Work Yourself Out of a Job

Strategies to Improve Worksite Performance

Blossomland Learning Center

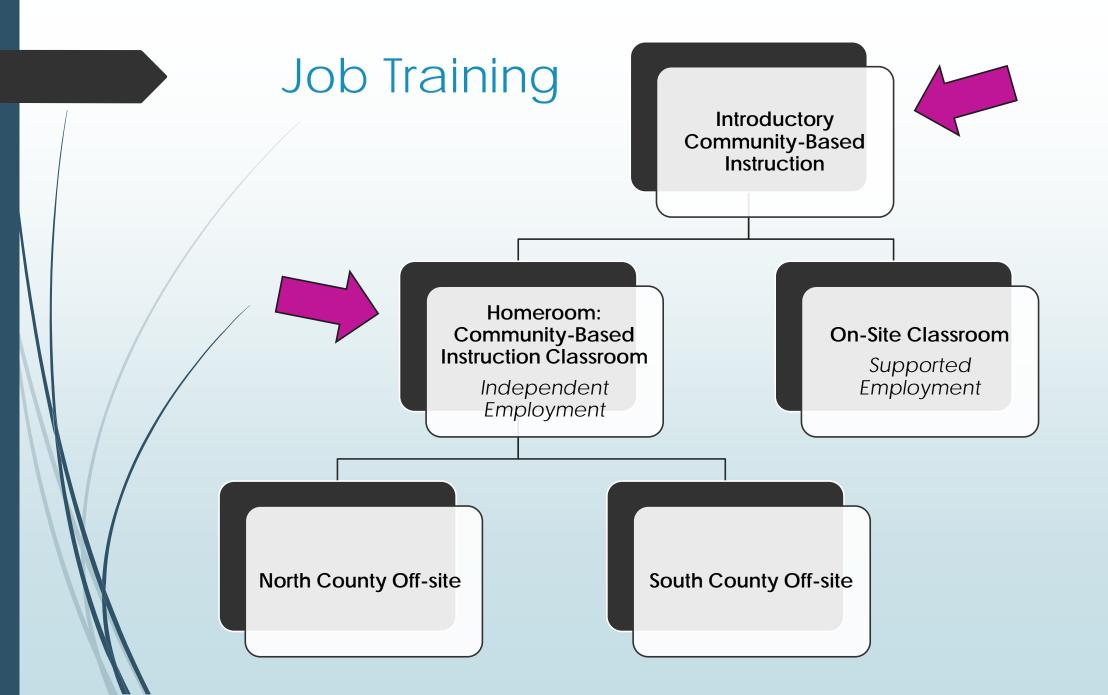
Blossomland is part of Berrien RESA located in Southwest Michigan.



 Blossomland is a center-based program for students with moderate to severe cognitive impairments between the ages 3 and 26.

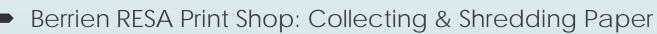
Community-Based Instruction Classroom

- Students age 16 and older begin to receive job training through our Community-Based Instruction classroom as appropriate.
- Students are assigned 1-2 jobsites weekly (1 hour each) as they begin to build essential job skills.
- Student job performance determines whether students will move on to our off-site programs that are geared toward attaining independent employment or to our on-site classroom that focuses on supported employment.



Introductory Jobsites

- Pizza Hut: Cleaning Dining Room
- Martin's Supermarket: Washing Dishes
- Recycling (On-site)
- Vending Machine Stocking (On-site)
- Vending Machine Shopping



 Southwest Michigan Community Action Agency: Packing Food Commodity Boxes



Homeroom Job Training



Students who move to the Community-Based Instruction classroom as a homeroom to prepare for our off-site programs received job training 2 full days each week.

- Jobsites include:
 - Andrews University: Sweeping, Cleaning Dining Room
 - Walgreens: Cooler and Stocking
 - Apple Valley Market: Cleaning and Stocking
 - YMCA: Childcare and Janitorial
 - Southwest Michigan Community Action Agency: Packing
 Food Commodity Boxes

The Unique Role of a Job Coach

- A job coach is the only job in the world where the end goal is to do nothing!
- LESS is more! If students have been at a jobsite for any extended period of time, there should be very little interaction at the actual worksite.
- If you have done your job exceptionally, there is nothing left to do but watch your students perform assigned tasks independently!
- The question is, how to get to that point?

A job coach's role is...

- to teach students to perform high quality work as independently as possible.
- to teach students to interact with coworkers and community members appropriately.
- to teach students to make safe and logical decisions.
- to provide support while blending in to the setting.

This process is highly individualized. Every student is a unique learner and has different strengths, weaknesses, and skills that require teaching.

While observing a jobsite, it may look like this...



But, behind the scenes...

There is a laundry list of skills that require teaching!

Wash hands before starting work.

Ask boss, **Inspect** for "what's crumbs. Start at the next?" FIRST table. If there is Check the trash, throw time. How it away. Don't long do touch your you have hair! to finish? Move the napkin holder and Wear a wipe belt! under. Smile at Wring out customers. Say "hello." Get your supplies right your towel. No staring! away!

How to get from here to there?!

- There are so many layers to address when job coaching and it can be overwhelming.
- Mastering each individual skill can take weeks!
 - Where to begin?
 - How to address <u>all</u> of the skills needed to perform the entire task?
 - Which skills are the most important to teach first?
 - How to measure student progress?
- Following is an overview of strategies used in my classroom to maximize student growth.



Strategy # 1: Keep Useful Data

Data keeping is <u>essential</u> to track progress, make informed decisions, and should be interactive and accessible to students so that it can also be used as a motivator.

Job Performance Defined

Student:

d Date

- Job skills are selected from the ESTR assessment used for transition planning.
- 0-4 rating scales are aligned with the Marzano Teaching Evaluation Model.
 - Student data is collected after each job is completed. Data is compiled into a progress report which provides a visual display of each student's level of independence.

 School Year:									
				·					
Circle:	+ Role M	odel 3-Ind	ependent	2-Indire	ct Prompti	ng 1-Direc	t Prompti	ng 0-Not	at All

1 III	Location										
	Scoring	Circle:	+ Role Mo	del 3-Inde	ependent	2-Indirec	t Promptir	ng 1-Direc	t Prompti	ng O-Not a	t All
ion	Punctual/reports on time. E9	+3210	+3210	+ 3 2 1 0	+3210	+3210	+3210	+3210	+3210	+3210	+3210
Proparation	Prepared for work (materials). E24	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
Pre	Appropriate hygiene and grooming. E6	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
5	Stops to look both ways in parking lot.	+ 3 2 1 0	+3210	+3210	+3210	+ 3 2 1 0	+3210	+ 3 2 1 0	+3210	+ 3 2 1 0	+3210
Mobility C5	Walks out of way of traffic/aware.	+ 3 2 1 0	+3210	+3210	+3210	+3210	+ 3 2 1 0	+3210	+ 3 2 1 0	+3210	+ 3 2 1 0
Ma	Quiet and calm in vehicle.	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	* 3 2 1 0	+3210
	Initiates tasks. E10	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Follows directions. E12	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
Work Habits	Quality work (no inspection need). E19	+3210	+3210	+3210	+3210	+3210	*3210	+3210	+3210	+3210	+3210
ork H	Works at a productive work rate. E21,26	+ 3 2 1 0	+3210	+3210	+ 3 2 1 0	+3210	+3210	+3210	+3210	+3210	+3210
M	Continues assigned task when supervisor is not directly present. <i>E23</i>	+ 3 2 1 0	+3210	+ 3 2 1 0	+ 3 2 1 0	+3210	+3210	+3210	+3210	+3210	+3210
	Completes tasks in a logical order. E25	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
or	Responds appropriately to authority. E12	+ 3 2 1 0	+3210	+ 3 2 1 0	+3210	+ 3 2 1 0	+3210	+ 3 2 1 0	+ 3 2 1 0	+3210	+3210
Behavior	Positive attitude/willing. E22, 19	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
â	Appropriate interactions. E20, RL18	* 3 2 1 0	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Total/60										
	Notes:										

Skills Monitored

Rating Scale: 0-No 1-Direct Prompting 2-Indirect Prompting 3- Independent 4-Role Model

Preparation/Mobility

- Punctual/reports on time
- Prepared for work (materials)
- Appropriate hygiene and grooming
- Stops to look both ways in parking lot.
- Walks out of way of traffic/aware
- Quiet/calm in vehicle

Work Habits/Behavior

- Initiates tasks
- Follows directions
- Quality work (no inspection needed)
- Works at a productive work rate
- Continues assigned task when supervisor is not directly present.
- Completes tasks in a logical order.
- Responds appropriately to authority.
- Positive attitude/willing.
- Appropriate interactions.

Progress Reports

All ratings from the Transition Skill Scale can be tallied and represented visually.

- 0-2 ratings are considered dependent on prompting and are shaded in yellow.
- 3-4 ratings are independent and are shaded in green.
- Students and parents can visually see how dependent students are on prompting in each skill area and can see growth each marking period.

Community Based Instruction Progress Report

Student Name:				
Job Assignment(s):			_	
School Year:	Marking Period: 1	2	3	4

Each time that students participate in work tasks, they receive a rating on their level of independence in completing the task. Students are rated in the following domains:

- Preparation: punctual, prepared for work (materials), hygiene/grooming
- Mobility: parking lot safety, quiet/calm in vehicle
- Work Habits: initiates familiar tasks, follows directions, quality work, productive work rate, continues assigned task when supervisor is not directly present, completes tasks in logical order
- Behavior: responds appropriately to authority, positive attitude, appropriate interactions

Performance Ratings:

4-Role Model 3-Independent 2-Indirect Prompting 1-Direct Prompting O-Not Performing.

Description	Score	Prepa	ration	Mot	oility	Work	Habits	Beha	vior	Total
Month		N/D	Jan.	N/D	Jan.	N/D	Jan.	N/D	Jan.	-
Dependent	0									
on	1									
prompting	2									
Independent	3									
	4									

Marking Period 2 Performance

100%								
90%								
80%								
70%								
60%								
50%								
40%								
30%								
20%								
10%								
	Preparation		Mobility		Work	Habits	Behavior	

Usable Data

Community Based In	struction Progress Report			
Student Name:		—		
Job Assignment				
School Year: 2017-18	Marking Period: 1	2	3	4

Each time that students participate in work tasks, they receive a rating on their level of independence in completing the task. Students are rated in the following domains:

- Preparation: punctual, prepared for work (materials), hygiene/grooming
- · Mobility: parking lot safety, quiot/calm in vehicle
- Work Habits: initiates familiar tasks, follows directions, quality work, productive work rate, continues assigned task when supervisor is not directly present, completes tasks in logical order
- Behavior: responds appropriately to authority, positive attitude, appropriate interactions

Performance Ratings:

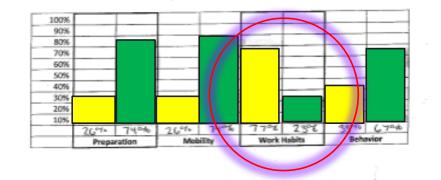
4-Role Model 3-Independent 2-Indirect Prompting 1-Direct Prompting 0-Not Performing

Description	Score	Prep	nation	Mo	bility	Work	Habits	Beha	nier	Total
Month		Nov.	Dec.	Nov.	Dec.	Nov.	Dec.	Nov.	Dec.	-
Gependent-	0.0	S. Carlos	155.65	1000	1.00	11.45	1.22	100	1000	· SHE
- 000	1	1.30	Lin.	1 1.	1	9	15	(a)	500	法基金的影响
prompting .	2	1.41	17	G	5	28	23	4.0	9	16H
Independent	3	26	26	19	12	13	9	25	13	131
	4	-	-	-	-	~	-	~	-	

Independent Performance

O Dependent on Prompts 0-2

O independent 3-4



Community Based Instruction Progress Report

itudent Name:					
ob Assignment(),					
ichool Year: 2011-15	Marking Period: 1	2	(3)	4	

Each time that students participate in work tasks, they receive a rating on their level of independence in completing the task. Students are rated in the following domains:

- Preparation: punctual, prepared for work (materials), hygiene/grooming
- Mobility: parking lot safety, quiet/calm in vehicle
- Work Habits: initiates familiar tasks, follows directions, quality work, productive work rate, continues assigned task when supervisor is not directly present, completes tasks in logical order
- · Behavior: responds appropriately to authority, positive attitude, appropriate interactions

Performance Ratings:

4-Role Model 3-Independent 2-Indirect Prompting 1-Direct Prompting 0-Not Performing

Description	Score	Prepa	ration	Mobility Work Habits		Work Habits Behavior		wior	Total	
Month		Jan	Feb	Jan	Feb	Jan	Feb	Jan	Feb	-
Dependent.	1 A ME	a mere	1200	5540	1000	12226	1112	1248.3	1.10-1	
90	U.L.S.	3.3.	33	2	193	1946	1.000	No.		
prompting -	2-1	14	Stat.	CLA	142	1.199	11		1	的现在分子
independent	3	215	23	8	11	22	29	22	23	163.
	4	-	~	3	-	2	-	3	1	9

Independent Performance

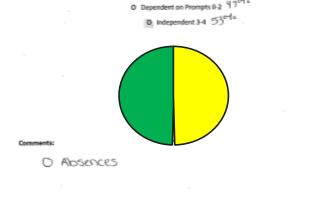
O Dependent on Prompts O-2

O. Independent 3-4



Usable Data continued...

Skill Checklist	Dependent	Developing	Independent
Punctual		V	
Prepared for work (materials)		\checkmark	
Appropriate hygiene/grooming			V
Parking lot safety		\checkmark	
Initiates tasks		\checkmark	
Quality work	1		
Productive work rate		~	
Continues assigned task when supervisor is not directly present	-	~	
Responds appropriately to authority			
Positive attitude		1	
Appropriate interactions		1	



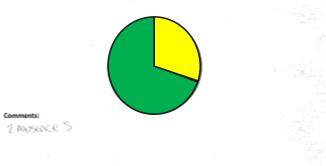
				dan .
Skill Checklist	Dependent	Developing	Independent	
Punctual		1		
Prepared for work (materials)		1		
Appropriate hygiene/grooming			1	
Parking lot safety		~	-¥	
Initiates tasks		1		
Quality work		1	· .	:
Productive work rate		17		신지
Continues assigned task when supervisor is not directly present		1		
Responds appropriately to authority			2	
Positive attitude			j.	100
Appropriate interactions		$\overline{\mathbf{V}}$		2.
Overall Performance Summary:				

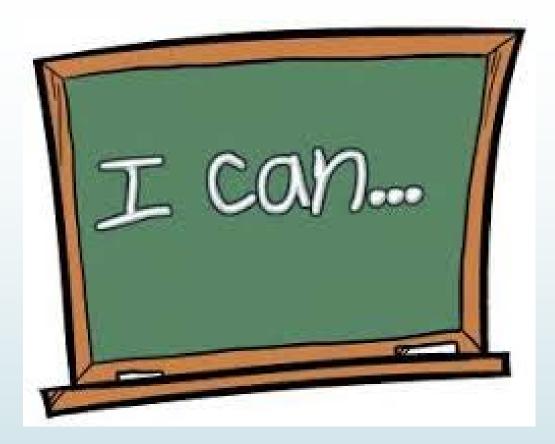
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O Dependent on Prompts 0-2 310-10



Comments:





Strategy #2: Goal Setting

Students should be able to identify their individual goal before beginning a job and engage in high quality conversation about what success looks like.

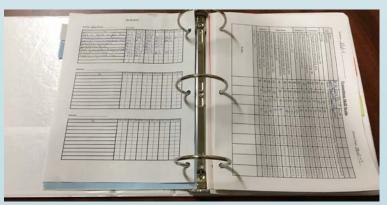
I can statements...

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- Each student has an individual tip, one particular skill that they are focusing on.
- Before beginning the job, students role play, practice, and discuss how to perform the specific skill.
- Students say "I can..."
- This can be reviewed briefly immediately before beginning job.

Frontloading

- Frontloading the teaching and helping students focus specifically on one skill helps them to achieve mastery of the skill more quickly.
 - If you try to teach the same information ON THE JOB instead of before the job, there is so much competing stimuli for the students attention.
 - They have already began to do the skill in a particular way and change is difficult! It is better for students to have their mind set before beginning that they are going to perform the skill correctly.
 - Addressing a skill before starting a task also allows the student to experience success on the job instead of correction. This builds a sense of "I can do it!"
- Each skill is then reinforced at the jobsite using the same language.



Examples...

- Start at the beginning...
 - Show student picture of the shelf. "Where is the beginning?"
 - Student says "I can start at the beginning."
- Respond to coworkers with an answer and another question.
 - Role play a two-sided conversation: "How are you?" "Good and you?" versus "Good."
 - Student says "I can respond to coworkers."
- Inspect for crumbs.
 - Show student pictures of clean and dirty tables. "Is it clean?"
 - Student says "I can inspect for crumbs."

Workplace Skill Presentations

There are many skills that can be addressed as a whole group during an orientation period prior to beginning actual work tasks or as a mini-lesson when deemed necessary.

- Create as needed, but these are nearly universal!
 - New Employee Orientation: What STAR behavior looks like at work.
 - Professional Dress/Hygiene
 - Parking Lot Safety
 - Be Organized at Work: Going in Order, Be Thorough
 - Cleanliness at Work
- Address these topics before they become problematic or as soon as you notice a skill that the whole group needs to practice and revisit as necessary.

Selecting an "I can statement"

- Though a student may have a laundry list of skills that need work, it is important to focus on one or maybe two at a time.
- Select the skill based on...
 - The behavior that is the most inappropriate or stands out the most.
 - Sequentially. What is needed to begin the task?
 - What will have the most impact on the overall job?
- Careful observation of a student during a work task is essential in selecting a quality tip.
- As students master tips, they feel accomplished and are ready to move on to new tips and are able to fine tune their skills.



Strategy #3: Reflection

Reflecting on performance is nearly as important as setting goals and frontloading for success. Students should learn to think about their performance and identify strengths and weaknesses.

Post-Conferencing

- Students conference with their job coach before and after a task. The preconference includes a review of the student's "I can statement" and high quality conversation about what success will look like.
- Post-conference includes discussion about what the job trainer saw during the work task. The trainer reviews skills that were performed well and encourages the student to reflect on the performance of their specific tip.
 - Two thumbs up = Independent
 - One thumb = Success with SOME help
 - Sideways thumb = Success with LOTS of help
 - Thumb down = No
- These important conferences only take a few minutes and make a huge difference in student job performance!

School-wide Positive Behavior Supports

Students across the entire building learn about and practice STAR behavior on a daily basis. They receive nominations for positive behavior and are recognized.

Homeroom students reflect on their "STAR" behavior following each jobsite to complete a weekly time sheet.

- **Safety:** I can follow directions the first time.
- **Teamwork**: I can work hard for the whole task.
- Attitude: I can work without complaint. "I can do it!"
- **Respect:** I can use good manners.
- **Success:** I can perform quality work.

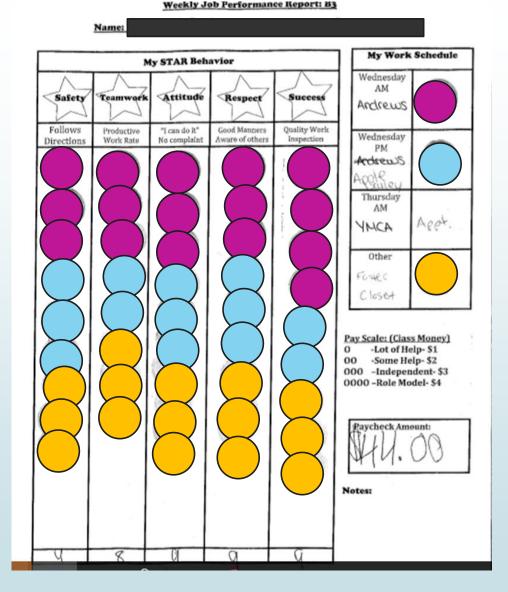
		Weekly Jo	ob Performano	e Report: B3	
	Name:			Date:	
	м	iy STAR Beh	avior		My Work Schedule
Salety	Teamwork	Attitude	Respect	Success	Wednesday AM
Follows Directions	Productive Work Rate	"I can do it" No complaint	Good Manners Aware of others	Quality Work Inspection	Wednesday PM
					Thursday AM
					Other
					Pay Scale: (Class Money) 0 -Lot of Help- \$1 00 -Some Help- \$2 000 -Independent- \$3 0000 -Role Model- \$4 Paycheck Amount: Notes:

Weekly Job Performance Report

Homeroom students participate in a team meeting following their individual post-conference. At this meeting:

- Students reflect on their performance.
- Students encourage and support one another.
- Provides team building and a sense of shared group expectations.

Performance reports are tallied by students to determine the amount of their paycheck and reports are sent home weekly to share progress with parents.



Deliverispulli 0.10 Balance Debit (-)-Description Credit (+) 10-3 Parchec Date ----15 00 25 00 53 (00)38.00 00 26 00 00 00 DC

Strategy #4: Classroom Economy

A classroom economy system can provide motivating reinforcement while teaching valuable financial skills.

Paychecks

- Students receive a paycheck each week with a great deal of pride! Their checks are directly linked to their STAR behavior on the job.
- Students are responsible for depositing their check each week in a mykidsbank.org account and keeping an accurate ledger.

Account Su	ummary	(10/4/2018)						
Account name	:	Michael				•	Make a depo	sit
Current balance: \$161.00 Current interest rate: 0.00%				Make a withdrawal				
							Make a direc	t payment
Current auto d	eposits:	\$ 0.00						
Current auto w	vithdrawals:	\$ 0.00						
Date			Description			Withdrawal	Deposit	Balance
Date 10/4/2018	Balance		Description			Withdrawal	Deposit	Balance \$ 161.00
	Balance paycheck		Description			Withdrawal	Deposit \$ 35.00	\$ 161.00
10/4/2018			Description			Withdrawal		\$ 161.00
10/4/2018 10/3/2018	paycheck		Description			Withdrawal	\$ 35.00	\$ 161.00 \$ 161.00
10/4/2018 10/3/2018 9/24/2018	paycheck paycheck		Description			Withdrawal	\$ 35.00 \$ 39.00	\$ 161.00 \$ 161.00 \$ 126.00
10/4/2018 10/3/2018 9/24/2018 9/17/2018	paycheck paycheck paycheck		Description			Withdrawal (\$ 25.00)	\$ 35.00 \$ 39.00 \$ 34.00 \$ 38.00	\$ 161.00 \$ 161.00 \$ 126.00 \$ 87.00

Bills

 Utilities St. Joseph Ave. rien Springs, MI 49103		INVOICE
Bill To	Deliver To Kacen Elshuichi 711 St. Joseph Ave. Berrien Springs, MI 49103	Account No #: 16554 Date: 9-28-18
Monthly Transportation Char credits(+) Taking Initiative STAR behavior	re BUO.C.C. Debits () Cean Up fees Missing Homework	Ductance Classroom Sore Parchaves Costing Rental B.CO Clean up chores B.OC Clean up chores
	Total: \$	50.00
	Terms & Conditic - Please make all checks payab	ons : le to : B3 Utilities
Quic	k & Simple Invoice Software. (ww.instantinvoice.net)

- Students also receive a bill every month including specific charges for clean-up fees, tardiness, lost/replaced job equipment, shower passes, etc.
- Student must pay their bills before using their checkbook to purchase tickets for community outings or classroom supplies.



Strategy #5: Positive/Supportive Classroom Culture

School-wide positive behavior supports are embedded in everyday classroom routines. Student successes are celebrated and acknowledged to build relationships and a sense of pride. We also know how to have fun! Students have the opportunity to participate in many new experiences. Work hard, play hard!

School-wide Supports: STOIC Checklist

- Staff is reminded on a school-wide level to provide universal positive behavior supports within the classroom through the use of the STOIC checklist.
- Manage the environment...
 - Clean/organized classroom
 - Schedules and visuals are accessible
 - Predictable routine/students know what is expected of them.

Classroom Management STOIC Checklist

Classroom

Date

Structure the classroom for success	Y	N	Comments
1. Room is arranged so staff can get to any other part of the room efficiently.	Y	N	
2. Classroom areas are clearly defined (e.g., signs, desk & table arrangement) and apparent upon entry.	Y	N	
Classroom maximizes student focus through arrangement which emphasizes instructional or leisure purpose and cues expected behavior.	Y	N	
 Spacing is appropriate for individual students' needs (e.g. teacher and peer proximity) and instructional task. 	Y	N	
There is distinct space in the room where students can have private time to calm down, maintain or regain control.	Y	N	
 Materials are available for students to address individual sensory needs, not contingent on behavior or performance 	Y	N	
7. Instructional materials reflect thoughtful consideration of student's sensory needs.	Y	N	
 Sensory activities are built into instruction (e.g., active students are allowed to walk around s room between tasks) and are available across environments. 	Y	N	
Group and/or individual schedules are consistent, clear, predictable, and presented in a visual format that is meaningful to the student (objects, photos, icons, words).	Y	N	
 Schedule changes are highlighted with as much advance notice as possible to prepare students for change. 	Y	N	
11. Adults cue students with generic phrases such as "Check your schedule" or "What's next?"	Y	N	
12. Visual supports are used when making requests, giving directions, providing instruction, and encouraging participation. Visual supports are tailored to match student needs & include icon, written, and/or sign language formats. JMc/c.	Y	N	
 Students are supported in organizing themselves for activities with concrete reminders of what materials are needed/sequence should be followed. 	Y	N	
 Classroom transitions are suitably structured as determined by student's needs (e.g., transition item that represents next activity, verbal cue). 	Y	N	
15. Students are prepared for transitions through predictable activities/signals (e.g., timer, song). Transition cues are followed consistently (e.g., when the timer goes off, students' transition).	Y	N	
16. Transitions occur quickly to minimize waiting time.	Y	N	
Unnecessary transitions are minimized.	Y	N	
 Classroom is attractive, clean, clutter free, and organized to eliminate factors which vie for student attention including movement of other students. 	Y	N	

STOIC Checklist cont.

- Expectations for performance and behavior are explicitly taught and retaught.
- Model expected behavior.
- POSITIVE INTERACTIONS ARE 7-10 TIMES MORE FREQUENT THAN NEGATIVE
- Corrections are private, brief, and respectful.

${f T}$ each students how to behave responsibly in the classroom		Ν	Comments
 Lesson plans are created on expectations and explicitly taught for classroom activities and transitions. 	Y	N	
2. Lesson plans are created and explicitly taught for classroom routines and policies.	Y	N	
Teaching and re-teaching are provided as needed (e.g., a basketball coach who re- teaches particular plays or patterns).	Y	N	
 Students are taught to recognize and/or monitor their own behavior and artificial reinforcement is faded. 	Y	N	

Observe student behavior (supervise!)		N	Comments
 Staff circulates the classroom frequently as a means of observing/monitoring student behavior. 	Ŷ	N	
2. All staff model friendly, respectful behavior.	Y	N	
 Staff periodically collects data to make judgments about what is going well and what needs to be improved. 	Y	N	

Interact positively with the students	Y	N	Comments
 Staff communicates respect for students by addressing them in a welcoming manner, talking to them rather than about them. 	Y	N	
Staff celebrate students' successes in a public manner, and address their problems privately.	Y	N	
3. Appropriate supports are provided so students can function as independently as possible.	Y	Ν	(
 Positive interactions are 7-10 times more frequent than negative interactions. 	Y	N	
5. Redirection is used rather than punishment.	Y	N	
Staff reinforces students who are meeting classroom expectations rather than calling down the student who is not meeting classroom expectations.	Y	N	
7. Frequent opportunities are provided for students to make choices throughout the day.	Y	N	
Adults use more visual and nonverbal means of communicating and eliminate talking when students are stressed/agilated.	Y	N	

Correct irresponsible behavior		Ν	Comments
 Staff corrects students consistently. 	Y	N	
2. Staff corrects students calmly.	Y	N	
Staff corrects students immediately.	Y	N	
 Staff corrects students briefly. 	Y	N	
5. Staff corrects students respectfully.	Y	N	
Classroom has a menu of in-class strategies that can be applied to a variety of infractions.	Y	N	
7. Classroom has a plan for how to respond to individual misbehavior.	Y	N	

Build Relationships & Expectations

- Take the time up front to build relationships with students. Find out what they like and who they are.
 - Beginning of the year interviews
 - Daily morning/afternoon meetings
 - Students are more likely to work hard for you if they know you <u>care.</u>
 - There will be difficult conversations that arise and it is essential that a relationship and positive rapport is established before addressing sensitive topics (hygiene, long-term goals, etc).
- Develop a shared sense of what is expected/create a classroom culture
 - Create a classroom contract based on school-wide behavior expectations.
 - Review those expectations daily and celebrate success
 - Students will begin to monitor their own behavior and the behavior of others if expectations are reviewed and celebrated/reinforced regularly.

Shared Experiences

- Shared experiences create rapport and a tight-knit classroom community.
- In addition to job training, we also include a number of community experiences that allow students to practice life skills, have fun together, and try new things.
- Community Outings:
 - Shopping: Grocery Store, Mall, Dollar Store, etc.
 - Nature Center: Hiking, Nature Classes, Yard Work
 - Sporting Events
 - Dining Out
 - Fitness Classes



Leisure Activities: Movies, Bowling, Frisbee Golf, etc.

Find out what you love and do more of it!

Shared Experiences cont.

Our classroom recently received a grant for a shared set of Fitbits.

- Students wear them daily to monitor their step count, active minutes, and calories burned.
- Students participate in weekly fitness challenges and fitness classes at the YMCA.
- The Fitbits give students a shared conversation topic, shared fitness goals, and have become an important part of our active classroom culture!



Questions?



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