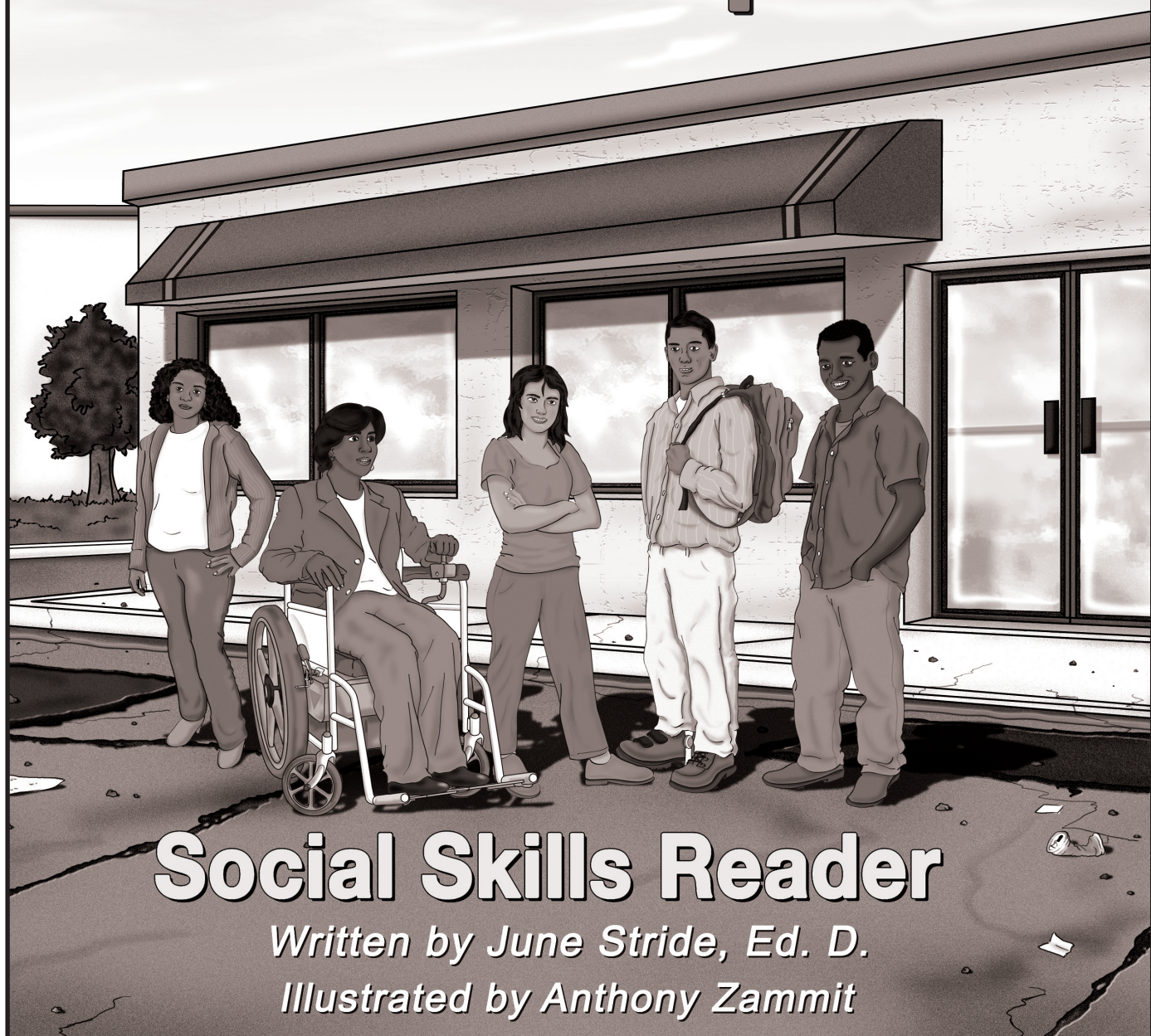
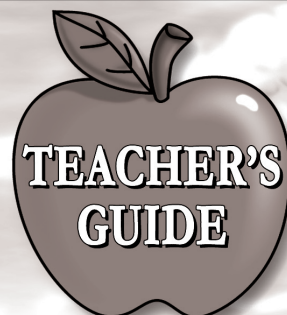


Attainment's Connections in the Workplace



Social Skills Reader

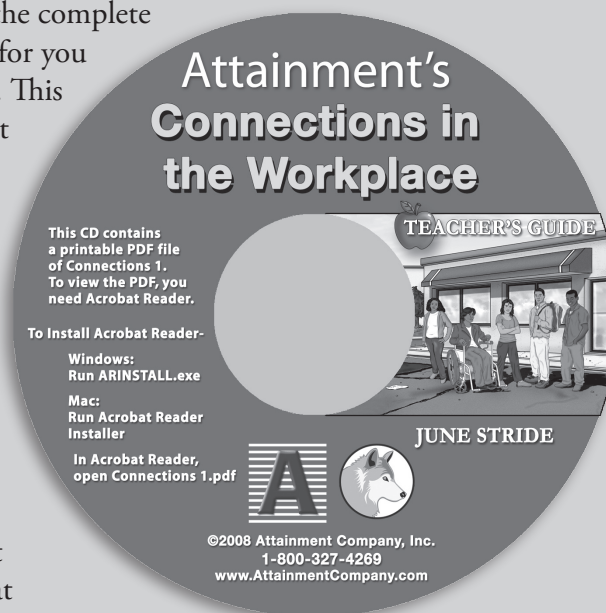
Written by June Stride, Ed. D.

Illustrated by Anthony Zammit

Connections in the Workplace Win/Mac CD

Also included with this book is a CD containing the complete student book and instructor's guide in PDF form for you to review and printout pages from your computer. This PDF (portable document format) requires Acrobat Reader to access the files.

- If you have Acrobat Reader software already on your computer open Acrobat Reader, then open the Connections 1.pdf on the CD.
- To install Acrobat Reader for Windows run ARINSTALL.EXE. After installation, open Acrobat Reader, then open Connections 1.pdf.
- To Install Acrobat Reader for Mac, run Acrobat Reader Installer. After installation, open Acrobat Reader, then open Connections 1.pdf.



By June Stride, Ed. D.

Illustrated by Anthony Zammit

Edited by Tom Kinney, Rick Wolfsdorf and Rose Zammit

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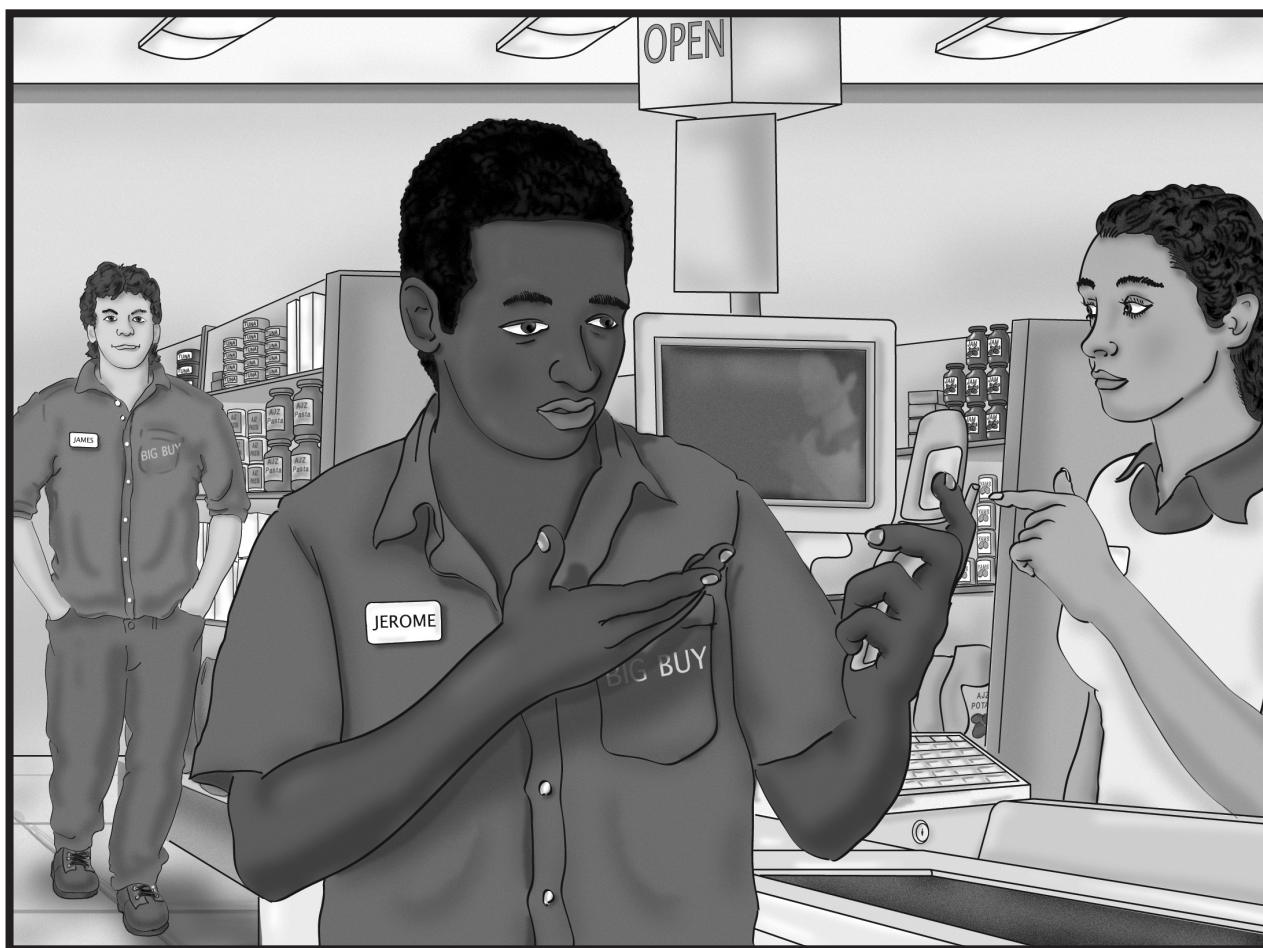


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About the Author

June Stride Ed. D. admits to being inordinately fortunate, the recipient of many life challenges that resulted in personal and professional growth. A long time educator, Dr. Stride can reflect back on various 'roadblocks' that became bridges rather than dead ends. Hired to work in inner-city Miami elementary schools with the more difficult and oppositional students, her successes resulted in being selected to teach in a well-recognized Miami program for the gifted and talented. This, in turn, resulted in yet another change of direction: a move from urban Miami to rural, Blue Ridge Georgia to become the academic director of a large private non-profit school and camp for exceptional citizens. Several years later, the personal needs of her own family convinced her to turn away from the 24/7 requirements of the residential school and back to gifted public education where the time demands were less consuming. Challenged with the creative minds at the upper end of the academic spectrum, she worked with students to develop a highly recognized elementary and junior high school program for the gifted and talented and became the district spokesperson.

Thought...

"A person's mind, stretched to a new idea, never goes back to its original dimensions."

- Oliver Wendell Holmes
(adapted)

Family changes caused more professional changes: work in a maximum security prison for youthful offenders followed by a move to New York and a position teaching and administering special education in a large suburban Long Island public high school. It was in this multi-ethnic environment where she faced the honesty and courage of kids struggling to find their way through life-threatening problems of gangs, drugs and fractured homes.

Word...

"All children can learn! Nothing is so powerful as an idea whose time has come!"

- Victor Hugo

It was here also that June Stride and Rick Wolfsdorf met and began a life-long commitment to develop relevant and engaging products to help teachers and students help themselves. And so, the fun and the work began. Wolfpack Multimedia Inc. came into being as did a host of educational products aimed primarily at the special needs market.

Honors and Awards

- Who's Who in American Education
Who's Who of American Women
Honorary Life Member of NY State Congress of Parents and Teachers
- Recipient of Healthy Living Award for Images book series

and Deed...

"Your best efforts are amplified when you work with others toward a shared goal."

-June Stride

Publications

- Co-author: *Images: Changes, Choices, and Challenges*
Co-author: *Street Smarts: A Substance Abuse Prevention Program*
Author: *Practical Strategies for Including High School Students with Behavioral Disabilities*
Author: *Practical Strategies for Elementary School Inclusion*
Author: *Briefcase One: Inclusion Essentials for Middle and High School*
Author: *Briefcase Two: Inclusion Collaboration for Middle and High School*
- Author: *Briefcase Three: Assessment Tools for Inclusion for Middle and High School*

Corporate Affiliation

Wolfpack Multimedia Inc.: Vice President

Connections in the Workplace Overview

Connections in the Workplace is a program designed by Dr. June Stride to extend and enhance student vocational social skills. This program evolved from personal and professional connections forged from experiences both as a teacher and an administrator, all because our connections made us what we are today: our connections with people, experiences present and past, knowledge, opportunities and challenges.

Connections in the Workplace was written to connect special education readers to on-the-job expectations and situations, related vocabulary building and social skill development needed to negotiate real life challenges. Every effort has been made so readers can relate to the dilemmas presented in the stories and to suggest alternative solutions to them. Tiered questions posed at the end of each chapter are designed to meet students where they are and

to guide them forward. Given the varying levels of student abilities, some students will be able to comprehend and answer all questions while others will not. Some students may easily ‘read’ the story through images. Others may be able to handle reading the text but have not yet developed the acuity for ‘reading’ non-verbal language.

Introduction



Connections in the Workplace, is a social skill development program composed of 35 short true-to-life novellas. The program, centered on these high interest novellas, is intended to go beyond the usual components of vocabulary, comprehension and reading skill development. Each novella poses a relevant dilemma that demands reflection and requires resolution. Each

novella explores provocative issues that invite discussion. The stories and extended activities reach into vocational areas that encourage social vocational growth through:

- role-plays to resolve real life situational problems
- practice handling dilemmas and reflect before responding, to promote good decision-making
- communication skill development encouraged through the many speak-up and speak-out opportunities
- non-verbal communication opportunities that provide practice in reading facial expressions and body language

Each novella features students involved in real life vocational related issues or dilemmas. The stories are open-ended to allow for a variety of interpretations and group discussion. They are designed to guide the student toward resolution of common dilemmas. Every social story is followed by five skill building activities that include:

- tiered comprehension questions
- Vocabulary Builders, using a glossary to promote learning through reading and writing the meaning of critical words
- Vocational Builders, alphabetizing for filing practice
- context clue vocabulary development through a cloze fill in the blanks activity
- Your Turn, practice speaking up and out about topical personal and vocational issues



Teaching Suggestions

The novellas beg to be read in two ways: verbally and pictorially. Some students may be able to discern the story dilemma and the character's response to it by reading the pictures. Others will enjoy the challenge of reading the words along with the pictures. Still others will find meaning amplified by the use of both text and images.

Each chapter encourages oral reading, role-playing, discussion, questioning, speaking up, value definition and responsible decision-making. Be assured that no two students will hear, see, or respond to the same story in exactly the same way. With your guidance, students may learn to recognize and appreciate the uniqueness of the individual characters as well as how one situation can provoke a myriad of responses. This, in turn, leaves the door wide open for weighing the consequences of choices before determining a course of action. Further, discussion of each subplot within the storyline allows for many opportunities to develop student confidence in speaking up and out regarding issues.

Reading Options

In large or small groups, the following techniques may be used:

- Read and pre-teach chapter glossary prior to reading the story.
- Have students 'read' the pictures, then tell the story as they believe it will unfold.
- *Read* pictures and speculate on story line. Confirm accuracy by reading text.
- Have teacher read entire story aloud using emphasis for clarification.
- Have teacher read the entire story stopping at critical points to allow students to guess what will happen next.
- Have teacher read portions of story aloud and stop at pertinent spots for class/particular students to complete reading the sentence or paragraph.
- Have students practice reading text aloud.
- Have one student read only the story line and another student read the character quotations.
- Read images by looking at non-verbal communication cues and discuss why/what.
- Have student volunteers read segments of story while other volunteers act out the story using their own words in the retelling.
- Discuss punctuation marks and practice reading the story with or without punctuation to underscore their need.

Non-Verbal Communication Questions Options

In large or small groups:

- have students identify the feeling of the person in the image.
- have students attempt to convey the message of the non-verbal communication.
- have students attempt to replicate the expression or action to convey meaningful information or feeling.
- have students develop a role-play built around the non-verbal message.




Body Language/Comprehension (Tiered Questions)

Tiered questions have been designed to ascertain that students of all abilities profit from, as well as enjoy, the *Connections* learning experience. More challenged students may or may not be able to answer any of the questions. They may, however, enjoy listening to others discuss questions and answers.

Name _____ Date _____

Novella 11 – Body Language/Comprehension Skills



Someone called Jerome and hung up. The look on Jerome's face showed that he was:
a. confused b. bored c. happy

When people play tricks on us, they makes us feel _____.

1. What did Jerome get for his birthday? _____

2. Why did Jerome feel frustrated at the phone calls? _____

3. What might have happened if Jerome had not given out his phone number? _____

4. How could a cell phone be helpful to an employee like Jerome? _____

Questions one and two generally require less thought or speculation. Students can go back to the novella and find the answer and point to it, write it or read it. More able students can respond successfully to questions one and two. Questions three and four require reflection and sometimes inference. All the questions, as well as student answers, will provide opportunities for fruitful and relevant discussion.

Building Vocational/Glossary Skills (Alphabetizing Practice)

In this skill building section, students are given another opportunity to use the chapter vocabulary: reading the words, examining the spelling of the words and finally, alphabetizing the words. This provides practice essential for dictionary use, phone book use and skills for filing and Internet searching. To simulate the work environment, words to be alphabetized are listed on file folder tabs. The first letter of each word or letters are bolded as a cue. Using the alphabet on the top of the page as a guide, students place the alphabetized words in the appropriate file cabinet drawers. The teacher may encourage students to number the tabs as a prompt, to aid in alphabetizing.

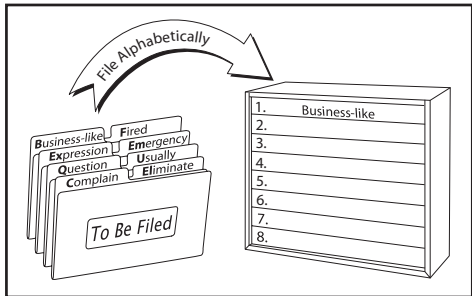
Name _____ Date _____

Novella 17 – Building Vocabulary/Glossary Skills

Filing Practice: Arrange the File Words in alphabetical order.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

File Words **File Cabinet Drawers**



Getting the Meaning: Find these words in the glossary. Write the definitions below.

1. expression - _____

2. questioningly - _____

3. complain - _____

4. fired - _____

5. emergency - _____

Getting the Meaning (Glossary/Dictionary Skills)

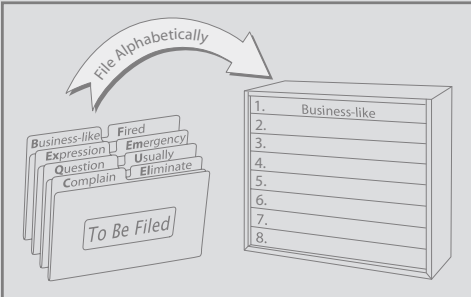
Name _____ Date _____

Novella 17 – Building Vocabulary/Glossary Skills

Filing Practice: Arrange the File Words in alphabetical order.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

File Words **File Cabinet Drawers**



Getting the Meaning: Find these words in the glossary. Write the definitions below.

1. expression - _____

2. questioningly - _____

3. complain - _____

4. fired - _____

5. emergency - _____

Students are given practice in glossary/dictionary skills by looking up the meaning in the glossary section found at the beginning of each chapter. This activity also reinforces vocabulary comprehension.

Cloze Skills (Comprehension Fill-Ins)

In yet another opportunity to meet the vocabulary of the novella characters, students may demonstrate mastery of vocabulary by selecting and placing the correct word in the blank that appropriately conveys meaning.

Name _____ Date _____

Novella 15 – Cloze/Your Turn Skills

Cloze Practice: Fill in the blanks.

treasurepropertydiseaseuncomfortabledecision

crumpled delicate admitted

The TV show made Maria think about the link between hand washing and _____.

It caused her to make a _____ to more carefully soap and rinse her hands after using the lady's room.

Maria was annoyed to see a mess in the ladies' room. She picked up the _____ towels and tossed them in the trash. As she tossed them, a shiny _____ bracelet fell onto the floor. "Oh, what a _____," she thought as she picked it up.

Maria felt _____. She _____ that she wanted to keep the treasure but heard her mother's voice reminding her that it was not her _____.

Your Turn: Tell what you would say or do.

1. We are taught not take things that belong to others. How else can we show respect for other people's things?

2. Disrespecting a person's property shows disrespect for that person. How is that true?

3. List some ways you can show respect for a coworker's property.

Your Turn

Name _____ Date _____

Novella 23 – Cloze/Your Turn Skills

Cloze Practice: Fill in the blanks.

idea belongings reduced distracted

reminded prompt card relief

Alan looked _____ as he talked to Maria about transportation to and from work. He wanted to take the bus but didn't know how. Maria offered to meet Alan at the bus stop and ride to work with him. A look of _____ and pleasure showed on Alan's face thinking about it.

Maria had an _____. She thought that a _____ could help Alan know what to do and how to do it. The card told Alan to bring his _____ and a dollar for each way on the bus. It even _____ him to check that he took his belongings before he got off the bus.

Your Turn: Tell what you would say or do.

1. Prompt cards or cue cards are written reminders to help do something. Who uses written reminders?

2. List some situations for which a prompt card could be helpful to an employee.

3. Tell how and when you could use a prompt card to help you save time or help you do something better or more quickly.

Your Turn provides teachers with a format to promote discussion. Through regular practice and encouragement, students may build confidence in speaking up and out. Your Turn puts students front and center in an unthreatening manner. Using the novella subtitles as underlying themes, teachers are encouraged to first demonstrate how to use a thought process before framing an answer, oral or written. Next, allowing more able students to rise to the challenge as role models as they share their answers, the less able students have yet another opportunity to consider how to proceed, thereby promoting peer confidence building and risk-taking.

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There are three distinct challenges in the Your Turn section. First, students are challenged with a statement that reflects in some manner on personal or vocational growth. Second, students are asked to consider how they might respond to some specific aspect of the theme's challenge. Lastly, they are asked to tell, list or show how the consequences of their decision-making might involve themselves, their coworkers or their employers.

Extending the Lesson

- Use the novella for the basis of weekly writing or talking-it-out experiences.
- Select statements from the story. Write them out of order for students to place in sequential order. Orally students can use the statements to retell that story or make one of their own.
- Identify one of the dilemmas to write about, talk about or act out.
- Select a point of view to write about, talk about or act out.

Answer Key

At the end of each chapter is a teacher's answer key for quick reference.



Name _____ Date _____

Novella 1 — Body Language/Comprehension Skills



The look on Maria's face and her body language showed that Maria was:

- a. laughing b. happy c. frustrated*

Sometimes people get upset and _____ when things don't turn out as they planned.

1. During what time of day does this story take place? _____

2. What was Maria expected to do? _____

3. What did Maria do that her mom did not agree with? _____

4. How could Maria have saved time so that fast would have been good? _____

Name _____ Date _____

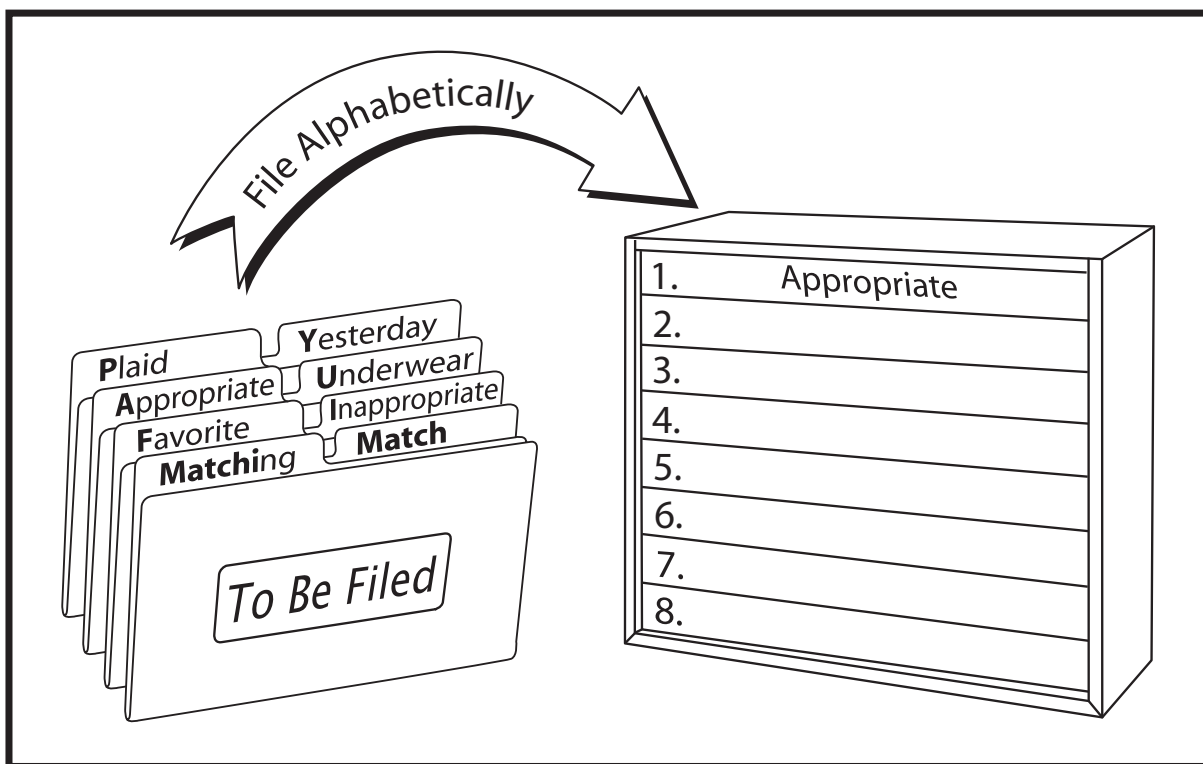
Novella 1 — Building Vocabulary/Glossary Skills

Filing Practice: *Arrange the File Words in alphabetical order.*

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

File Words

File Cabinet Drawers



Getting the Meaning: *Find these words in the glossary and write the definition below.*

1. plaid - _____

2. appropriate - _____

3. inappropriate - _____

4. frustrated - _____

5. present - _____

Name _____ Date _____

Novella 1 — Cloze/Your Turn Skills

Cloze Practice: *Fill in the blanks.*

match	plaid	inappropriate	appropriate	poked
Maria	alarm	breakfast	pile	fast

_____ liked to sleep late. She tried to turn off the _____ before it went off. At night, she left a _____ of the clothes she wore on the floor. In the morning, she _____ through yesterday's clothes to find something to wear. Often she picked clothes that did not _____ like her Hawaiian shirt and _____ pants. She did not think whether the clothes were _____ or _____ to wear to work. She just wanted to be _____ so that she could get to the kitchen and have _____.

Your Turn: *Tell what you would say or do.*

1. As people mature, they take on more responsibility for themselves. Is that easy or hard to do? Why do you think so?

2. List some behaviors that demonstrate growth toward maturing:

3. What could you do to demonstrate that you are becoming more responsible for yourself in preparing for work?

Novella 1 — Answer Key

Body Language/Comprehension Skills

The look on Maria's face and her body language showed that she was: **c. frustrated**
Sometimes people get upset and **frustrated** when things don't turn out as planned.

1. During what time of day does this story take place?

The story takes place in the morning.

2. What was Maria expected to do?

Maria was expected to get up when the alarm clock went off and get herself dressed.

3. What did Maria do that her mom did not agree with?

Maria rushed and put on clothes that did not match.

4. How could Maria have saved time so that fast would have been good?

Maria could have laid her clothes out the night before.

File Practice

Plaid	1. Appropriate
Appropriate	2. Favorite
Favorite	3. Inappropriate
Matching	4. Match
Yesterday	5. Matching
Underwear	6. Plaid
Inappropriate	7. Underwear
Match	8. Yesterday

Getting the Meaning

1. plaid — checkered appearance
2. appropriate — proper, correct
3. inappropriate — not proper, not correct
4. frustrated — discouraged, feeling unsatisfied
5. present — introduce or put forward

Cloze

Maria liked to sleep late. She tried to turn off the **alarm** before it went off. At night, she left a pile of the clothes she wore on the floor. In the morning, she **poked** through yesterday's clothes to find something to wear. Often she picked clothes that did not **match** like her Hawaiian shirt and **plaid** pants. She did not think whether the clothes were **appropriate** or **inappropriate** to wear to work. She just wanted to be **fast** so that she could get to the kitchen and have **breakfast**.

Your Turn (Answers below will vary.)

1. As people mature, they take on more responsibility for themselves. Is that easy or hard to do?
2. List some behaviors that demonstrate growth toward maturing.
3. What could you do to demonstrate that you are becoming more responsible for yourself in preparing for work?