

LIFE SKILLS ACADEMY

Module Descriptions

This course provides knowledge of life-skill support for youth and young adults who have moderate to severe cognitive, communicative, physical, or affective needs. The content addresses the role of the paraeducator in assisting the professionals on the team with transition planning and needs of students who are in the process of transition from school to community life and to adult roles and responsibilities.

Module A. Life Skills and Community-Based Training for Elementary and Middle School Students (4 hours)

The paraeducator will:

- 1) Describe the implications of a life-skills curriculum
- 2) Identify domain areas and embedded skills as they apply to elementary school students.
- 3) Describe how community-based training coincides with inclusion.
- 4) Identify domain areas and embedded skills relevant to elementary and middle school students.

Module B. Self-Determination Skills (4 hours)

The paraeducator will:

- 1) Describe how to help students conduct self-analyses.
- 2) Describe how to present choices to students and encourage choice-making.
- 3) Demonstrate the use of effective communication skills when coaching students.
- 4) Demonstrate how to coach students in the use of effective communication skills.
- 5) Demonstrate how to encourage students' exploration of interest areas.
- 6) Demonstrate how to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.

Module C. Life Skills and Community-Based Training for High School and Transition Students (3 hours)

The paraeducator will:

- 1) Define domain areas and embedded skills for high school and transition students.
- 2) Describe a person-centered planning process and how it determines what students are taught.
- 3) Carry out IEP-based instruction in community settings.
- 4) Define transition.
- 5) Identify forms, agencies, and supports necessary for transition and how to access them.

Module D. Vocational Skills and Job Coaching (4 hours)

The paraeducator will:

- 1) Define the rationale for providing vocational instruction.
- 2) Identify formal and informal vocational assessments.
- 3) Describe the process of job development.
- 4) Conduct a job site analysis, ecological inventory, task analysis, and discrepancy analysis.
- 5) Demonstrate job matching procedures, modifications, and adaptations.
- 6) Identify the embedded skills necessary for successful job performance.
- 7) Identify natural supports for stability and maintenance of jobs.