

**Adult Education Class Outline**  
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**3.0400 Workplace Skills and Functional Academics**

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**Submitted**  
**by:** Clovis Adult Education

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## **Clovis Adult Education - Adults with Disabilities**

<b>COURSE OUTLINE</b>
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**DEPARTMENT:** Adults with Disabilities  
**COURSE TITLE:** Workplace Skills and Functional Academics (Adult Basic Education)

**Revised:** 1/23/07  
**Date State Approved:**  
**Hours per Session:** 6  
**Sessions per Week:** 5  
**Total Weeks:** 12 per quarter  
**Total Hours:** 360 per quarter

**COURSE DESCRIPTION:**

This competency-based course is designed for developmentally delayed adults who will develop and increase Adult Basic Education (ABE) skills and acquire and enhance pre-employment and workplace skills. Students will participate in individualized and group instruction within the classroom and in rotating learning stations as they enhance their ABE reading, mathematics, and written and oral communication skills. The course also includes instruction and hands-on experience in production/assembly skills such as listening to directions, following directions, counting, collating, assembling, and packaging. The students will focus on basic personal and interpersonal communication skills, attitudes, hygiene, goal setting, and competencies related to finding, acquiring, and maintaining a job. The course is offered in partnership with the Association of Retarded Citizens (ARC) of Fresno, a non-profit agency that offers vocational training with production and assembly work.

**GOALS AND PURPOSES:**

The purpose of this course is to provide the developmentally delayed adult the opportunity to enhance his/her workplace skills and ABE skills in reading, mathematics, and communication

in order to raise his/her level of competency in the workplace. Workplace goals include mastering product assembly skills and job retention skills to equally compete in the local job market. ABE goals include increasing reading, writing, listening, speaking, mathematics, and basic computer literacy skills as related to occupational skills such as work communication, understanding and performing common job tasks, self-assessment, job search, application, resume, and interviewing skills. Students will also learn about problem solving, working in teams, understanding company policies, and issues of health and safety.

### **PRE-REQUISITES:**

Students will have an Individualized Personal Plan (IPP) completed (with student input) by an ARC case manager.

### **EVALUATION PROCEDURES:**

- Teacher-designed Language Arts and Math assessments based on ABE Developmental Levels in the Model Program Standards, the California Content Standards, CASAS Proficiencies, and CASAS Skill Level Descriptors.
- *Providing Options for the Workplace, Education and Rehabilitation (POWER) Test, Workplace and Employability Skills Summary, Form 305*, published by CASAS.
- Teacher observation and evaluation of student's daily performance.
- Student's active participation in learning activities.
- Student's satisfactory completion of job assignments and academic projects.
- Review of IPP with ARC case manager, student, and teacher

### **BOOKS AND MATERIALS**

#### **Academic Books:**

- *Edmark Functional Reading Series*, Edmark Corp., Riverdeep, San Francisco, CA
- *Just for Adults: Survival Reading*, LinguiSystems, Inc., East Moline, NY
- *Real World Reading*, PCI Educational Publishing, San Antonio, Texas
- *Read, Think and Write About It*, PCI Educational Publishing, San Antonio, Texas
- *Reading Comprehension and Skills, Books 1-4*, Kelley Wingate, Carson-Dellosa Publishing, Greensboro, North Carolina
- *Social Skills*, PCI Educational Publishing, San Antonio, Texas
- *Social Skills Activities for Secondary Students with Special Needs*, Center for Applied Research, West Nyack, NY
- *Consumer, Health and Safety Activities*, Center for Applied Research, West Nyack, NY
- *Money Math*, PCI Educational Publishing, San Antonio, Texas
- *Money Makes Sense*, Globe Fearon Educational Publishing, Upper Saddle River, NJ
- *Job-Related Social Skills*, Exceptional Innovations, Reston, Virginia
- *Guide to Getting and Keeping a Job*, JIST Publishing, Indianapolis, Indiana
- *Workplace Role-Play Series*, PCI Educational Publishing, San Antonio, Texas

#### **Software, DVDs, and Educational Games:**

- *Getting a Job*, Interactive DVD, Educational Activities, Baldwin, New York
- *Keeping a Job*, Interactive DVD, Educational Activities, Baldwin, New York
- Boardmaker Software, Mayer-Johnson Co, Solana Beach, California.
- *Looking Good*, Game, PCI Educational Publishing, San Antonio, Texas
- *Taking Charge of My Behavior*, Game, PCI Educational Publishing, San Antonio, Texas

- *Workplace Skills*, Game with Worksheets, PCI Educational Publishing, San Antonio, Texas
- *Making Change*, Game with Worksheets, PCI Educational Publishing, San Antonio, Texas

### **Product Assembly Materials:**

- Counting boards
- Assembling stands

### **CONDITIONS FOR REPTITION OF THE COURSE:**

*A student may repeat this course for the following reasons only: Failure to meet the objectives of the course or because new and updated units are added to the curriculum.*

### **UNITS OF INSTRUCTION AND HOURS PLANNED FOR EACH UNIT:**

A. Introduction to the World of Work	10 hours	
B. Getting a Job	10 hours	
C. Common Job Tasks	20 hours	
D. Job Performance	20 hours	
E. Communication at Work	10 hours	
F. Company Organization and Work Culture	20 hours	
G. Coworker and Customer Relations	20 hours	
H. Workplace Instructions and Procedures	20 hours	
I. Health and Safety	100 hours	
J. ABE Language Arts	100 hours	
L. Computer Literacy	<u>10 hours</u>	
K. ABE Math	<b>360 hours</b>	

In Units A – I, additional ABE language arts and math skills are integrated into the workplace skills curriculum.

### **METHODS AND PROCEDURES:**

Modeling, demonstrations, manipulatives, visuals, computer programs, written and oral explanations

Co-operative learning

Individualized instruction

Hands-on work experience

Project-based learning

Sample Activities:

- Apply Listening Speaking skills:
  - Listen to and follow directions in a simulated work situation.
  - Role-play a common job situation with another learner.
  - Answer short questions in a job interview.
- Apply reading comprehension skills:
  - Read a memo from the boss and write a response to him/her.
  - Distinguish between fact and opinion in a written description of a co-worker.

- Read and interpret a work schedule.
- Use critical thinking skills to analyze job ads from the newspaper.
- Use the yellow pages to locate addresses and phone numbers of potential employees.
- Read and complete a simple job application.
- Sequence events from a humorous reading about trouble on the job.
- Read and interpret a calendar with work days identified.
- Apply writing skills:
  - Develop a shopping list or a telephone number list.
  - Write a note to a classmate.
  - Address an envelope.
  - Take a message.
- Apply basic math skills:
  - Match numbers to objects in a simulated job situation.
  - Calculate wages for a great job.
  - Count, add and subtract money in a job role play.
  - Count change in a job role play.
  - Answer questions about upcoming events using the calendar.
  - Read time on a digital clock and on an analog clock in a job situation
- Work in teams and perform tasks assigned on a work schedule such as the following:
  - Check attendance
  - Hand out papers
  - Distribute books
  - Erase boards
  - Welcome new students
  - Provide positive feedback to other students
  - Write daily agenda on board
  - Negotiate with team members to make sure tasks are completed
- Teach others:
  - Teach another student a job task in the classroom
- Organize one's work
  - Keep a neat folder
  - Sequence worksheets appropriately in the binder
  - Bring required supplies every day (binder and pencil)
- Use classroom equipment:
  - Overhead projector
  - Computer
  - Pencil Sharpener
  - Hole punch
  - VCR or DVD
- Use time wisely:
  - Come to class on time
  - Work efficiently in completing tasks
- Demonstrate good self-esteem and workplace etiquette
  - Dress appropriately
  - Demonstrate appropriate non-verbal language when communicating with others
  - Show respect for others

- Demonstrate patience and polite behavior when problems occur

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OUTREACH AND TECHNICAL ASSISTANCE NETWORK  
www.otan.us | P.O. Box 269003 Sacramento, CA 95826-9003 | 916-228-2580 · 800-894-3113