

THE ROAD AHEAD

Career Readiness: Elementary School (6-11 yrs)



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HOUSE





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Learning Objectives

- Describe the importance of career readiness for elementary students.
- Identify age-appropriate activities for elementary students which foster career readiness.
- Develop a plan to embed career readiness within educational programming.



Can't Does Not Exist

“Never do for a child what you believe that child has the potential to do. Anticipate that they can do, make them prove that they can't. Begin by assuming that they can.”

Karen Wolffe, FAER



DEFINING CAREER READINESS



Stakeholders & Career ed.

- **STUDENTS**
- Parents
- Teacher of students with visual impairments
- Orientation and Mobility specialists
- Society

Roles

O&M

- Off campus orientation
- Off campus travel skills
- Cane skills

TVI

- Support to academic/classroom needs and skills (NOT tutoring)

Roles (both O&M, TVI)

Body image (O&M)

Concept Dev. (2D TVI,
3D O&M)

Sensory training (near
TVI, Distance O&M)

Gross/Sensory motor (O&M)

Functional signs (on
campus TVI, off O&M)

Health and eyes (TVI)

Social Skills (both)

Behaviors (ALL)

Living skills (both)

Career education (both)

Self-image/ understanding
self (TVI, O&M adds mobility
info)

On campus orientation
(O&M, but TVI can assist)

On campus travel skills
(O&M, TVI reinforce)

More Roles

Who else?

- Physical Therapist
- Occupational Therapist
- Optometrist
- Ophthalmologist
- Low Vision Therapist



COMPETENCIES





Developing good communication skills

- Appropriate body language
 - Orienting
 - Nodding
 - Comments
- Topic specific
- Remains relevant

Work individually and in a group

- Compete work without prompting
- Unassisted completion of assignments
- Participates and contributes to the class community
 - Academics
 - Projects
 - Community based





Identifying different work roles

- Acts out roles
- Talks about vocational dreams and aspirations
- Participates in class or school plays

Recognizing community workers

- Understanding the roles of CW
 - Uniforms
 - Functions
 - Purposes
- Who to call in case of an emergency



Organize work and school materials

- Appropriate storage and transport of academic materials
 - Three-ring binders
 - Folders
 - Backpack
 - Cubbies and lockers
- Use of a calendaring system



Learning to be Responsible

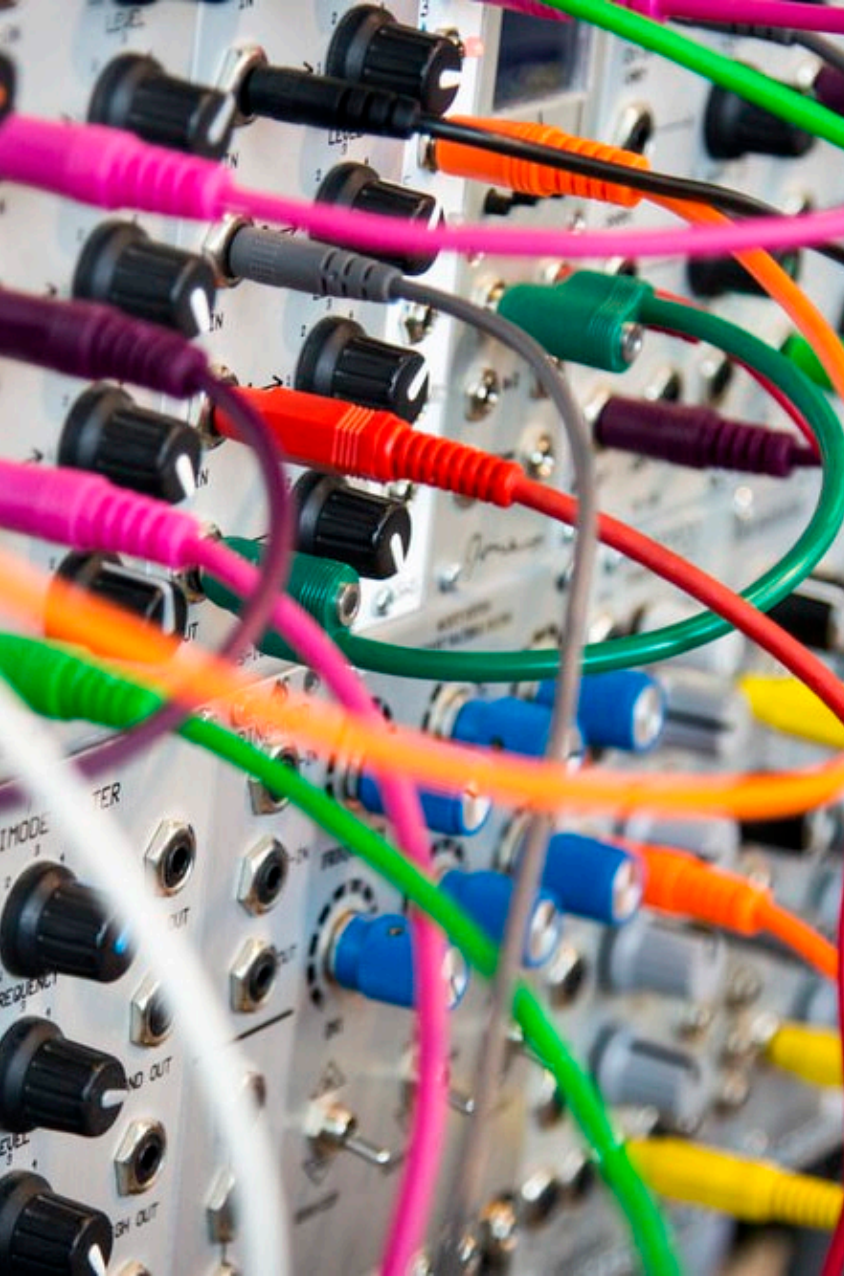
- Appropriate organization of personal and classroom materials
- Cares for tools
 - Low vision
 - AT
- Socially responsible behavior
 - Tidy



Solve problems

- Try first
- Asks others how they approach a problem
- Many roads lead to Rome





Follow complex directions

- Follows oral and/or written directions
 - Complete classwork
 - Complete homework
 - Correspondence



Respond appropriately to adults and peers

- Successful engagement in conversations
- Understands social etiquette
 - Pleasantries
 - Polite vs. casual
 - Adults
 - Peers

Assuming responsibilities at home and in school

- Household Chores
- School / Classroom chores
- Mentoring
- Tutoring





Understanding the rewards of work

- Allowance is earned
 - Money skills
- Quality work is required
 - Sloppy or inadequate work does not get a reward
- Intrinsic vs. Extrinsic motivation
 - Praise dependent

Basic academic skills

- Grade-level proficiencies
 - Reading
 - Preferred medium
 - 'Riting
 - 'Rythmatic





ORIENTATION & MOBILITY





Field Trips

- Students need to get out in the WORLD
 - **Not** just the grocery store!
- Fill in those concept gaps
 - What does a farmer actually do?
 - Who works at the aquarium?

Group Projects

- Plan a multi-step project
- Bring together various types of kids
 - Different levels of exceptionalities
 - Different interest areas
- Reflection





Map it Out

- Before going out on a career exploring field trip, have them make a map.
- Use Wheatly boards or tactual grid lined paper
- Discuss who they may see at different significant spots on the map

Let them share

- Have them create something using their strengths
- Walk around campus and share it
- Can be a great self-determination, career, and/or O&M project





GENERAL IDEAS



Career Conversations for E.S.

- An opportunity
- Engage
- Life-long process
 - Beginning latest in Pre-K
- Right to change at any point
- Strength-based
- Work with or do an in-service for your districts' school counselors
- Same for school psychs!

What to ask students (ECC Eval.)

- Tell me about something you do really well.
- What activities or clubs have you participated in at school?
- What is the difference between a job and a career?
- How do you know when you've done your best work? How does it feel?
- When you are asked to help at home, what responsibilities or chores do you enjoy helping with?
- If you woke up one day and were a scientist, what would you invent?



REFERENCES



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THE ROAD AHEAD- HIGH SCHOOL

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