

Includes
interactive
CD-ROM!



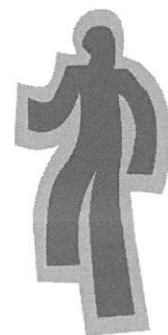
Choose and Take Action

Finding the Right
Job for You

ChoiceMaker
Self-Determination
Curriculum

- Choosing Goals
- Expressing Goals
- Taking Action

Contents



1	Cooperating Universities
3	About the Authors
5	Preface
9	Chapter 1: Installation
15	Chapter 2: Overview of <i>Choose and Take Action</i>
23	Chapter 3: How to Use the Software
29	Chapter 4: Choose and Plan
37	Chapter 5: Try It
53	Chapter 6: Evaluate
57	Chapter 7: Reports and Instructor Comments
67	Reproducibles
75	Note From the Authors
77	Acknowledgments
87	References

Chapter

4

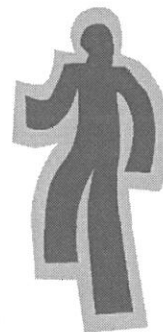
Choose and Plan

Purposes

- To teach choice-making skills by presenting choices among community job settings, activities, and characteristics.
- To teach planning skills by offering students the opportunity to plan for performing the job activity themselves or watching someone else do the activity when they visit a job site.

Choose a Job to Try

- Your student uses CTA software to view randomly presented pairs of video clips that show different employment settings, activities, and characteristics. The student chooses the video clip he likes best from each pair. The chosen videos are paired and presented again in order to narrow down the student's selections. This process continues until the student ultimately chooses one final video.
- To verify the student's choice, the program will ask the student if he wants to make a plan to visit the job site that corresponds to his final choice. If the student chooses to not plan a site visit, the program isolates the job setting and activity and asks a



series of questions to determine if the student wants to go to a different setting, do a different activity, or start the “Choose” session again.

- We recommend working closely with students the first time they use the CTA program. During the first “Choose” session, you will be able to ascertain if they attend to the critical information in the videos, understand the directions, and complete the required tasks without assistance.

Plan to Watch or Do a Job

- Once students have chosen a job setting and activity they want to try, they will make a plan to go to that setting on the Student Plan and Evaluation form.
- The planning step teaches students to think ahead about what they are going to do. The plan consists of choosing to “watch” someone else do the activity or choosing to “do” the activity themselves. We included “watch” so that students can view jobs that are new to them before they try the job themselves. We do not recommend that students watch jobs very often. They will need to try doing a job eventually to see if they like it and to be able to evaluate their own performances.
- You may need to teach the terms “watch” and “do” before completing this part of the program if you think your students may not understand the difference.

Location

- In school or at a community agency

Estimated Time

- The amount of time will depend on the number of video pairs students view. It will take students approximately 40–60 seconds per pair of videos.

Materials Needed

- Computer and *Choose and Take Action* Software

Setting and Activity Vocabulary

The CTA program uses 14 job settings and 15 work activities. Because students may need additional instruction to be able to understand the terms used for these settings and activities, we present the following terminology and explanations (or examples) for your use.

A. *Settings*

Car repair shop—A place where people fix or clean cars.

Child care—A place where people take care of children while parents are away.

Construction site—A place where people build things, such as houses or other buildings.

Factory—A place where people make things or put things together.

Greenhouse—A place where people grow and sell trees, flowers, and plants.

Grocery store—A place where people sell food.

Hospital—A place where people take care of sick or elderly people, or where people have operations or babies.

Hotel—A place where people stay when they are away from their hometown.

Janitorial service—A company that has people who clean businesses or homes.

Landscaping company—A company that has people who grow, plant, and take care of outside plants around houses or buildings.

Office—A place where people work with papers, copying, filing, and other related jobs.

Restaurant—A place where people eat food that is prepared for them.

Store—A place where people buy things.

Vet office—A place where people take care of animals.

B. *Activities*

Bag items and bring in carts—Examples: put items in bags for customers, collect carts from the store's parking lot, bring carts inside the store and arrange them in the store.

(Take) care of animals—Examples: feeding, walking, grooming, cleaning up after animals.

(Take) care of people—Examples: watching, playing with, feeding, changing diapers.

(Take) care of plants—Examples: watering, trimming, moving, transplanting.

Chapter 4

Cleanup—Examples: picking up; light cleaning such as dusting, vacuuming, changing sheets.

Clear tables—Examples: bussing tables, taking off dirty dishes, carrying tubs of dishes to dishwasher.

File papers—Examples: putting papers where they belong, filing items in filing cabinets, putting letters or small packages in mailboxes.

Handling materials—Examples: putting things together; repetitive tasks such as marking, stacking, or organizing items.

Heavy cleaning—Examples: cleaning up scrap materials and trash; sweeping, vacuuming, and scrubbing floors.

(Do) laundry—Examples: loading and unloading washers and dryers, folding and putting away clean laundry, collecting dirty laundry.

Move things—Examples: moving pieces of equipment, moving carts of materials.

(Do) paperwork—Examples: copying, collating, stapling, stuffing envelopes.

Stock shelves—Examples: putting items on shelves, straightening items on shelves, bringing items forward, moving items on shelves.

Wash dishes—Examples: scraping and sorting dishes, loading and unloading dishwasher, washing dishes by hand, cleaning up sink area.

Yard work—Examples: mowing, trimming, and watering grass; planting trees and plants; fertilizing; raking.

Complete the “Choose” Section

- The “Choose” section of the CTA program allows students to make choices among videos of jobs. They will eventually try or watch the job they choose in the community.
- Give students as much assistance as needed (based on individual performance) when working through the program.
- When selecting the number of videos for students to view, remember that the “Choose” session will probably continue through the “Plan” section as well.

Choosing From the Randomly Selected Videos

- Introduce the CTA program to students by saying something like:
“In this program, you will see videos of jobs people often do when they begin working. The video will show where the job is, what

the person is doing, and a couple of other things about the job. You'll see videos of jobs, then you will pick the jobs you think you will like the best. After you have made your final choice of a job, we will go visit a job like the one you chose to see if you like it once you watch or do the tasks at that job site."

- Watch and double-check that students enter their correct login name.
- Ask some of the following questions to determine if students are understanding the content of the videos:
 - "What is the person doing?"
 - "Where is the person working?"
 - "What's it like there?" (job characteristics and setting)
- Ask students which jobs they like best to confirm that they are clicking the ones they truly want.
- Students with little computer experience may need to be taught to move the mouse to position it where they want, or the instructor may want to operate the mouse while the student points to his choice.

Chapter 4

Choosing From the Student-Selected Videos and Skipping Videos

- Make sure students understand that they will now be choosing between the two videos they liked best in the first group.
- If students do not need to see a video a second time, they can click on the **Skip** button.

Verifying the Final Choice

- Discuss the verification questions with students to ensure that they understand and are not just hitting the **Yes** or **No** button.
- Verbally repeat the choices the student makes as she verifies the choice. For example:

The student clicks "Yes," indicating that she wants to go to the vet's office, but also clicks "No," she doesn't want to clean. You may say: "So you think you would like the vet's office, but you don't want to clean?"

When the other activity—caring for animals at the vet's—shows up, review with the student: "Would you rather care for animals at the vet's office than clean at the vet's office?"