Lesson Details

Lesson ID: 7318   **Lesson Name:** LW :ACCES VR WORKPLACE READINESS TRAINING TO DEVELOP SOCIAL SKILLS AND INDEPENDENT LIVING PE 1007X   **Core Skill:** No

Objective

ACE Lesson Objective: The individual will be exposed to workplace readiness training to develop social skills and independent living. These are the skills and behaviors necessary for any job, such as how to interact with supervisors and co-workers and the importance of timeliness. These skills are often referred to as soft skills, employability skills or job preparation readiness skills in 100% of opportunities for 3 consecutive session(s).

Instructions

Materials: Materials needed for lesson presentations (i.e., PowerPoint, hand out packets, physical manipulatives) manipulatives needed for job skills, presentations, iPad, computer, worksheets, surveys, checklists, choice boards

Reinforcement: Deliver reinforcer at end of activity sequence.

Correction Procedure: Remove eye contact and/or materials for 3-5 seconds and record error; move on to the next trial / opportunity.

Data Collection: + correct without prompt, +p correct with prompt, - incorrect without prompt, -p incorrect with prompt

Procedures

Name	Teacher Behavior	Prompt	Learner Behavior
Level 1: Social/Interpersonal Skills Individual	Teacher will present lesson on social/interpersonal skills to the student in a 1:1 setting.	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend to the lesson and actively participate.
Level 2: Social/Interpersonal Skills Group	Teacher will present lesson on social/interpersonal skills to the student in a group setting.	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend to the lesson and actively participate..
Level 3: Understanding employer expectations Individual	Teacher will present lesson on understanding employer expectations to the student in a 1:1 setting.	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend to the lesson and actively participate.
Level 4: Understanding employer expectations Group	Teacher will present lesson on understanding employer expectations to the student in a group setting.	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend to the lesson and actively participate.
Level 5: Soft Skills Individual	Teacher will present a lesson on soft skills to the student in a 1:1 setting.	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend to the lesson and actively participate.
Level 6: Soft Skills Group	Teacher will present a lesson on soft skills to the student in a group setting.	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend to the lesson and actively participate.

Level 7: Independent Living Skills Individual	Teacher will present a lesson on independent living to the student in a 1:1 setting.	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend to the lesson and actively participate.
Level 8: Independent Living Skills Group	Teacher will present a lesson on independent living to the student in a group setting.	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend to the lesson and actively participate.
Level 9: Other Individual or Group Activities	The teacher will present lesson	*Prompt Type - Physical* *Fading Procedure - Most-to-Least* *FP - Full physical guidance* *LP - Light physical guidance* *LT - Light touch and shadow* *I - Independent*	The learner will attend the lesson

Instructional Plan

Targets		Instructions	Response
Level 1: Social/Interpersonal Skills Individual			
1.01	A. Greeting coworkers and supervisors	Teacher will present lesson on social/interpersonal skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
1.02	A. Responding to greetings	Teacher will present lesson on social/interpersonal skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
1.03	A. Asking for help	Teacher will present lesson on social/interpersonal skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
1.04	A. Taking turns in a conversation	Teacher will present lesson on social/interpersonal skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
1.05	A. Following Directions	Teacher will present lesson on social/interpersonal skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
Level 2: Social/Interpersonal Skills Group			
2.01	A. Greeting coworkers and supervisors	Teacher will present lesson on social/interpersonal skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
2.02	A. Responding to greetings	Teacher will present lesson on social/interpersonal skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
2.03	A. Asking for help	Teacher will present lesson on social/interpersonal skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
2.04	A. Taking turns in a conversation	Teacher will present lesson on social/interpersonal skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
2.05	A. Following Directions	Teacher will present lesson on social/interpersonal skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
Level 3: Understanding employer expectations Individual			
3.01	A. Problem solving	Teacher will present lesson on understanding employer expectations to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
3.02	A. Decision Making	Teacher will present lesson on understanding employer expectations to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
3.03	A. Time management	Teacher will present lesson on understanding employer expectations to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
3.04	A. Completing a task	Teacher will present lesson on understanding employer expectations to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
Level 4: Understanding employer expectations Group			
4.01	A. Problem solving	Teacher will present lesson on understanding employer expectations to the student in a group setting.	The learner will attend to the lesson and actively participate.

4.02	A. Decision Making	Teacher will present lesson on understanding employer expectations to the student in a group setting.	The learner will attend to the lesson and actively participate.
4.03	A. Time management	Teacher will present lesson on understanding employer expectations to the student in a group setting.	The learner will attend to the lesson and actively participate.
4.04	A. Completing a task	Teacher will present lesson on understanding employer expectations to the student in a group setting.	The learner will attend to the lesson and actively participate.
Level 5: Soft Skills Individual			
5.01	A. Problem solving	Teacher will present a lesson on soft skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
5.02	A. Decision Making	Teacher will present a lesson on soft skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
5.03	A. Time management	Teacher will present a lesson on soft skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
5.04	A. Completing a task	Teacher will present a lesson on soft skills to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
Level 6: Soft Skills Group			
6.01	A. Problem solving	Teacher will present a lesson on soft skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
6.02	A. Decision Making	Teacher will present a lesson on soft skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
6.03	A. Time management	Teacher will present a lesson on soft skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
6.04	A. Completing a task	Teacher will present a lesson on soft skills to the student in a group setting.	The learner will attend to the lesson and actively participate.
Level 7: Independent Living Skills Individual			
7.01	A. Personal Hygiene	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.02	A. Telling Time	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.03	A. Determining appropriate clothing	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.04	A. Completing Chores	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.05	A. Problem solving	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.06	A. Follow a schedule	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.07	A. Write name	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.08	A. Check expiration dates	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.09	A. Sorting	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.10	A. Cleaning	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.11	A. Completing laundry	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
7.12	A. Prepare meal	Teacher will present a lesson on independent living to the student in a 1:1 setting.	The learner will attend to the lesson and actively participate.
Level 8: Independent Living Skills Group			
8.01	A. Personal Hygiene	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.02	A. Telling Time	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.03	A. Determining appropriate clothing	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.04	A. Completing Chores	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.05	A. Problem solving	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.06	A. Follow a schedule	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.07	A. Write name	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.08	A. Check expiration dates	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.09	A. Sorting	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.

8.10	A. Cleaning	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.11	A. Completing laundry	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
8.12	A. Prepare meal	Teacher will present a lesson on independent living to the student in a group setting.	The learner will attend to the lesson and actively participate.
Level 9: Other Individual or Group Activities			
9.01	A. Various lessons	Teacher will present a lesson in a 1:1 setting or a group setting	The learner will participate in the lesson

Criteria

Move to Less Restrictive Prompt (M-L):	100% correct (+, +p) for 3 session(s) at same fading option.
Move to More Restrictive Prompt (M-L):	2 consecutive errors (-,-p) at prescribed prompt or 3 total errors within a session.
Get Help/Revise Lesson (M-L):	Prompt Type is Not Effective: 3 errors with most restrictive prompt.
Get Help/Revise Lesson (M-L):	Insufficient Progress – Review data and observe lesson: No progression to next prompt within 5 sessions. Met criteria to move to more restrictive prompt 3 times within 10 sessions.
Mastery:	100% of opportunities for 3 consecutive sessions(s).

Assessment

Suggested Prerequisites:	None
Initial Assessment:	See baseline
Baseline:	Establish attending. Present materials and instruction according to level description, but do not prompt response. Wait 3-5 seconds for learner response. Record + for correct response and - for any other response, including no response. Reinforce correct responses. If mastery criteria are not met, begin training.

Maintenance

Schedule:	Run 1 maintenance session(s) per week.
Reinforcement:	Provide reinforcer every few correct responses.
Criteria to Re-Teach:	Re-teach if performance drops below 100% on 2 out of 2 consecutive maintenance session(s).

Scopes		
ACE Scope	**Area:** Academics **Section:** English Language Arts and Literacy **Item:** Speaking and Listening	**Skill:** Takes turns in a communicative exchange
ACE Scope	**Area:** Social Skills **Section:** Social Interaction **Item:** Conversation (Pragmatics)	**Skill:** Takes turns in a communicative exchange
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 9-10	**Standard:** SL.9-10.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 3	**Standard:** SL.3.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** PK	**Standard:** MA.SL.PK.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 4	**Standard:** SL.4.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** PK	**Standard:** MA.SL.PK.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 3	**Standard:** SL.3.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** K	**Standard:** SL.K.1b Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Continue a conversation through multiple exchanges.
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** PK	**Standard:** MA.SL.PK.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 11-12	**Standard:** SL.11-12.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
Common Core	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 1	**Standard:** SL.1.1b Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Common Core	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** K	**Standard:** SL.K.1b Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Continue a conversation through multiple exchanges.
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 1	**Standard:** SL.1.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 2	**Standard:** SL.2.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 9-10	**Standard:** SL.9-10.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 3	**Standard:** SL.3.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and	**Standard:** SL.7.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)

	Listening **Grade:** 7	
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 4	**Standard:** SL.4.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 6	**Standard:** SL.6.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 1	**Standard:** SL.1.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** K	**Standard:** SL.K.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 2	**Standard:** SL.2.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 1	**Standard:** SL.1.1b Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 4	**Standard:** SL.4.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 11-12	**Standard:** SL.11-12.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 9-10	**Standard:** SL.9-10.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 6	**Standard:** SL.6.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 5	**Standard:** SL.5.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 8	**Standard:** SL.8.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 6	**Standard:** SL.6.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 1	**Standard:** SL.1.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 7	**Standard:** SL.7.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 2	**Standard:** SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.
Common Core	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 2	**Standard:** SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 5	**Standard:** SL.5.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 7	**Standard:** SL.7.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** K	**Standard:** SL.K.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** PK	**Standard:** MA.SL.PK.1b Continue a conversation through multiple exchanges.
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 8	**Standard:** SL.8.1a {entry point} Maintain a communication exchange (at least 2 turns each) between self and another (verbal-vocal exchange, or use picture or symbol-based communication system)
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 8	**Standard:** SL.8.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 11-12	**Standard:** SL.11-12.1b {entry point} Add comments to a discussion on a given topic
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 5	**Standard:** SL.5.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** K	**Standard:** SL.K.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people
MA Curriculum Frameworks	**Area:** ELAL **Strand / Domain:** Speaking and Listening **Grade:** 2	**Standard:** SL.2.1b {entry point} Maintain a communication exchange (at least 2 turns each) among 3 or more people