



# **Community Skills and Vocational Programming**

**Sarah Avina-Hernandez, Director of Educational Services  
Tanner Montgomery, Vocational Manager**

**ACCEL is preparing transition age students to be successful in many aspects of their adult life. Our vocational and educational programming is geared towards post-secondary education and training based on assessments and IEP goals. There are two levels of transition readiness for ACCEL students. To prepare the students for post-secondary employment and training/education, ACCEL has a four-tier vocational program that provides young adults opportunities to gain skills.**

## **Basic Living Skills**

At the basic living skills level, young adults are working on being able to self-manage behavior, communicate effectively with others, and to perform essential daily self-care and self-help skills throughout their day. Individuals in the basic living skills require moderate to maximum assistance and redirection with visual and environmental supports. There is a lower client to staff ratio (2:1/1:1). Young adults are working towards participating in an adult program that emphasizes structured work-tasks, habilitation with opportunities for socialization, recreational, self-help, and social/emotional development skills.

### **Basic Communication**

- Communicates with gestures and nonverbal communication.
  - Uses low and high-tech communication devices.
  - Requests for help
  - Requesting using 1-2-word phrases, PECS, low/high-tech AAC
  - Protesting 1-2-word phrases, PECS, low/high-tech AAC
  - Identifying emotions by pointing
  - Answering simple yes/no questions using supports
  - Answering simple WH questions using supports
  - Follow instructions.
  - Follows simple sequence of instructions.
- **Basic Mobility**
    - Using mobility equipment with assistance as needed
    - Walking from one location to another without eloping/dropping
- **Routine & Expectations**
    - Time on task
    - Follow a schedule.
    - Waits their turn.
- **Self-Management**
    - Problem behaviors are manageable by structure and redirection.
    - Displays socially acceptable behavior in a variety of settings (classroom, outdoor learning, multipurpose room, therapy room, etc.)
    - Follow directions from multiple staff members.
    - Refrains from touching others
    - Identifies rules within a variety of settings.
- **Social Skills**
    - Expresses wants and needs through gestures, verbally, or using AAC devices.
    - Makes eye contact.

- Responds to simple greetings.
- **Social Awareness & Manners**
  - Uses utensils properly during mealtimes.
  - Completes basic mealtime hygiene routines including handwashing.
  - Takes appropriate bites.
- **Community Knowledge**
  - Identifies different stations in the classroom by word or symbols.
  - Places items in their appropriate places
  - Receptively identifies community safety signs.
  - Receptively identifies community helpers.
  - Receptively identifies who is safe and who is not.
- **Health/Safety/First Aid**
  - Remains in area
  - Receptively identifies water safety procedures.
  - Labels things that could be hot
  - Receptively identifies poisonous or dangerous household materials.
  - Communicates injuries or discomfort verbally or with gestures.
  - Locates and retrieves first-aid kit.
  - Tolerates others from stopping bleeding from a minor cut.
  - Tolerates others to put on bandage.
    - Keeps bandage on cut.
  - Seeks assistance for serious cuts, burns, or injuries.
  - Responds to smoke detectors and fire alarms.
    - Identifies on a map where to exit in case of a fire.
    - Receptively points to "Exit" in hallways and rooms.
- **Toileting**
  - Requires a toileting schedule.
  - Tolerates diaper changes.
  - Assists with diaper changes.
  - Sits on toilet and consistently keeps hands out of toilet bowl.
  - Occasionally urinate in toilet.
  - Tolerates assistance with cleaning after a bowel movement.
  - Follows sequencing steps of washing hands.
  - Identifies Men's/Women's restroom.

- **Dressing**
  - Tolerate dressing activities.
  - Assists with dressing activities.
  - Pulls pants up/down.
  - Puts pants on/off.
  - Puts socks on
  - Puts shoes on
  - Ties shoes
  - Pullover shirt on/off
  - Button shirts on/off
  - Fastens buttons.
  - Fastens snaps.
  - Puts coat on/off.
  - Zips/unzips zippers
  - Identifies clothes worn for different seasons.
  - Selects clothes for self.
  
- **Grooming**
  - Completes the steps of hand washing.
  - Tolerates teeth brushing by others.
    - Completes some steps of toothbrushing independently.
    - May brush teeth but requires assistance with thoroughness.
  - Tolerates others applying deodorant.
  - Allows hair to be combed.
  - Showers with direction from an adult
  
- **Leisure**
  - Identifies activity when provided two different options.
  - Will participate in parallel play.
  - Will participate in cooperative play.
  - Take turns.
  - Wait's their turn.
  - Look at books.
  - Turns pages.
  - Plays board games.

#### Enrichment Programming

- Adaptive PE
  - Works on turn taking.

- Following 1-2 step directions
  - Tolerates people helping with movement.
  - Manipulates sports equipment.
  - Waits for turn.
  - Imitates movement.
  
- Adaptive Aquatics
  - Follow 1-2 step directions.
  - Tolerate the water.
  - Tolerates staff to assist with floating in the water.
  
- Adaptive Music
  - Choice making
  - Taking turns
  - Imitating movements
  - Crossing midline

## Functional Living Skills

At the functional living skills level, young adults are working on being to actively participate in vocational and community skills training opportunities which is essential for gaining independence in a variety of settings. Individuals in functional living skills can work longer durations of time, obtain their food handlers cards, develop job interview skills, and require minimal to moderate redirection, cuing and supervision (3:1-5:1 ratio). Young adults are preparing for supported and competitive employment and secondary training.

- **Basic Communication**

- Uses low and high-tech communication.
- Uses appropriate nonverbal communication skills.
- Using verbal communication skills
- Requesting/protesting
- Answering yes/no questions using support as needed.
- Answering WH questions using support as needed.

- **Maintenance and Cleaning**

- Can obtain materials.
- Will spray cleaner onto surface and wipe it clean.
- Can complete the steps of sweeping.
  - Obtain needed materials.
  - Sweeps the dust to one spot.
  - Picks up dust with a dustpan.
- Can complete the steps of mopping.
  - Obtains needed materials.
  - Adds floor solution to water.
  - Puts mop into solution.
  - Rings mop out.
  - Empties dirty water.
- Can complete the steps of vacuuming.
  - Plugs the vacuum in appropriate place.
  - Moves furniture if needed.
  - Vacuums around the entire floor

- **Mechanics and Repairs**

- **Household Mechanics**

- Opens and closes doors appropriately.
- Locks and unlocks doors.
- Uses a key to unlock the door.
- Uses nuts and bolts.
- Uses a screwdriver.
- Uses pliers.

- Uses rubber bands.
- Fixes items with glue/superglue
- Uses plunger to clear clogged toilet.
- Identifies batteries.
- Replaces batteries.
  - **Repairs**
  - Identifies the different types of tools.
  - Categorizes different tools and purpose.
  - Practices safety around tools
  - Wears appropriate safety gear.
- **Clothing/Laundry**
  - Identifies clean vs. Dirty clothes.
  - Places dirty clothes in hamper
  - Sorts laundry by color
  - Sorts machine washable
  - Uses washing machine.
  - Hangs clothing to dry.
  - Puts clothing into the dryer.
  - Folds clothes that need to be folded
  - Hangs clothing on a hanger.
  - Puts clothing away in the appropriate spot.
- **Community Knowledge**
  - Receptively identifies safety and community signs and community helpers.
  - Verbally expresses safety and community signs and community helpers.
  - Receptively identifies traffic signs and cross walks.
  - Verbally expresses traffic signs and cross walks.
  - Provides ID card with personal information when asked.
  - Verbally states name and personal information when asked.
  - Understand concept of renting
  - Can manage their own phone safely.
  - Demonstrates internet safety.
- **Community Travel**
  - Understands and uses seat belts.
  - Understand bus travel and the cost.
  - Locates bus that is needed for the day and arrives on time.
  - Calls for transportation and completes transaction.



- Knows the times of appointment and schedules transportation accordingly.
- Knows who to call if they are lost.
- **Dishes**
  - Sorts forks/knives/spoons
  - Retrieves items from cupboards.
  - Takes dirty dishes to sink.
  - Completes the steps of dish washing.
    - Rinsing dishes
    - Stacks dishes in dish drainer or dries dishes.
    - Cleans greasy pans.
    - Cleans sharp knives.
  - Completes the steps of loading a dish washer.
  - Completes the steps of unloading a dish washer.
  - Completes the steps of putting dishes away without breaking them.
  - Sets the table.
- **Food/Meal Planning**
  - Creates grocery list.
  - Identifies food groups.
    - Healthy foods vs. Non healthy
    - Knows where particular foods go in the kitchen.
  - Identifies kitchen appliances.
  - Uses kitchen appliances appropriately.
  - Identifies cooking utensils.
  - Uses cooking utensils appropriately.
  - Cooks simple meals using the microwave.
  - Cooks simple meals using the stove.
  - Puts food into containers and stores in appropriate places.
- **Shopping**
  - Identifies dollars and coins.
  - Understands value of dollars and coins
  - Puts money into vending machines.
  - Completes transactions.
  - Can make a grocery list.
  - Can enter a store without grabbing items off shelves.
  - Navigates store.
    - Uses aisle signs to locate items.

- Can locate all items on grocery list.
    - Puts items in grocery cart.
  - Can load items onto the conveyer belt.
  - Waits appropriately in checkout line.
  - Completes transactions and waits for change and receipt.
  - Loads items into cart/vehicle.
  - Puts items away in appropriate place.
- **Eat in Public**
    - Asks for a table or booth at a restaurant.
    - Sits in a chair or booth.
    - Locates items on a menu.
    - Orders from a menu
    - Uses proper table manners.
    - Uses utensils and napkin appropriately.
    - Has appropriate conversations.
      - Voice level
      - Waits turns.
    - Completes monetary transactions.
- **Health/Safety/First Aid**
    - Knows how to contact emergency services using a cell phone.
    - Can identify when they are sick or injured.
    - Identifies who to call when sick or injured.
    - Can unlock or lock doors.
    - Trained to evacuate residence in case of fire.
    - Can complete basic first aid (cuts, sprains, bug bite, etc.)
- **Interpersonal Skills**
    - Responds to greetings.
    - Uses eye contact.
    - Responds to simple questions.
    - Able to introduce self.
    - Asks for help.
    - Carries on conversations.
    - Initiate conversations
    - Waits their turn.
- **Kitchen**
    - Gets their own snacks.

- Opens and closes a variety of jars/lids/containers.
  - Put leftovers away.
  - Identifies canned and boxed food.
  - Categorizes canned and boxed food.
  - Sorts and put food in appropriate places.
  - Finds items in refrigerator.
  - Serves self-food.
  - Serves self-drink.
  - Cleans up spilled liquids.
  - Cleans up spilled solids.
  - Identifies inedible food.
  - Uses a can opener.
  - Uses a microwave.
  - Uses toaster oven.
  - Uses an air fryer.
  - Uses butter knife.
  - Uses steak knife.
  - Walks appropriately with sharp objects.
  - Uses a measuring cup.
  - Uses blender.
- **Cooking**
    - Cleans hands.
    - Pours measured liquids into a variety of containers.
    - Stir food.
    - Makes PB&J sandwiches.
    - Makes cold cut sandwiches.
    - Washes fruits and vegetables
    - Makes a salad.
    - Bakes cookies
    - Follow simple recipes.
    - Identifies when stovetop or appliances are hot.
    - Stores food in appropriate containers and puts it in appropriate places.
    - Completes steps of dish washing
- **Leisure**
    - Look at books and magazines.
    - Operates TV.
    - Operates a DVD player.
    - Operates iPad.

- Operates radio.
  - Operates a computer.
    - Surfs the web.
  - Plays video games.
  - Plays board games.
  - Participates in community events with friends.
  - Participates in structured group activities.
  - Engage in a variety of activities with different people.
  - Invites others to join.
  - Can stop when asked.
- **Meals at Home**
    - Washes hands
    - Follow simple recipes.
    - Gather the necessary ingredients.
    - Prepares meals.
    - Sets the table.
    - Stores food in appropriate containers and places in appropriate places
- **Money**
    - Receptively identifies coins and bills.
    - Expressively identifies coins and bills.
    - Receptively identifies coin and bills values.
    - Expressively identifies coin and bills values.
    - Makes simple purchases.
    - Uses a vending machine.
    - Uses a debit/credit card.
    - Balances bank account
    - Budgets for wants and needs.
- **Nighttime Routine**
    - Completes the steps of tooth brushing.
    - Completes the steps of face washing.
    - Completes the steps of showering.
    - Gather necessary clothing.
    - Completes the steps of dressing.
- **Organizational Skills**
    - Creates a schedule.
    - Follows a schedule.

- Schedules appointments
- Sorts laundry by color
- Folds laundry
- Puts laundry away.
- **Personal Management**
  - Problem behaviors are manageable by structure and redirection.
  - Displays socially acceptable behavior in a variety of settings (classroom, outdoor learning, multipurpose room, therapy room, etc.)
  - Follow directions from multiple staff members.
  - Refrains from touching others
  - Identifies rules within a variety of settings.
  - Accepting feedback appropriately
  - Identifying when frustrated
  - Requesting a break
- **Phone**
  - Answers phone appropriately.
  - Responds to and returns greetings.
  - Identifies and understands what 911 is used for.
    - Dials 911 when necessary
  - Ends phone call.
  - Receptively identifies own phone number.
  - Expressively recalls own phone number.
- **Internet**
  - Identifies internet safety procedures.
  - Understands internet safety procedures.
    - Never share personal information online
    - Does not respond to emails or messages from strangers.
    - Share photos online.
    - Don't click on links, open attachments, or accept gifts from strangers.
    - Never agree to meet someone you met online.
  - Communicates with a caregiver if unsure.
- **Problem Solving**
  -
- **Toileting**
  - Completes the steps of toileting.

- Completes the steps of hand washing.
- **Grooming**
  - Completes the steps of tooth brushing.
  - Completes the steps of face washing.
- **Dressing**
  - Locates own clothing.
  - Orients clothing
  - Completes the steps of dressing.
  - Put on socks.
  - Put shoes on the right foot.
  - Ties shoes
- **Time**
  - Tells time using a digital clock.
    - By half hour
    - By fifteen minutes
    - By five minutes
  - Tells times using an analog clock.
    - By half hour
    - By fifteen minutes
    - By five minutes
  - Follows the schedule.
  - Schedules appointments

#### Enrichment Programming

- Adaptive PE
  - Works on turn taking.
  - Following 1-2 step directions
  - Tolerates people helping with movement.
  - Manipulates sports equipment.
  - Waits for turn.
- Adaptive Aquatics
  - Follow 1-2 step directions.
  - Follows Multi-step directions.
  -
- Adaptive Music
  - Choice making

- Taking turns
- Imitating movements
- Crossing midline

## **ACCEL Vocational programming**

### Tier 1: Pre-Vocational

- Work tolerance 5-15 minutes
- Work in classroom (classroom enterprises, heavy work cart, fine motor crafting, etc.)
- Instruction using task analysis.
- Visual/tactile supports and sequencing guides
- Multi-sensory instructional strategies
- 3-step prompting
- Modeling
- Hand-over-hand or Hand-under-Hand
- Basic communication skills
- Fine and gross motor development
- 2:1 or 1:1 ratio
- Differential reinforcement

### Tier 2: Vocational Readiness

- Work tolerance 15-30 minutes
- Work in classroom or on-site locations (dog treat production, workshop, garden, deliveries, etc.)
- Visual/tactile supports and sequencing guides
- 

### Tier 3: Career Preparation Program

- Work tolerance 45-90 minutes (about 1 and a half hours)
- Work at on-site locations and 1-2 off site.
- Visual supports and sequencing guides and verbal cues
- Graduated guidance

### Tier 4: Community Skills

- Work tolerance 90-120 minutes (about 2 hours)
- Visual supports and verbal cues
- Guided practice
- Job focused curriculum.
- Individualized on/off campus vocational training and development.