### SPECIAL EDUCATION COURSE OUTLINE

<table>
<thead>
<tr>
<th>Department</th>
<th>Special Education</th>
<th>Course Title</th>
<th>Transition:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Occupational Guidance and Preparation</td>
</tr>
<tr>
<td>Course Code</td>
<td>5009</td>
<td>Grade Level</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Length</td>
<td>4yrs. Max.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Credits/Semester: N/A</td>
</tr>
<tr>
<td>Required for Graduation</td>
<td>Meets H.S. Grad Requirement</td>
<td>Elective Credit</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Non-diploma bound; 4 years High School Campus, 18-22 year old (*17 if completed 4 years of high school), completion of minimum 1 semester of vocational education, satisfactory attendance/behavior, demonstrates pedestrian and bus mobility skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets UC “a-g” Requirement</td>
<td>Meets NCAA Requirement</td>
<td>Articulated with LBCC</td>
<td></td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTION:

Occupational Guidance and Preparation is an off campus course designed for the 18-22 year old student in Special Day Mild/Moderate and Moderate/Severe classes. The course of study is designed to meet the individual needs of the student as indicated on his/her Individual Education Plan (IEP), and in addition, to extend the learning beyond the IEP when the student is ready. The areas covered will help students acquire the social skills and self-confidence needed to be successful in their transition to adulthood. Topics may include: achieving self awareness, socially responsible behavior, decision making, independence, and communicating with others. Activities and topics covered in Occupational Guidance and Preparation are included in LBUSD’s Content Standards across the areas of: Language Arts, Math, History, Health Education, and Career Development.

The goal of LBUSD is to enable the student identified as a person with exceptional needs, to discover their own unique individual interests and preferences, and to apply this knowledge while interacting positively with others in the community.

### GOALS:

Students, according to their individual abilities, will:

1. know and explore occupational possibilities
2. select and plan occupational choices
3. exhibit appropriate work habits and behavior
4. seek, secure, and maintain employment
5. exhibit sufficient physical-manual skills
6. obtain specific occupational skills

### PERFORMANCE OBJECTIVES:

Upon completion of this course of study, and according to individual ability levels and Individual Education Plan goals, the student will:
Occupational Possibilities
- identify compensation aspects of work
- locate sources of occupation & training information
- identify personal values met through work
- identify societal values met through work
- classify jobs into occupational categories
- investigate local occupation & training opportunities

Occupational Choices
- make realistic occupational choices
- identify requirements of appropriate & available jobs
- identify occupational aptitudes
- identify major occupational needs

Appropriate Work Habits
- follow directions & observe regulations
- recognize importance of attendance & punctuality
- recognize importance of supervision
- demonstrate knowledge of occupational safety
- work with others
- meet demands for quality work
- work at a satisfactory rate

Seeking, Securing, & Maintaining Employment
- search for a job
- apply for a job
- interview for a job
- demonstrate knowledge of competitive standards
- know how to adjust to changes in employment

Physical-Manual Skills
- demonstrate stamina & endurance
- demonstrate satisfactory balance & coordination
- demonstrate manual dexterity
- demonstrate sensory discrimination

OUTLINE OF CONTENT AND TIME ALLOTMENT:

As one of three required courses taught in the Adult Community Transition program, Daily Living Skills should be taught daily throughout the school day in a process-oriented approach, relating curriculum directly to the outside world and focusing on each student's unique ways of learning and becoming motivated.
METHODS

Teachers will use a variety of instructional methods and strategies including large, small, and individualized instructional groupings. Methods of instruction should be determined by expected student outcomes, the particular learning goal, and the preferred learning modality of the students. Instructional strategies may include:

- Community Based Instruction
- Generalization of skills over multiple settings with a variety of instructors and materials
- Use of actual objects/materials that are used in community/life settings
- Comprehensible input, modeling, guided practice, independent practice
- Use of a variety of multimedia (including appropriate computer software) to present, practice and reinforce skills

MATERIALS USED IN TEACHING THE COURSE:


Suggested Supplemental Texts and Materials:

- Life Centered Career Education: Modified Curriculum for Individuals with Moderate Disabilities by Robert J. Loyd and Donn E. Brolin, published by the Council for Exceptional Children
- ESL Smart!: Ready to use Life Skills & Academic Activities by Margaret Bouchard, published by The Center for Applied Research in Education
- Esteem Builders by Dr. Michele Borba, published by Jalmar Press
- Teaching Videos
- LBUSD/State of California Content Standards (condensed for the ACT program)
- Functional reading texts to include: bus schedules and maps, telephone directories, entertainment/TV guides, newspapers and magazines, calendars, personal address/appointment books, check registers and bank statements, employment applications
- Computer software
- Bus pass, California Identification Card, and Public Library applications
- Hygiene products
- Currency for students to use while practicing skills in the community, managing money and, possibly, opening up a savings account

Disclaimer: Students are asked to provide money but are not required to provide money in order to participate in these activities.