

ATTAINMENT'S

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.

Introduction

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 digital files.

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, EdD

Darla Kay Fitzpatrick, MEd, MS

Chapter One



ADA

Teacher's Guide

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?

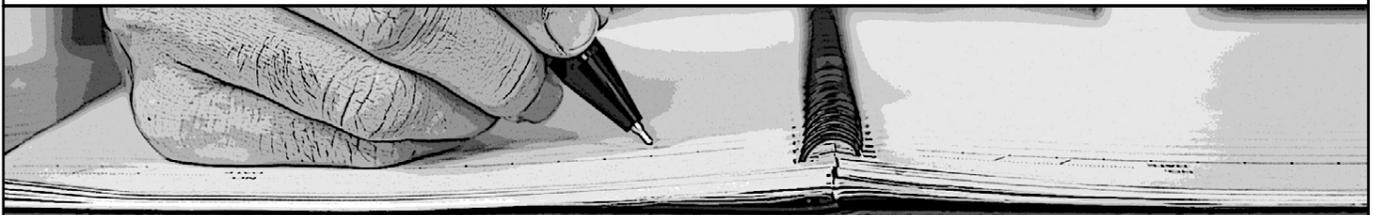


Work Sheet

The ADA is What?

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

- | | |
|---|--|
| <input type="checkbox"/> Wheelchairs | <input type="checkbox"/> Medicine |
| <input type="checkbox"/> Eyeglasses | <input type="checkbox"/> Picture signs |
| <input type="checkbox"/> Leg braces | <input type="checkbox"/> Wide doors |
| <input type="checkbox"/> A cane | <input type="checkbox"/> Elevators |
| <input type="checkbox"/> Ramps into buildings | <input type="checkbox"/> Raised letter signs |
| <input type="checkbox"/> Curb cuts at corners | <input type="checkbox"/> Large print books |
| <input type="checkbox"/> Hearing aids | <input type="checkbox"/> 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:

Enters 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?



Role Play

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?



Role Play

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.



Teacher's Guide

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



Worksheet

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

