Scripted Vocational Role Plays

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Introduction

Preparing For the World of Work
The ten chapters of role plays in this volume represent many of the essential work-related skills that students need for successful transition to the adult working world. The United States Department of Labor estimates that the majority of workers lose their jobs due to poor work-related skills — not because of their inability to do the job. Consequently, effective vocational training must include adequate work-related skills training to enable students to make a successful transition to the world of work. The role plays in this volume are a valuable assistance for the training of students in work-related skills.

Role Plays Benefit Students
We chose the role play method of teaching for a number of reasons. We believe that for learning to be optimized, it needs to be relevant, interesting, and, ideally, taught in an environment as close as possible to the actual settings where the activities will ultimately take place. For students, relevance is the foundation of meaning. The role plays, then, provide a means of delivering instruction in which students can take an active role in the learning experience. When students become actively involved in relevant learning experiences the skills are more easily transferred, attending to task is increased, and mastering the objectives occurs more quickly. When role plays are supplemented by visiting employers or employment agency personnel, or with field trips to work sites (as suggested in the enrichment sections), students will view first-hand the application of the information they are being taught.

Benefits For Teachers
The essential materials for conducting the role plays have been carefully prepared by the authors. The materials were field tested, evaluated, and revised for effective use in classrooms. As a result, they are ready-to-use in the classroom without further modification or planning. Teachers may enhance the role plays by using the enrichment section of the teacher’s guide for each role play. Additionally, the materials are especially effective when they are integrated with related materials, field trips, and appearances by guest speakers. Teachers are encouraged to supplement the materials with creative ideas of their own and learning experiences that fit the particular needs and location of a student. Some topics may be particularly meaningful for students, and these topics provide yet another level of invaluable, real-life preparation; they bring relevance and value to the vocational training experience.
Accommodations

Students with reading difficulties may need special consideration to fully participate in the role plays. One suggestion would be to rehearse the scripts during the usual reading instruction time. Rehearsals of the script could be accomplished by arranging students into small groups which contain strong and weak readers to preview the reading “in group” prior to the actual role play. Another technique would be to pair students with good reading skills with students with less developed skills so that the “team” reads the role play. All of these modifications would allow students with poor reading skills to fully participate in the role plays. An additional benefit of rehearsals in advance of conducting the role play is extra practice on the topic; more practice should further enhance the learning and retention of the objectives.

In some instances, a few students may be initially shy about participating in the role plays. Our field tests revealed that by initially using volunteers to play the roles, the other students soon lost their inhibitions and participated fully.

Easy to Use

Planning of the lesson is complete. The instructional objective, purpose and procedures are clearly stated for each role play and may be used directly on the IEP or lesson plans. The scripts are written, worksheet masters are prepared and introductory and post-discussion topics are suggested. They are ready to be used without additional planning or materials. The role plays can either be xeroxed or printed from the included CD-ROM.

The role plays are planned in such a manner that they can be conducted within the limits of one class period. However, teachers can extend or contract the time depending on specific requirements and desires. Likewise, supplemental materials may be used, but are not required. Our intent is to provide you with material that is easy to use, has value for the vocational training of students, and is enjoyable for everyone.

Gary Sigler, Ed.D.
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Chapter One

ADA
The ADA is What?

**Purpose:**
To acquaint the students with the basic points of the Americans with Disabilities Act (ADA).

**Objectives:**
The students will:
1. State what ADA stands for.
2. Provide three examples of accommodations.
3. Explain why accommodations are needed.

**Procedures:**
1. Ask the students why ___________________ wears glasses. How do they help her/him? What would happen if the person were not allowed to wear glasses? What would they be unable to do? Drive? Work? Read? Is it a good idea for the person to wear glasses?
2. Select three students to participate in the role play.
3. Conduct the role play.
4. Review, with the class, the essential points of the role play.
5. Complete the worksheet.

**Discussion suggestions:**
1. Try to list all of the accommodations that we may see in a day (i.e., sidewalk cuts, ramps, wide stalls in restrooms, wide doors, automatic doors, audio devices on street lights, braces on legs/arms., wheelchairs, canes and crutches, etc.)

**Enrichment:**
Every college and university has a person that coordinates services to people with disabilities. Ask them to visit your class and describe some of the accommodations they provide.

**Worksheet:**
The ADA is what?
### The ADA is What?

Place a check in front of things that may be considered an accommodation for someone.

- Wheelchairs
- Eyeglasses
- Leg braces
- A cane
- Ramps into buildings
- Curb cuts at corners
- Hearing aids
- Medicine
- Picture signs
- Wide doors
- Elevators
- Raised letter signs
- Large print books
- Extra time on tests
Role Play

The ADA is What?

Scene:
A student pacing back and forth talking to himself.

Todd:
I didn’t get hired because I can’t see very well, but I can do the job they want. They wouldn’t give me a chance to show them what I can do. If only I could get a chance.

Scene:
Enteres Dee, a friend of Todd’s.

Dee:
Todd, I didn’t hear what you said.

Todd:
Oh, I was just talking to myself about the job I didn’t get.

Dee:
Why didn’t you get the job?

Todd:
I don’t see very well, as you know, and they would not give me a chance.

Dee:
What kind of a job was it, Todd?

Todd:
Software designer. I’ve done several pieces and they liked them.

Dee:
Then why didn’t they hire you?
Todd:
They felt that I may not be able to do the work in their offices and complete all of the other tasks of the office as well.

*Scene:*
Roman enters the conversation that he has been listening to.

Roman:
Wow, Todd, that’s really too bad.

Dee:
Do you need anything special to be able to do the work?

Todd:
Yes. I need a large monitor for the computer and a scanner so I can put memos and stuff on the computer and enlarge it so I can read it.

Roman:
Did you tell them you needed that stuff?

Todd:
No, I never did.

Dee:
Maybe they’re not aware of how that stuff would allow you to do the work as well as anyone.

Roman:
Right, Todd. You know John. He had to ask his boss to change part of his job so that he would be able to do it.
Role Play

Todd:
And they did it?

Dee:
You bet! He’s a good worker and they wanted to keep him.

Roman:
They accommodated for him. It’s the law. They have to.

Todd:
What are accommodations and what law?

Roman:
The law is the Americans with Disabilities Act. Accommodations are changes to the work place, schools, or transportation and communication systems that allow individuals with special needs to work and have access to places.

Dee:
Can you say all of that again?

Roman:
It’s simple. People that have special needs to work, travel, learn, or communicate are given accommodations that can allow them to compete with people who have no special needs.

Todd:
So, if I had told them the equipment I use to be able to work the computers they would have allowed me to have it?
Dee:
   It worked for John. Sara doesn’t read very well so they changed her job so that other people do most of the reading and she does the stock work.

Todd:
   I guess that is why there are ramps, instead of stairs, into buildings.

Roman:
   Exactly, they’re required by the ADA.

Dee:
   So people in wheel chairs can get into buildings using ramps.

Todd:
   I never thought about it, but I’ve seen telephones with switches that change how loud they are. That could be part of the ADA.

Roman:
   You’re right. Both of those things are required by the ADA.

Todd:
   And they are called accommodations?

Roman:
   That’s right!

Todd:
   I’ll call the company and tell them what I need before they hire someone.
ADA and Higher Education

Purpose:
To acquaint students with the coordinator of services for persons with disabilities at higher education facilities. To present students with some of the kinds of accommodations that can be made for otherwise qualified students.

Objectives:
The students will:
1. Define “Otherwise Qualified.”
2. Identify the person to contact at institutions of higher education.
3. Identify three accommodations that would be possible.

Procedure:
1. Discuss with the students the notion of “equal treatment.” What does that mean? Is it that all people are treated the same, or that all people are held to the same standards of performance and criteria (note: the latter is correct)?
2. Select three students to participate in the role play.
3. Conduct the role play.
4. Review with the class the essential points of the role play.
5. Complete the worksheet.

Discussion suggestion:
1. Provide each student the opportunity to identify any accommodations for which they may be eligible. Students that are willing can share their thoughts with their classmates.

Worksheet:
ADA and Higher Education
ADA and Higher Education

Write the answer in the blank for each statement.

A person at each post-secondary school that assists students with disabilities is usually called ____________________________.

A change in the general way of doing things for a student with a disability is called an ____________________________.

Name a change that could be made to the way tests are given.
_______________________________

When a person is able to get accommodations they are said to be ____________________________.

The name of the law that covers all of the above ideas is ____________________________.

Answers:
Americans with Disabilities Act
Accommodation
More time
Otherwise qualified
Coordinator
Scene:
Two seniors from the local high school talking in a cafe.

Dave:  
Hey, Rick, did you hear I’ll be able to take the entry exams to go to the state university without having to worry about time limits?

Rick:  
Wow. That’s cool, John. I imagine you’re feeling pretty good.

Dave:  
You bet. Plus, I think you could get into the vocational aircraft mechanics program you wanted.

Rick:  
How would I do that? I don’t meet their qualifications.

Dave:  
You can do just what I did. Use the Americans with Disabilities Act (ADA).

Rick:  
How would I use it?

Dave:  
Listen, if you don’t meet the qualifications as a result of disability and you are otherwise qualified then you are covered by the law.

Rick:  
Well, I don’t meet the qualifications and it is a result of disability, but what is otherwise qualified?
Dave:
The way I understand it is if you can do the work, in spite of your disability, then you are otherwise qualified.

Rick:
Well, I can fix anything. And I would love to work on airplanes.

Scene:
Enters Dea, an older friend of Rick and Dave.

Dea:
Hi, Rick. Hi, Dave. How are you guys?

Dave:
Great, Dea. How’s it going at the university?

Dea:
Very well. It was difficult at first, but then I learned about a law that helped me.

Rick:
It must have been the ADA.

Dave:
We were just talking about it. How did it help you, Dea?

Dea:
There’s a coordinator of services to students with disabilities and she was a great help in letting me know what I could ask for.

Rick:
Do all post-secondary schools have a coordinator?
Dea:
Yes. All of them do. You need to contact them before you arrive at the school.

Dave:
What kinds of things does the coordinator help with?

Dea:
All aspects of your education that are impacted by your disability. She arranges accommodations based on what you need.

Rick:
What kinds of things?

Dave:
Like me getting more time on the entrance exam?

Dea:
That's right. Some students get to take exams in private with more time, or with someone to write their answers. Or, they may get to do some other type of test instead of with pencil and paper.

Rick:
Like what kind of test?

Dea:
Well, in your case of aircraft mechanic, they may ask you to do something on a plane instead of telling about it on a test.

Dave:
What else?
Dea:
I was in one class that had to change classrooms because a student who used a wheelchair couldn’t get to the second floor.

Rick:
I’d do better if I could tape record classes.

Dea:
If your need is part of a disability, then it’s possible to arrange that and the coordinator will help you.

Dave:
Sounds like there are a lot of things other than just more time on tests.

Dea:
Yes. Many things you need, because of disability, or if you are otherwise qualified.

Rick:
Wow, maybe I will be able to go the mechanics school after all. I’ll call and ask for the coordinator of services to individuals with disabilities.
ADA and Employment

Purpose:
For students to be aware of the role of the ADA for employment and what it means for workers with disabilities. Students will know what comprises a “good job.”

Objectives:
The students will:
1. State two components of a “good job.”
2. Cite two examples of accommodations in the work place.
3. State whose responsibility it is to tell employers of their needs.
4. Define what the term “reasonable” means in the ADA.
5. State the limits for employers covered by the ADA.

Procedures:
1. Divide students into small groups and assign to each group a job (i.e., carpenter, retail clerk, janitor, mechanic, bus driver). Then, assign to each group a disability (i.e., reading disability, mobility, hearing, vision, motor skill). Then ask the students to try and figure out how a person with that disability could do the job that has been assigned their group.
2. Select three students to conduct the role play.
3. Conduct the role play.
4. Review the essential points of the role play with the students.
5. Complete the worksheet, ADA and Employment.

Discussion suggestions:
1. Are eye glasses and hearing aids accommodations for workers?
2. Is it fair to employers to ask them to make accommodations?

Enrichment:
Contact your local state vocational rehabilitation office and ask for a counselor to visit the class and describe some of the accommodations they have used to assist workers.

Worksheet:
ADA and Employment
ADA and Employment

Complete the following.

1. There are three parts to having a good job. They are:

___________________________________

___________________________________

___________________________________

2. State two examples of worker accommodations.

___________________________________

___________________________________

3. Who needs to tell the employer about a worker’s needs for accommodations?

___________________________________

4. When the term “reasonable accommodation” is used it means that the accommodation may not __________ too much and must not interfere with the ____________ of the company.

5. Some companies are not required to follow the ADA. They are those with less than ___________ employees.

Words to use in the blanks:

employee  living wage  full time
ramps into buildings  benefits  low tables
cost  other workers  15
Role Play

ADA and Employment

Scene:
Three friends discussing their opportunities for a good job.

Rudy:  
I think I have a really good job.

Jodi:  
You mean a job that is full-time, pays a living wage, and has benefits?

Rudy:  
Right, a GOOD job.

Beth:  
How will you be able to do that with a disability that keeps you from doing some things?

Jodi:  
Yes, Rudy, how will you be able to overcome that?

Rudy:  
Well, you’ve heard of the Americans with Disabilities Act, haven’t you?

Beth:  
Sure, will you be able to use some of those rules to assist you?

Rudy:  
That’s right! Just like at school, there are also rules for “otherwise qualified” workers.
Jodi:
So that means that you can have accommodations and be assisted to work more effectively?

Beth:
Like Dave having more time for tests in school?

Rudy:
That’s right. I have learned the skills to be an inventory clerk. Now all I need is the opportunity to do the work.

Jodi:
Well, you can’t carry much, and you can’t climb a ladder.

Rudy:
That’s true. But those things are a pretty small part of the job. I could share or trade some parts of the job with other workers so that if we worked together we could get the job done.

Beth:
And the boss will be willing to do all of that?

Jodi:
I think the law requires that they go along with that.

Rudy:
Most employers are willing to make accommodations. And the law requires that any employer with more than 15 employees has to make “reasonable accommodations.”
Beth:
Uh-oh, another one of those terms!

Jodi:
What does reasonable accommodations mean?

Rudy:
It means that if a worker is otherwise qualified and needs some changes to the job or the work place then they have a right to get those changes.

Beth:
But what if it costs a lot or interferes with other workers?

Rudy:
Those are both things that need to be considered. If costs are excessive then the employer may be excused.

Jodi:
I’ll bet if it interferes with the other workers they don’t have to do it, either.

Rudy:
That’s right. The workers must be able to continue working.

Beth:
I remember when Sue needed someone at work to do the filing in the top drawer because from her wheelchair she couldn’t reach it.

Jodi:
Yes, what they did was have the other workers do that part of the job while Sue answered the telephones for the others.
Rudy:
That’s a good example of using the ADA to accommodate workers.

Beth:
And it didn’t cost the employer anything.

Jodi:
Right! But, what if employers won’t make accommodations?

Rudy:
Most of the time they will. But it’s up to you to let them know what it is that you need.

Beth:
When would be the best time to do that?

Jodi:
Yeah, it seems like if you asked for a lot of things to begin with you probably wouldn’t get the job.

Rudy:
In my case, I interviewed for the job and they asked how I could do some of the parts of it. Then I told them what I needed to do the work.

Beth:
They must have agreed. You got the job.

Jodi:
I think you’re right, Rudy. You have a very good job.
Otherwise Qualified

Purpose:
To teach the students the meaning of the terms, “otherwise qualified,” “qualified individual,” and “reasonable accommodation.”

Objectives:
The students will:
1. Define the terms —
   • otherwise qualified
   • qualified individual
   • reasonable accommodation
2. State two limits to reasonable accommodations.

Procedures:
1. Ask the students if they like to help people? Get them to state some ways they help people. Ask them if helping in the workplace is O.K.?
2. Select three students to participate in the role play.
3. Conduct the role play.
4. Review the essential points of the role play.
5. Complete the worksheet.

Discussion suggestion:
Provide examples of disability for the students and ask them to provide examples of accommodations for some common jobs in the community.

Worksheet:
Otherwise Qualified