**INTEGRATED DAY ACTIVITY TOOL**

**Advancing Career Pathways**

**Participant Name:**

**Career Goals:**

**Month:**

| **DATE** | **Time/Number of Hours** | **INTEGRATED DAY ACTIVITY** | **RELATIONSHIP OF ACTIVITY TO EMPLOYMENT/CAREER GOALS (see codes-attached)** | **STAFF SUPPORTING THE ACTIVITY (depict staff ratio)** | **Ratio Staff to Participant** |
| --- | --- | --- | --- | --- | --- |
| 5/7/2014 | 10:00 am-11:00  1 hour | Clothing separation at neighborhood clothing bank to learn sequencing and structure | 5 and 3 | DK | 1-1 |
| 5/7/2014 | 11:30-12:30  1 hour | Order food at restaurant | 2 and 12 | DK | 1-1 |
| 5/7/2014 | 1:00-2:00  1 hour | Yoga at YMCA | 1, 3 and 5 | DK | 1-1 |
| 5/7/2014 | 2:00-3:00 | Planning transportation to Home | 8 | WE | 1-1 |
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**CODE SHEET**

Integrated Day Activists are designed to intentionally advance the work readiness and functional capacity of individuals with intellectual/developmental disabilities. Each individual‘s time must be structured in the community with the purpose of building their readiness or enhancing functional capacity based on their specific needs.

**The following codes represent the focus of integrated day activities.**

**1= Mobility**

* Exercise Program
* Yoga Program
* Walking/Exercise program
* Swimming
* City Recreation Department

**2= Speech (ensuring that speech is intelligible)**

* Speech Pathology
* Providence Performing Arts
* Speaker’s Bureau

**3 = Stamina**

* Standing while separating bins at a local drop off center
* Volunteering to increase length of time standing or walking: Examples include: Boys and Girls Club/ Meals and Wheels/ Providence Performing Arts/ North Providence Food Kitchen Volunteering

**4 = ESL**

* Tutors
* ESL Classes

**5 = Following Directions –Sequences**

* Team Play such as a baseball team
* Clothing separation
* Making a meal
* Helping plan a community event such as a fair or church function

**6 = Conflict Resolution**

* When problems arise in the community, coach participants on resolving conflict with the community member in a positive way
* Anger Management classes in the community

**7 = Working Within Teams**

* Involvement in a community recreational team activity

**8 = Using Transportation**

* RIDE application is complete or a bus pass is obtained
* Identifying other transportation resources such as a ride-share program
* If applicable, determining a route to walk to activity

**9 = Reading**

* Research community activities in library
* GED programs
* Applying for library cards
* Reading activities as appropriate to skill and ability – pictures for non-readers / non-verbal, elementary, etc.
* Reading remediation in community classes
* Identifying safety symbols and signs

**10 = Writing**

* GED programs
* Using the library to write to member of legislature, or review of books, or completion of job applications
* Completing other applications such as for RIDE or applying for a library card

**11 = Social Skills**

* Recognizing and confirming what facial expressions indicate
* Practicing manners during lunch, breaks, meetings, conversations
* Attending to voice volume based on situation

**12 = Ability to Communicate Issues/Needs**

* Demonstrated ability to seek assistance when needed
* Use of tools, pictures, or other resources if non-verbal to communicate need
* Ability to use Google Translate

13= **Social Responsibility (Being part of a community—including a work community)**

* Learning to take books back to the library on time
* Throwing trash in baskets
* Ask permission to pet animals in the park