**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**  |
| --- | --- | --- | --- | --- |
| 5/7/2014 | 10:00 am-11:001 hour | SAMPLE: Clothing separation at neighborhood clothing bank to learn sequencing and structure and to build stamina | 5 and 3 | DK |
| 5/7/2014 | 11:30-12:301 hour | Sample: Order food at restaurant  | 2 and 12 | DK |
| 5/7/2014 | 1:00-2:001 hour | SAMPLE: Yoga at YMCA | 1, 3 and 5 | EG |
| 5/7/2014 | 2:00-3:00 | SAMPLE: Planning transportation for a community event with a group of three people | 7 and 8 | WE |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**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 and some examples to assist you in completing the document.**

**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
* Ordering food in restaurants

**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, etc.
* Food Kitchen Volunteering—standing and walking

**4 = ESL**

* Tutors
* ESL Classes
* Practice English during the day –different environments,

**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
* Community groups that offer specific opportunities to talk through conflict and identify solutions

**7 = Working Within Teams**

* Involvement in a community recreational team activity
* Plan a group picnic including shopping with limited resources, menu, location
* Working with others to complete a task
* Problem solving within groups
* Use of set amount of resources to complete task

**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
* Development of 30 second elevator pitch—writing it down to help remember it.

**11 = Social Skills**

* Recognizing and confirming what facial expressions indicate
* Practicing manners during lunch, breaks, meetings, conversations
* Practicing 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
* Learning to use Google Translate
* Learning to order specific food in restaurant
* Ability to ask for help

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 in community parks
* Ask permission to pet animals in the park

14= **Flexibility** (Reduce rigidity in terms of schedule, tasks, order, routine)

* Stagger lunch times when out in the community in order to create greater flexibility
* Stagger the start times of activities within the day
* Change sequences within activities
* Introduce participant to different individuals throughout the day
* Introduce a surprise task when out in community
* Spontaneous and unpredictable event

15: **Financial Literacy** (Being able to build a life of optimal Self Sufficiency)

* Establish a savings account
* Learn how to use gift certificates or coupons such as Dunkin’ Donuts certificates
* Learn how to purchase food at low cost