index card have student identify first letter of last name. If student has difficulty with this step the teacher can underline or highlight first letter of last name and systematically fade.

Have student open file box and find divider with first letter of last name.

Prompt student to push divider forward and place index card with name behind card. Various prompts can be used to aid in success (gestural, physical, verbal).

Have student repeat steps 1-4 for each assigned index card.

Teacher will collect data to determine mastery.

Upon mastery, present next step.

All mastered steps will be reviewed while new step is introduced in isolation.

Once objective is mastered generalization of skill is required.

**Error Correction:**

If the student responds incorrectly or does not respond to initial prompt, immediately provide a physical, gestural, or verbal prompt for student to respond correctly. When the student complies, reinforce and fade prompt.

Repeat the step so task is completed independently.

**Prompting Options:**

Prompts vary due to due ability of student. Always provide least restrictive prompts.

* Gestural prompt
* Physical prompt
* Verbal prompt

**Generalization Suggestions:**

Present student with various colored index cards and names.

Have student practice in various locations (classroom, main office, school nurse’s office, etc.)

Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

File by last name

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Clerical skills: Sorting by color

**Objective**: Student will sort assigned index cards by filing adhering to color code.

**Common Core Standards:**  The student will utilize math “modeling” skills as outlined in the common core curriculum to determine how to sort each card by color.

**Materials:** File system (i.e. an index card box), file dividers each with a different colored tab, index cards with various colors (representing each color on dividers)

**Teaching Procedures:** Present student with file box (with dividers already in) and index cards with colors on them. Present Sd: “file the cards.” The student will correctly indicate the color on the card and file appropriately. Positive reinforcement should be given for correct response.

**Teaching Steps:**

Have the student identify color on index card. If student does not know color a prompt should be given.

Once student identifies color on index card have student open file box and find divider with the same color.

Prompt student to push divider forward and place index card with same color behind card. Various prompts can be used to aid in success (gestural, physical, verbal).

Have student repeat steps 1-3 for each assigned index card.

Teacher will collect data to determine mastery.

Upon mastery, present next step.

All mastered steps will be reviewed while new step is introduced in isolation.

Once objective is mastered generalization of skill is required.

**Error Correction:**

If the student responds incorrectly or does not respond to initial prompt, immediately provide a physical, gestural, or verbal prompt for student to respond correctly. When the student complies, reinforce and fade prompt.

Repeat the step so task is completed independently.

**Prompting Options:**

Prompts vary due to due ability of student. Always provide least restrictive prompts.

* Gestural prompt
* Physical prompt
* Verbal prompt

**Generalization Suggestions:**

Present student with various colored index cards and shades of colors.

Have student practice in various locations (classroom, main office, school nurse’s office, etc.)

Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

Targeted colors are to be determined by teacher.

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Clerical skills: Sorting by number

**Objective**: Student will sort assigned index cards according to number on card.

**Common Core Standards:**  The student will utilize math “modeling” skills as outlined in the common core curriculum to determine how to sort each card by number.

**Materials:** File system (i.e. an index card box), file dividers with numbers (numbers can be determined by teacher), index cards with matching numbers

**Teaching Procedures:** Present student with file box (with dividers already in) and index cards with numbers on them. Present Sd: “file the cards.” The student will correctly indicate the number on the card, find matching number divider in file box, and place index card behind file divider. Positive reinforcement should be given for correct response.

**Teaching Steps:**

Have the student identify number on index card. If student does not know which number is on the card a prompt should be provided.

Have student open file box and find divider with same number.

Prompt student to push divider forward and place index card with same number behind card. Various prompts can be used to aid in success (gestural, physical, verbal).

Have student repeat steps 1-3 for each assigned index card.

Teacher will collect data to determine mastery.

Upon mastery, present next step.

All mastered steps will be reviewed while new step is introduced in isolation.

Once objective is mastered generalization of skill is required.

**Error Correction:**

If the student responds incorrectly or does not respond to initial prompt, immediately provide a physical, gestural, or verbal prompt for student to respond correctly. When the student complies, reinforce and fade prompt.

Repeat the step so task is completed independently.

**Prompting Options:**

Prompts vary due to due ability of student. Always provide least restrictive prompts.

* Gestural prompt
* Physical prompt
* Verbal prompt

**Generalization Suggestions:**

Present student with various colored index cards and numbers (make sure dividers match assigned index cards).

Have student practice in various locations (classroom, main office, school nurse’s office, etc.)

Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

Targets are to be determined by teacher

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Clerical Skills – Making photocopies

**Objective**: The student will learn to use a photocopy machine to make a copy.

**Common Core Standards:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the career readiness level (College and Career Readiness). The student will learn to read the display of a copy machine in order to use it in a vocational setting.

**Materials:** Post-it Notes, Pen/Pencil, Papers to be copied, copy paper, copy machine

**Teaching Procedures:** The student will learn to navigate the copy machine more independently. The student will be taught to write down the number of copies needed on a Post-it so that they do not forget how many copies to make. The student will be taught to read the display of the copy machine so that they can use it more independently.

**Teaching Steps:**

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all steps.

1. Cue the student by telling the student “I would like you to make some copies.”
2. The student will get a Post-it and pen/pencil.
3. Cue the student by saying “I would like X copies” and handing them the document to be copied.
4. The student will write the number X on the Post-it and place the Post-it on top of the document to be copied.
5. The student will walk with the teacher to the copy machine.
6. The student will lift up the cover to the machine.
7. The student will remove the Post-it and place it on the side.
8. The student will place the document face down on the glass.
9. The student will properly position paper according to machine markings.
10. The student will lower the machine cover.
11. The student will read the Post-it and read the copy machine display to select the number of copies to be made.
12. The student will read the display to find the green start/copy button and press it.
13. The student will repeat for each page of the document.
14. The student will remove copied papers from tray.
15. The student will lift machine cover and remove original paper.
16. The student will lower machine cover.

**Error Correction:** If the student does not respond or responds incorrectly, provide a model of the correct response or manual guidance and verbal correction (i.e., "This is lifting the copy tray").

**Prompting Options:**

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (Shoulder, Elbow, Wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Suggested Targets to Teach**

1. Different numbers of copies
2. Different numbers of original documents

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** Clerical Skills – Making photocopies using the document feeder

**Objective**: The student will learn to use a photocopy machine to make a copy using the document feeder.

**Common Core Standards:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the career readiness level (College and Career Readiness). The student will learn to read the display of a copy machine in order to use it in a vocational setting.

**Materials:** Post-it Notes, Pen/Pencil, Papers to be copied, copy paper, copy machine

**Teaching Procedures:** The student should not begin learning to use the document feeder until they have mastered using it the traditional way. Steps will be condensed in this procedure because it is assumed that they have already mastered them. The student will continue to be taught to read the display of the copy machine so that they can use it more independently. They will learn to utilize the document feeder.

**Teaching Steps:**

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all steps.

1. Cue the student by telling the student “I would like you to make X copies.”
2. The student will get a Post-it and pen/pencil, write the number X on the Post-it, and place the Post-it on top of the document to be copied. The student will walk with the teacher to the copy machine.
3. The student will remove the Post-it and place it on the side.
4. The student will carefully place the document in the document feeder. The teacher will be sure to teach the student the correct orientation for the papers in the document feeder. The student will always be instructed to place them in the feeder the same way.
5. The student will read the Post-it and read the copy machine display to select the number of copies to be made.
6. The student will read the display to find the green start/copy button and press it.
7. The student will remove copied papers from tray.
8. The student will remove the original document from the feeder paper.

**Error Correction:** If the student does not respond or responds incorrectly, provide a model of the correct response or manual guidance and verbal correction (i.e., "This is the right way to place it in the document feeder").

**Prompting Options:**

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (Shoulder, Elbow, Wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Suggested Targets to Teach**

1. Different numbers of copies
2. Different numbers of original documents

**Mastery Criterion:** 80% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Clerical Skills – Collating (making packets)

**Objective**: The students will learn how to collate

**Common Core Curriculum Standards**: The student will demonstrate the ability to adapt speech to a communicative task, demonstrating command of formal English when appropriate (8.SL.6). The student will listen to and understand directions given by the teacher and provide information about their progress when the task is complete.

**Materials**: Table, Papers/Photocopies, paperclips, Staples

**Teaching Procedure**: The students will learn to collate photocopies for many different activities. The students will need to find a clean table to work on and gather all the materials needed for the task. The students will be taught to id the last page and pick it up. The students will move to the next pile and pick up one sheet and place it on top of the last page and so on until all the pages have been collected.

**Teaching Steps**:

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

1. Lay out your stacks of pages face up on the counter or table space.
2. Be sure to lay the pages out in reverse order; that is, the last page should be the first stack in your row.
3. Pick up one page from each stack moving along the row,
4. Placing the new page on top of the ones already in your hand.
5. Remember, the last page of the project should be the first page in your hand, and the first page of the project should be added to the pile in your hand last.
6. When you have put the final page in your hand (which will be page one) place the collated pile at the end of your row of stacks, far enough away that the pages don't mix together with the last stack.
7. Secure your stack with a paperclip or staple
8. Place the next completed pile on top of the first pile
9. Repeat these steps until your collating project is complete.
10. When the collating project is complete, tell a teacher that you have finished by saying “I have finished collating and making packets.”

**Error Correction**: If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Prompting Options**:

Cue

1 verbal prompt

Up to 3 gestural prompts

Model action

1 verbal prompt

Up to 3 gestural prompts

Up to 3 light physical prompts (shoulder, elbow, and wrist)

Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Suggested Targets to Teach**:

Paperclips

Staples

Following in order

Placing an object on top of another

**Data Collection**: 80% over 2 consecutive sessions across 2 instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: Clerical Skills –Stuffing Envelopes

**Objective**: The students will learn how to stuff envelopes

**Common Core Curriculum Standard**: The student will utilize math “modeling” skills as outlined in the common core curriculum to figure out how to follow the sequence of stuffing an envelope.

**Materials**: Envelopes, Address labels, Envelope sealer or sponge, Content to be mailed and Postage

**Teaching Procedures**: When presented with a written or verbal instruction “stuff envelopes” the student will gather the envelopes, address labels, postage and contents to be mailed out. The students will set up the work. They will first adhere mailing labels to the front of their envelopes, then setting them aside. The student will then continue on to folding the contents/items to fit the envelopes properly. Once all the steps have been followed, each student will fill their on envelope.

**Teaching Steps**:

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

1. Lay out all the supplies on a clean counter or table space
2. Label all of the envelopes using sticky mailing labels on the front side of the envelope.
3. Set aside the labeled envelopes that will be stuffed later.
4. Examine the content you are putting into each envelope and the size of the envelope you are working with.
5. Are there items that are larger than the envelopes themselves? If so, sit down and fold these materials in half or in quarters before you begin stuffing.
6. Lay out your materials in piles so that you can take one of each type of material,
7. put them together in one packet and
8. Put that packet into an envelope.
9. Stuff the envelopes, gathering materials in the same order each time.
10. Leave the envelopes unsealed for the time being.
11. Use a sponge or envelope sealer to seal the envelopes (if you aren't using self-sealing ones).
12. Then add appropriate postage.
13. Place in the mailbox
14. Error Corrections: If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Prompting Options**:

Cue

1 verbal prompt

Up to 3 gestural prompts

Model action

1 verbal prompt

Up to 3 gestural prompts

Up to 3 light physical prompts (shoulder, elbow, and wrist)

Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Data** **Collection**: 80% over 2 consecutive sessions across 2 instructors

**Section 3**

**School Store Skills**

In this section students will learn the prerequisite skills needed to participate in the REACH Program’s *School Store* at W. T. Clarke High School. Students will learn about money skills, calculator skills, and social skills in a customer service setting. In addition, there will be a component to teach students the personal hygiene requirements for a customer service setting. Students who work at the *School Store* will be required to greet customers, appropriately interact with them, and provide customers with a service. The ultimate goal of the *School Store* is to prepare students for employment in a customer service setting.

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** School Store – Appropriate Work Attire

**Objective:** The students will learn how to dress appropriately for work.

**Common Core Curriculum Standard:** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (Language, 1.L.5)

**Materials:** Clothes, shoes, mirror, appropriate work attire form

**Teaching Procedures:** When presented with a written or verbal instruction “are you dressed appropriately for work” the student will assess what they are wearing and make a judgment if it is appropriate for work or not**.** Once the students know what is acceptable for work, they will be able to report to work.

**Teaching Steps:**

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

1. The student will view their “Appropriate Work Attire” document (see appendix).
2. They will look under the appropriate column ( i.e.; Young Men’s or Young Woman’s)
3. The student will make a check on their own checklist if they have on the appropriate item (i.e.; collared shirt)
4. If they don’t have appropriate attire, they need to change or be made aware for the next work day.
5. Once the appropriate attire checklist is all completed, the student is able to attend their work assignment.

**Error Corrections:** If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Prompting Options:**

1. Cue
2. 1 verbal prompt
3. Up to 3 gestural prompts
4. Model action
5. 1 verbal prompt
6. Up to 3 gestural prompts
7. Up to 3 light physical prompts (shoulder, elbow, wrist)
8. Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Data Collection: 80% over 2 consecutive sessions across 2 instructors**

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** School Store – Brushing and combing hair

**Objective:** The students will learn how to brush their hair appropriately before going to work.

**Common Core Curriculum Standard:** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (Language, 1.L.5)

**Materials:** Mirror, towel, sink, hair brush, mouse/hair spray

**Teaching Procedures:** When presented with a written or verbal instruction “brush your hair” the student will gather their hair brush, towel and hair products and walk over to the mirror and sink.The students will wet their hair a little and apply hair product. They will look at themselves in the mirror as they brush their hair. The student will use their hair brush appropriately. Once all the steps have been followed, each student will then return their belongings back to the appropriate place.

**Teaching Steps:**

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

1. Gather their hair brush, towel, mouse/hair spray and walk over to the sink and mirror
2. Lay out all the supplies on a clean counter
3. Turn on the water and wet their hands a little bit
4. Turn off the water
5. Run their wet hands through their hair
6. Apply a dime size of product through your hair
7. Stand in from of the mirror and pick up your hair brush
8. Gently starting from the top of their head brush their hair in a downward motion, returning to the top when reach the end
9. Start at on side of the head and work your way to the other side.
10. Once they are done clean up the counter and place all the materials away

**Error Corrections:** If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Prompting Options:**

* Cue
* 1 verbal prompt
* Up to 3 gestural prompts
* Model action
* 1 verbal prompt
* Up to 3 gestural prompts
* Up to 3 light physical prompts (shoulder, elbow, wrist)
* Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Data Collection: 80% over 2 consecutive sessions across 2 instructors**

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_

**Area:** School Store – Hygiene Checklist

**Objective:** The students will learn to check off on their hygiene list before reporting to work.

**Common Core Curriculum Standard:** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (Language, 1.L.5)

**Materials:** Hygiene checklist, tooth brush, toothpaste, hair brush, deodorant,

**Teaching Procedures:** When presented with a written or verbal instruction “time for work”, the student will pick up their very own checklist. The student will review their list and check off all that is done. Anything on the list that has not been done in the morning must be taken care of before reporting to work.The students will gather their needed supplies and walk over to the sink and mirror. Once all the steps have been followed, the student will be able to report to work.

**Teaching Steps:**

Backward chaining will be used to teach all tasks. Student will be taught the last step first. Once they have mastered the last step, the next step will be taught. Continue to introduce one teaching step at a time from end to beginning until the student independently completes all tasks.

1. The student will view the “Healthy Hygiene Checklist” (see appendix).
2. They will read each task on the list
3. The student will make a check on their own checklist if they have done that task (i.e.; Brush teeth)
4. If they have not yet completed that task, they will then complete it now
5. The student will retrieve the materials needed to complete the hygiene task.
6. Once the hygiene checklist is all completed, the student is able to attend their work assignment.

**Error Corrections:** If the students does not respond or responds incorrectly, provide a model of the correct response or and verbal correction. Then follow the prompt hierarchy as listed.

**Prompting Options:**

1. Cue
2. 1 verbal prompt
3. Up to 3 gestural prompts
4. Model action
5. 1 verbal prompt
6. Up to 3 gestural prompts
7. Up to 3 light physical prompts (shoulder, elbow, wrist)
8. Hand-over-hand

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest levels of prompting.

**Data Collection: 80% over 2 consecutive sessions across 2 instructors**

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: School Store-money identification (receptive - name)

**Objective**: Student will receptively identify four (4) coins and four (4) bills based on name.

**Common Core Standards:** The student will compare two decimals to hundredths by reasoning about their size (4.NF.7). The student will learn to reason with decimals through the development of money skills.

**Materials:** a penny, a nickel, a dime, a quarter, a one dollar bill, a five dollar bill, a ten dollar bill, a twenty dollar bill

**Teaching Procedures:**

The student will first be presented with targeted coin/bill in isolation. Student will be presented with Sd: “show me/give me/point to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Student should receptively identify targeted coin/bill. Student should be provided with positive reinforcement for every correct response. Targets should be introduced in isolation. Once student identifies coin/bill in isolation then target should be put in a field of two (with one distractor). Once mastery of target is demonstrated in a field of two then target should be placed in a field of three (with two distractors). Upon mastery of target in a field of three, next target should be introduced in isolation. All mastered steps should be reviewed while new step is introduced. Generalization of mastered steps should be practiced.

**Teaching Steps:**

1. Present first target to student.
2. Present Sd: “show me/give me/point to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
3. Student should receptively identify target.
4. Provide positive reinforcement if student responds correctly. If student does not respond correctly provide prompt.
5. Teacher will collect data to determine mastery.
6. Upon mastery of target in isolation present same target in field of two(2).
7. Repeat step 2 until mastery is met.
8. Upon mastery of target in a field of two (2) present same target in a field of three(3).
9. Repeat step 2 until mastery is met.
10. Upon mastery of target in a field of three (3) move to next target.
11. All mastered targets will be reviewed while new target is introduced in isolation.
12. Once target is mastered generalization of skill is required.

**Error Correction:**

1. If the student responds incorrectly or does not respond, immediately provide a slight physical or gestural prompt for student to respond correctly. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Gestural prompt
2. Slight physical prompt

**Generalization Suggestions:**

1. Present student with both sides of coin/bill.
2. Have student identify real coins/bills and coins and bills on worksheets, in books, etc.
3. Have student practice in various locations (classroom, school store, cafeteria etc.)
4. Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

1. penny
2. nickel
3. dime
4. quarter
5. one dollar bill
6. five dollar bill
7. ten dollar bill
8. twenty dollar bill

**Mastery Criterion:** 90% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: School Store-money identification (receptive – value)

**Objective**: Student will receptively identify four (4) coins and four (4) bills based on value.

**Common Core Standards:**  The student will compare two decimals to hundredths by reasoning about their size (4.NF.7). The student will learn to reason with decimals through the development of money skills.

**Materials:** a penny, a nickel, a dime, a quarter, a one dollar bill, a five dollar bill, a ten dollar bill, a twenty dollar bill

**Teaching Procedures:**

The student will first be presented with targeted coin/bill in isolation. Student will be presented with Sd: “show me/give me/point to the coin/bill that is worth \_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Student should receptively identify targeted coin/bill. Student should be provided with positive reinforcement for every correct response. Targets should be introduced in isolation. Once student identifies coin/bill in isolation then target should be put in a field of two (with one distractor). Once mastery of target is demonstrated in a field of two then target should be placed in a field of three (with two distractors). Upon mastery of target in a field of three, next target should be introduced in isolation. All mastered steps should be reviewed while new step is introduced. Generalization of mastered steps should be practiced.

**Teaching Steps:**

1. Present first target to student.
2. Present Sd: “show me/give me/point to the coin/bill that is worth \_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
3. Student should receptively identify target.
4. Provide positive reinforcement if student responds correctly. If student does not respond correctly provide prompt.
5. Teacher will collect data to determine mastery.
6. Upon mastery of target in isolation present same target in field of two(2).
7. Repeat step 2 until mastery is met.
8. Upon mastery of target in a field of two (2) present same target in a field of three(3).
9. Repeat step 2 until mastery is met.
10. Upon mastery of target in a field of three (3) move to next target.
11. All mastered targets will be reviewed while new target is introduced in isolation.
12. Once target is mastered generalization of skill is required.

**Error Correction:**

1. If the student responds incorrectly or does not respond, immediately provide a slight physical or gestural prompt for student to respond correctly. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Gestural prompt
2. Slight physical prompt

**Generalization Suggestions:**

1. Present student with both sides of coin/bill.
2. Have student identify real coins/bills and coins and bills on worksheets, in books, etc.
3. Have student practice in various locations (classroom, school store, cafeteria etc.)
4. Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

1. penny
2. nickel
3. dime
4. quarter
5. one dollar bill
6. five dollar bill
7. ten dollar bill
8. twenty dollar bill

**Mastery Criterion:** 90% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: School Store-money identification (expressive)

**Objective**: Student will expressively identify the name and value of four (4) coins and four (4) bills.

**Common Core Standards:**  The student will compare two decimals to hundredths by reasoning about their size (4.NF.7). The student will learn to reason with decimals through the development of money skills.

**Materials:** a penny, a nickel, a dime, a quarter, a one dollar bill, a five dollar bill, a ten dollar bill, a twenty dollar bill

**Teaching Procedures:**

The student will be presented with targeted coin/bill in isolation. The following Sd will be given: “what coin/bill is this?” Once the student provides correct response this Sd will be presented: “How much is a \_\_\_\_\_\_\_\_\_\_\_\_ worth?” Student should be provided with positive reinforcement for every correct response. Targets should be introduced in isolation. Upon mastery of target, next target should be introduced in isolation. All mastered steps should be reviewed while new step is introduced. Generalization of mastered steps should be practiced.

**Teaching Steps:**

1. Present first target to student.
2. Present Sd: “what coin/bill is this?”
3. Give full verbal prompt of correct response. Student should repeat.
4. Provide positive reinforcement.
5. Follow up with next Sd: “How much is a \_\_\_\_\_\_\_\_\_\_\_\_ worth?”
6. Give full verbal prompt of correct response. Student should repeat.
7. Provide positive reinforcement.
8. Follow prompt hierarchy until student is correctly responding to each Sd independently.
9. Teacher will collect data to determine mastery.
10. Upon mastery, present next target. Repeat steps 1-9 for each target.
11. All mastered targets will be reviewed while new target is introduced in isolation.
12. Once target is mastered generalization of skill is required.

**Error Correction:**

1. If the student responds incorrectly or does not respond, immediately provide a verbal prompt for student to respond correctly. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Verbal prompt

**Generalization Suggestions:**

1. Present student with both sides of coin/bill.
2. Have student identify real coins/bills and coins and bills on worksheets, in books, etc.
3. Have student practice in various locations (classroom, school store, cafeteria etc.)
4. Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

1. penny
2. nickel
3. dime
4. quarter
5. one dollar bill
6. five dollar bill
7. ten dollar bill
8. twenty dollar bill

**Mastery Criterion:** 90% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: School Store: Calculator skills

**Objective**: Student will demonstrate the proper way to use a calculator.

**Common Core Standards:**  Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (2.OA.1).

**Materials:** a calculator, index cards with various money amounts on them in combinations of 2, 3, 4, and 5 amounts

i.e. $ 3.00 + $ 2.00 + $ 1.00 = \_\_\_\_\_\_

i.e. $ 2.00 + $ 1.25 = \_\_\_\_\_\_\_

**Teaching Procedures:**

The student will be presented with a calculator and index cards with targeted money amounts. Teacher will give Sd: “add” to student and student has to input each money amount, separated by a plus sign and ending with an equals sign. Student will first be given two (2) money amounts. Once mastery is demonstrated then three (3) money amounts can be introduced, then four (4), then five (5). Student should be provided with positive reinforcement for every correct response. Targets should be introduced in isolation. Upon mastery of target, next target should be introduced in isolation. All mastered steps should be reviewed while new step is introduced. Generalization of mastered steps should be practiced.

**Teaching Steps:**

1. Present first target to student.
2. Present Sd: “add”
3. With a gestural or a slight physical prompt from teacher, the student will input numbers from index card (matching number on card to number on calculator).
4. Student will be prompted to be mindful of plus sign and equals sign.
5. Provide positive reinforcement for completing task successfully.
6. Follow prompt hierarchy until student is correctly inputting numbers into calculator independently and accurately to get correct answer.
7. Teacher will collect data to determine mastery.
8. Upon mastery, present next target. Repeat steps 1-6 for each target.
9. All mastered targets will be reviewed while new target is introduced in isolation.
10. Once target is mastered generalization of skill is required.

**Error Correction:**

1. If the student responds incorrectly or does not respond, immediately provide a physical or gestural prompt for student to respond correctly. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Gestural prompt
2. Slight physical prompt
3. Physical prompt

**Generalization Suggestions:**

1. Present student with various materials with price amount on them (i.e. tickets, price tags, etc.)
2. Have student practice in various locations (classroom, school store, cafeteria etc.)
3. Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

1. two money amounts
2. three money amounts
3. four money amounts
4. five money amounts

**Mastery Criterion:** 90% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: School Store-giving change

**Objective**: Student will determine proper change after a customer gives him/her any amount of money.

**Common Core Standards:**  Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (2.OA.1).

**Materials:** a calculator, multiple amounts of dollar bills, five dollar bills, ten dollar bills, pennies, nickels, dimes, and quarters, index cards with varying math problems on them (see box for example)

i.e. $ 5.00 - $ 1.00 = \_\_\_\_\_\_\_

**Teaching Procedures:**

The student will be presented with a calculator and index card with math problem on it. Teacher will give Sd: “how much change should I get back?” to student and student has to input each money amount, separated by a minus sign and ending with an equals sign. Student will first be given a change amount that requires change in bill amounts (i.e. $2.00, $5.00, etc). Once mastery is demonstrated then the student will be presented with change amounts that require coin change (i.e., $0.10, $0.25, etc.). Student should be provided with positive reinforcement for every correct response. Targets should be introduced in isolation. Upon mastery of target, next target should be introduced in isolation. All mastered steps should be reviewed while new step is introduced. Generalization of mastered steps should be practiced.

**Teaching Steps:**

1. Present first target to student.
2. Present Sd: “how much change should I get back?”
3. With a gestural or a slight physical prompt from teacher, the student will input numbers from index card (matching number on card to number on calculator).
4. Student will be prompted to be mindful of minus sign and equals sign.
5. Student will then take money amount on calculator and identify if he/she needs to give back bills or coins.
6. Student will select correct amount and give to teacher. Prompt level will be determined by ability of student. If needed, provide student with gestural prompt to correct change amount.
7. Provide positive reinforcement for completing task successfully.
8. Follow prompt hierarchy until student is correctly giving change back independently.
9. Teacher will collect data to determine mastery.
10. Upon mastery, present next target. Repeat steps 1-9 for each target.
11. All mastered targets will be reviewed while new target is introduced in isolation.
12. Once target is mastered generalization of skill is required.

**Error Correction:**

1. If the student responds incorrectly or does not respond, immediately provide a physical or gestural prompt for student to respond correctly. When the student complies, reinforce and fade prompt.
2. Repeat the step so task is completed independently.

**Prompting Options:** Prompts vary due to due ability of student. Always provide least restrictive prompts.

1. Gestural prompt
2. Slight physical prompt
3. Physical prompt

**Generalization Suggestions:**

1. Have student practice in various locations (classroom, school store, cafeteria etc.)
2. Have the student practice with varying adults and peers.

**Suggested Targets to Teach:**

1. giving change with bills only
2. giving change with coins only
3. giving change with bills and coins

**Mastery Criterion:** 90% accuracy across two (2) consecutive occurrences, across two (2) instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: School Store: Greeting Customers

**Objective**: The student will appropriately greet store customers with 100% accuracy for 3 consecutive sessions and across 2 different instructors.

**Common** **Core** **Standard:** Present information such that listeners can follow the line of reasoning while being appropriate to task, purpose, and audience (College and Career Readiness); the student will appropriately communicate a greeting to use with a customer at the school store.

**Materials Needed**: real photographs of common community helpers, written cue cards, book Cashiers by Katie Bagley, data collection sheets

**Teaching Procedures**: When presented with a verbal instruction to be ready to work in the store presented by the teacher, the student will appropriately greet people visiting the store. When the student appropriately greets people, verbal praise will be provided (i.e., “Good Job!”). Upon mastery of appropriately greeting people, generalization will be expected and worked on by using various people and different work areas within the mock store (entrance, near items for sale, behind the cash register).

**Teaching Steps**:

1. The teacher will review with the student(s) common community helpers using real photographs. The teacher will discuss the importance of community helpers to the community. The teacher will present a simple book on cashiers, Cashiers by Katie Bagley.
2. While reading Cashiers by Katie Bagley, the teacher will periodically ask oral questions in order to check for comprehension. Upon the conclusion of the book, the teacher will engage the student(s) in a discussion about the work cashiers do and why cashiers are important community helpers.
3. The teacher will explain that an important job for a cashier or store worker is to make the customers feel comfortable and/or happy. The teacher will remind the students what it means to feel comfortable and/or happy and discuss situations that have made them feel comfortable and/or happy.
4. The teacher will model/demonstrate how you appropriately greet an entering customer in the mock store and/or a customer that has come up to the cash register. The teacher will perform demonstration several times with various staff members.
5. The teacher will call each student to practice, one at a time, and allow them time to explore and practice the skill.
6. The teacher will have students work on this skill during daily individual and/or small group instruction until mastery.
7. The teacher will collect data using discrete trial teaching to determine mastery.
8. Generalization will be expected and worked on by using various people and different work areas within the mock store (entrance, near items for sale, behind the cash register).

**Error Correction**: If the student does not perform or performs incorrectly, the teacher will provide a model of the correct response in the form of demonstration gestural cue, and/or written cue (i.e., “Hello, welcome to \_\_\_\_\_\_\_\_\_\_\_\_\_”).

**Prompting Options**:

1. Model the correct response with demonstration
2. Model the correct response with a written cue
3. Model the correct response with a gestural cue

Level of prompting is dependent on student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level, independence, and accuracy.

**Suggested Targets to Teach**:

1. greet store customer at entrance to mock store
2. greet store customer near items for sale
3. greet store customer when standing behind cash register

**Mastery Criterion**: 100% accuracy for 3 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: School store: Assisting Customers/Asking to Help Customers

**Objective**: The student will appropriately ask store customers if they need help with 90% accuracy for 3 consecutive sessions and across 2 different instructors.

**Common Core Standard**: Present information such that listeners can follow the line of reasoning while being appropriate to task, purpose, and audience (College and Career Readiness); the student will appropriately communicate a statement to offer assistance that would be used with a customer at the school store.

**Materials Needed**: real photographs of common community helpers, written cue cards, video model, data collection sheets

**Teaching Procedures**: When presented with a verbal instruction to be ready to work in the store presented by the teacher, the student will appropriately assist people visiting the store by asking if they need help. When the student appropriately assists people by asking if they need help, verbal praise will be provided (i.e., “Good Job!”). Upon mastery of appropriately assisting people, generalization will be expected and worked on by using various people and different work areas within the mock store (entrance, near items for sale).

**Teaching Steps**:

1. The teacher will review with the student(s) common community helpers using real photographs. The teacher will discuss the importance of community helpers to the community. The teacher will review the importance of cashiers/store workers.
2. The teacher will present a video model of a store worker demonstrating the target skill at various points throughout the video. The teacher will periodically ask oral questions in order to check for comprehension. Upon the conclusion of the video, the teacher will engage the student(s) in a discussion about why it is important for a store worker to help the customers in the store. The teacher will explain that an important job for a cashier or store worker is to make sure that the customers find everything that they need or want in the store so that the store makes money and the customers keep coming back to the store.
3. The teacher will model/demonstrate how you appropriately assist a customer by asking if they need help in the mock store. The teacher will perform demonstration several times with various staff members.
4. The teacher will call each student to practice, one at a time, and allow them time to explore and practice the skill. Cue cards will be used, if necessary, and systematically faded.
5. The teacher will have students work on this skill during daily individual and/or small group instruction until mastery.
6. The teacher will collect data using discrete trial teaching to determine mastery.
7. Generalization will be expected and worked on by using various people and different work areas within the mock store (entrance, near items for sale).

**Error Correction**: If the student does not perform or performs incorrectly, the teacher will provide a model of the correct response in the form of demonstration, gestural cue, and/or written cue (i.e., “Can I help you?”).

**Prompting Options**:

1. Model the correct response with demonstration
2. Model the correct response with a written cue
3. Model the correct response with a gestural cue

Level of prompting is dependent on student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level, independence, and accuracy.

**Suggested Targets to Teach**:

1. assisting store customer at entrance to mock store
2. assisting store customer near items for sale
3. varied phrases to assist store customers

**Mastery Criterion**: 90% accuracy for 3 consecutive sessions across 2 different instructors

**East Meadow School District**

**REACH Program Pre-vocational Curriculum**

**Student's Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area**: School store: Salutation/Saying Good-bye to Customers

**Objective**: The student will appropriately say good-bye to store customers with 100% accuracy for 3 consecutive sessions and across 2 different instructors.

**Common Core Standard**: Present information such that listeners can follow the line of reasoning while being appropriate to task, purpose, and audience (College and Career Readiness); the student will appropriately communicate a salutation to use with a customer at the school store.

**Materials Needed**: real photographs of common community helpers, written cue cards, video model, data collection sheets

**Teaching Procedures**: When presented with a verbal instruction to be ready to work in the store presented by the teacher, the student will appropriately say good-bye to customers visiting the store. When the student appropriately says good-bye to customers, verbal praise will be provided (i.e., “Good Job!”). Upon mastery of appropriately saying good-bye to customers, generalization will be expected and worked on by using various people and different work areas within the mock store (behind the cash register, at the exit).

**Teaching Steps**:

1. The teacher will review with the student(s) common community helpers using real photographs. The teacher will discuss the importance of community helpers to the community. The teacher will review the importance of cashiers/store workers.
2. The teacher will present a video model of a store worker demonstrating the target skill at various points within a store (at the exit, from behind the cash register after handing the customer their bag of items). The teacher will periodically ask oral questions in order to check for comprehension. Upon the conclusion of the video, the teacher will engage the student(s) in a discussion about why it is important for a store worker to say good-bye to the customers in the store. The teacher will explain that an important job for a cashier or store worker is to make sure that the customers feel happy and want to keep coming back to the store.
3. The teacher will model/demonstrate how you appropriately say good-bye to a customer in the store. The teacher will perform demonstration several times with various staff members.
4. The teacher will call each student to practice, one at a time, and allow them time to explore and practice the skill. Cue cards will be used, if necessary, and systematically faded.
5. The teacher will have students work on this skill during daily individual and/or small group instruction until mastery.
6. The teacher will collect data using discrete trial teaching to determine mastery.
7. Generalization will be expected and worked on by using various people and different work areas within the mock store (exit area, behind the cash register).

**Error Correction**: If the student does not perform or performs incorrectly, the teacher will provide a model of the correct response in the form of demonstration, gestural cue, and/or written cue (i.e., “Good-bye and Please Come Again!”).

**Prompting Options**:

1. Model the correct response with demonstration
2. Model the correct response with a written cue
3. Model the correct response with a gestural cue

Level of prompting is dependent on student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level, independence, and accuracy.

**Suggested Targets to Teach**:

1. saying good-bye to store customer at exit in mock store
2. saying good-bye to store customer from behind the counter/cash register
3. varied phrases of appropriate salutation

**Mastery Criterion**: 100% accuracy for 3 consecutive sessions across 2 different instructors

**Section 4**

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**Section 5**

**Appendix**

**REACH Program Work Site Attire**

*Goal: To learn about appropriate work attire.*

Choose clothing from this list of recommended attire on any day you are going to work:

|  |  |  |
| --- | --- | --- |
| **Young Men’s Work Attire** |  | **Young Woman’s Work Attire** |
| Shirts   * Collared shirts are preferred * Shirt should be tucked in or sit appropriately below the waist |  | Shirts   * Sweaters or blouses are preferred * Shirt should be tucked in or sit appropriately below the waist |
| Pants   * Khakis are preferred * Neat/clean un-ripped jeans * All pants should be worn with a belt |  | Pants   * Slacks are preferred * Neat/clean un-ripped jeans * Jeans (and appropriate pants) should be worn with a belt |
| Shoes   * Clean sneakers * Comfortable shoes or boots with a rubber sole |  | Shoes   * Clean sneakers * Comfortable shoes or boots with a rubber sole |

*\*Wearing a watch helps us teach the importance of time at work\**

The following attire should is discouraged when going to work:

|  |  |
| --- | --- |
| * Graphic T-Shirts * Tank tops * Low cut shirts * Short shirts | * Sweat pants * Stretch pants * Open toe shoes * Flip-flops |

## Keeping Healthy Hygiene Checklist

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, understand that part of being healthy and looking my best is taking care of my personal hygiene. As part of being responsible for my personal hygiene schedule, I intend to:

|  |  |
| --- | --- |
| **Activity** | **Have I done this today?** |
| Wash my face |  |
| Brush my teeth |  |
| Comb my hair |  |
| Apply deodorant |  |
| Use lotion if my skin is dry |  |
| Trim/File my fingernails |  |
| Clean my ears |  |
| Am I dress appropriately for work |  |