QUESTIONS? Contact Us!
HISD@H.O.M.E. HOTLINE
8:00 AM – 2:00 PM, Monday - Friday
713-556-INFO (4636)

HOUSTONISD.ORG/LIVETV
U-VERSE CH 99 AND COMCAST CH. 18: MONDAY-FRIDAY 9:00-11:00 AM
(REPEATS @ 1:00-3:00 PM AND 5:00-7:00 PM DAILY)
UNIVISION – UNIMÁS 67: MONDAY – FRIDAY 7:00 AM – 8:00AM (SPANISH)
My20: MONDAYS AND THURSDAYS 11:00 AM – 12:00 PM (ENGLISH)
WEDNESDAYS: 11:30 AM – 12:30 PM (SPANISH)
FOR UPDATED SCHEDULE OF COURSES, VISIT HOUSTONISD.ORG/HOMETV
Job Evaluations

Once you get the right job, you will want to keep that job! Your supervisor will use a job evaluation to see how you are doing at your job. A job evaluation is like a grade for your job. If your job evaluation is good, you will keep your job. If your job evaluation is not good, your supervisor might ask you to do a better job or you may lose your job.

2

It is important to look and act appropriately at work. To look and act appropriately:
- Wear clean clothes.
- Make sure your face, hands and body are clean.
- Use good manners and be polite
- Follow the rules at work.

Remember, your supervisor wants you to do a good job. They want you to stay on task, follow directions and ask for help if you need it. If you do these things, you will get a good evaluation. You will keep your job!

Sometimes you will need help at work. You might need help reading directions, lifting a box or finding something. It is okay to need help with your job sometimes. Your supervisor or co-workers can help you. If you need help, you need to:
- Find a person who can help you.
- Say, “Excuse me. Could you please help me with _____?”
- Listen for the answer. Say, “Thank you.”
Lesson 4 - Daily Living Club - Article 2
Activity 1 - Read Aloud

Instructional Targets

Lifelong Learning
- Reading: Build word recognition within daily living and vocational materials. Understand and apply vocabulary related to community daily living and vocational situations.

Instructional Routine

Before Reading
- Introduce the topic words: co-workers, important, jobs, supervisor, and work.
- Introduce the reading by asking a focus question such as, "What is one thing you can do to keep a job—follow directions from your boss or do whatever you were told to do?" Record team member responses. Explain that the lesson will focus on skills needed to keep a job.
- Provide the article. Point out illustrations/symbols. Highlight the skills that are needed to keep a job. Provide directions such as: "As I read, it's your job to find the different skills needed to keep a job.
- Review the learning goal with team members: "I will find one skill needed to keep a job."

During Reading
- Read aloud with fluency and expression.
- Call attention to the words and phrases that help explain things that an employee does to get good evaluations and keep a job by emphasizing words like "listen," "ask," and "supervise.
- Define new Vocabulary
  - Identify words that are new or may have more than one meaning. For example, on page 1, point out the word "evaluation." Discuss how evaluations are different in every job but every job has expectations for what a good employee should do in their job.
  - Use context or the article to define the words and the meaning of the sentence.
- Build Comprehension
  - Talk with team members about concepts presented in the article. Ask, "How will you know if you are doing a good job at work or not? What skills do you need to keep a job?"

After Reading
- Review the learning goal. Ask, "What is one skill that is needed to keep a job?"
- Level 1: Have the team member describe work skills needed to keep a job. For example, ask, "What are some things you need to do to get a good job evaluation and keep a job?"
- Level 2: Have the team member identify one skill needed to keep a job. Picture supports such as the Communication Board or the story illustrations may be used as needed.
- Level 3: Have the team member identify one skill needed to keep a job. Picture supports such as the Communication Board or the story illustrations may be used as needed.
- Discuss the article with emphasis on different skills needed to keep a job. Use the "Transition Passport: Personal Life / Everyday Communication / Asking for Help" to review how to ask for help. Have team members share their own skill levels and thoughts about ways to keep a job.
| Appropriate Social Interactions: | be polite to others | tease co-workers |
| Began Known Tasks Promptly/Stayed on Task: | focus on your work | get distracted |
| Followed Directions: | do your job like you are supposed to | tell your supervisor you don't feel like working |
| Asked for Help as Needed: | tell your supervisor you need help with a new task | feel confused but don't tell anyone |
| Work Quality: | double check to see if your work is done well | don't check to see if your work is done well |
| Work Pace: | get your work done on time | take a lot of breaks |
**How Did I Do Today?**

- **Team Member:** Shane  
- **Date:** 04/10/2020

**Job Training Site:** Dishroom  
**Job Trainer:** Mr. Jones

### Rating Scale:

1. I did everything on my own (independent)
2. I needed a reminder - "What's next?" (Natural Cues)
3. I needed to be told what to do or helped with the task (Verbal or Physical Prompts)

### Appropriate Social Interactions:

- Team Member: 3  
- Job Trainer: 3

Comments: Shane always looks & acts nice.

### Began Known Tasks Promptly/Stayed on Task:

- Team Member: 3  
- Job Trainer: 2

Comments: Keep working on staying focused. Awesome!

### Followed Directions:

- Team Member: 3  
- Job Trainer: 3

Comments: Shane gets help when he needs to.

### Asked for Help as Needed:

- Team Member: 3  
- Job Trainer: 3

Comments: Keep working on getting food off plates.

### Work Quality:

- Team Member: 2  
- Job Trainer: 2

Comments: Shane works slowly sometimes.

### Work Pace:

- Team Member: 2  
- Job Trainer: 1

Comments: Shane is still learning how to use the dishwasher.
Lesson 6 - Daily Living Club - Rights and Responsibilities

Activity 1 - Rights Come With Responsibilities

**Instructional Target**
- **Self-Advocacy:** Identify rights and responsibilities of citizens, including opportunities for civic participation.

**Instructional Routine**

- **Introduce**
  - Review the Self-Advocacy Words: responsibility and right and the Topic Words: co-worker, interests, job, needs, skills, supervisor, team and work.

- **Model**
  - **Introduce**
    - Remind team members that a right is defined as “Something that is fair and often supported by the law.” Give examples of rights: regarding having a place to live, the right to work with others, the right to have jobs that match your skills, interests, and needs, etc.

  - **Introduce**
    - Remind team members that a responsibility is defined as “A duty or task that you are expected or expected to do.” Discuss that each right comes with responsibilities.

  - **Model**
    - Display the Rights and Responsibilities Chart and read the first individual right listed on the left column and list the group in brainstorming possible responsibilities that come with this right.

  - **Model**
    - Uncover the responsibility listed on the right side. Discuss who this is a responsibility that comes with the right.

- **Practice**
  - Read, use text to speech, or have team members read the rest of the rights listed on the brainstorm possible associated responsibilities with communication supports as needed.

  - **Practice**
    - Level 3: Have the team member describe possible responsibilities for a targeted right. Have team member uncover the responsibility card for the targeted right and discuss whether this is a responsibility that team members thought of during discussion.

    - **Practice**
      - Level 2: Have the team member identify possible responsibilities for a targeted right. Have team member uncover the responsibility card for the targeted right and discuss whether this is a responsibility that team members thought of during discussion.

    - **Practice**
      - Level 1: Have the team member participate in identifying a responsibility for a targeted right by selecting a responsibility card. Have team member uncover the responsibility card with support as needed. Review the responsibility with the team member.

- **Review**
  - Discuss the importance of right and responsibilities. Ask:
    - Why is a right important?
    - Why should someone understand the responsibilities that come with personal rights?

  - Review lesson rights and responsibilities.

**Check Understanding**

- **Level 3:** Can the team member describe the responsibility that comes with a right?
- **Level 2:** Can the team member identify a right and responsibility?
- **Level 1:** Can the team member participate in identifying a responsibility?
**Rights and Responsibilities**

### On the Job

<table>
<thead>
<tr>
<th>I have the right to...</th>
<th>But I have the responsibility to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a job that matches my skills, interests and needs.</td>
<td>understand my skills and needs.</td>
</tr>
<tr>
<td>complete my job on my own.</td>
<td>follow directions and ask for help if I need it.</td>
</tr>
<tr>
<td>make new friends at work.</td>
<td>be respectful and get my work done.</td>
</tr>
<tr>
<td>work together with co-workers.</td>
<td>show good teamwork skills.</td>
</tr>
</tbody>
</table>

**Tina's supervisor gave her a new job to do. He gave her directions and told her to ask for help if she needs it. Tina has a question but she doesn't want to bother her supervisor, so she didn't do it the way she wanted to do it.**

**Does Tina have the right to complete her job on her own?**
- Yes
- No

**Is Tina being responsible?**
- Yes
- No

---

**Tina's supervisor gave her a new job to do. He gave her directions and told her to ask for help if she needs it. Tina has a question. She decides to ask her supervisor. She wanted to make sure she was doing it the right way.**

**Does Tina have the right to complete her job on her own?**
- Yes
- No

**Is Tina being responsible?**
- Yes
- No
Rights and Responsibilities

Tina has made a new friend at work. They eat lunch together. They like to talk about their favorite shows. Sometimes they talk too much and are late coming back from their lunch break.

Does Tina have the right to make new friends at work?  
- Yes  
- No

Is Tina being responsible?  
- Yes  
- No

Tina finishes her list of jobs for the day. She sees that her co-worker is still cleaning the windows. She decides to help them finish cleaning the windows. She is happy to help others when help is needed.

Does Tina have the right to work together with co-workers?  
- Yes  
- No

Is Tina being responsible?  
- Yes  
- No

Tina has made a new friend at work. They eat lunch together. They like to talk about their favorite shows. Tina is careful to respect the time. She makes sure she returns back to work at her scheduled time.

Does Tina have the right to make new friends at work?  
- Yes  
- No

Is Tina being responsible?  
- Yes  
- No

Tina finishes her list of jobs for the day. She sees that her co-worker is still cleaning the windows. She decides to help her co-worker. She tells the co-worker they are too slow and should hurry up.

Does Tina have the right to work together with co-workers?  
- Yes  
- No

Is Tina being responsible?  
- Yes  
- No
Rights and Responsibilities

Tina is ready to get a job. Her interests are helping people and art. Her skills are following directions and teamwork. Tina knows that she has a hard time counting money. Tina wants a job as a cashier at an art store.

Does Tina have the right to have a job that matches her skills, interests and needs?

- Yes
- No

Is Tina being responsible?

- Yes
- No

Tina is ready to get a job. Her interests are helping people and art. Her skills are following directions and teamwork. Tina knows that she has a hard time counting money. Tina wants a job as an assistant at an art museum.

Does Tina have the right to have a job that matches her skills, interests and needs?

- Yes
- No

Is Tina being responsible?

- Yes
- No

For hands-on instruction, print, cut out and laminate.
Katie lives in a care center. Katie needs help every day. At the care center, nurses and aides can help take care of her. They help her take a shower. They help her get dressed. They help feed Katie.

At the care center, Katie has a roommate. Her roommate needs help every day too. Katie and her roommate eat in a big dining room. Katie likes the people here. They are nice to her. The care center is her home.
Katie has a dream. She wants to live in her own house. A house for Katie will cost money. A house for Katie will take time to find. A house for Katie will need a support staff to help care for her needs.

One day, Katie’s parents ask her if she wants to live in her own house. Katie smiles. She is very excited! Katie’s parents and support staff find a house. Katie’s dream will come true!

Katie’s house needs changes. The house needs a wheelchair ramp. The house needs a roll-in shower. The house needs a home health aide to help care for Katie. When the house is ready, Katie moves in. Katie’s dream is coming true!

Katie has her own bedroom. Now Katie can make her room her own. She picks a paint color for her room. Katie picks a comforter for her bed. She picks pictures for the walls. Katie’s dream is coming true!
Katie was happy at the care center. Katie is even happier now in her own home. She can help her home health aide cook and clean. Moving takes time and planning. Moving is hard work. But Katie loves her new home. Her dream came true!

Why is Katie happy in her new house?
Lesson 1 - Daily Living Club - Topic Story 1
Activity 1 - Read Aloud

Instructional Targets
Lifelong Learning
- Reading: Skill word recognition within daily living and vocational materials. Understand and apply vocabulary related to community, daily living, and vocational situations.

Instructional Routine

Before Reading
- Introduce the Topic Words: home, room, care, love, move, own, plan, roommate.
- Introduce the ending by asking a focus question such as: "What could help you if you needed assistance with daily living tasks in your home—neighbors or support staff?" Observe team members' responses. Explain that this lesson will focus on the process of moving into a new home.
- Preview the story. Point out emotions on the faces of the characters in the story. Ask, "What do you think he/she is feeling?" Katie looks happy. As I read, it is your job to find out why Katie is happy.
- Review the learning goal with team members: I will find out why Katie is happy.

During Reading
- Model Fluent Reading: Read aloud with fluency and expression.
- Emphasize the role of the characters in the story by expressing emotions aloud.
- Define New Vocabulary

Before Reading
- Identify words that are new or may have more than one meaning.
- Use context of the story to determine the words and the meaning of the sentence.
- Summarize the content of each page.

Build Comprehension
- Talk with team members about concepts presented in the story. For example, ask: "What will Katie's dream be? What idea needs for her dream to come true?"

After Reading
- Review the learning goal. Ask, "Why is Katie happy?"
- Level 3: Have the team member explain why Katie is happy. Encourage team members to use the Topic Words when describing.
- Level 2: Have the team member identify why Katie is happy. Picture support such as the Communication Board or story illustrations may be used as needed.
- Level 1: Have the team member identify why Katie is happy from a list or 2-3 choices (or single choice). For example, display the symbols for "care" and "move." Ask, "Why is Katie happy?"
- Discuss the story with emphasis on how Katie was able to live in her own home. Encourage team members to discuss their dreams and plans for future living options.

Check Understanding

Level 5: Can the team member explain why Katie is happy using Topic Words? (may be single choice?)
Level 2: Can the team member identify why Katie is happy? How? (may be single choice?)
Level 1: Can the team member identify why Katie is happy by making a selection (may be single choice?)

The Big Move
- "live in" Katie
- "care" aid
- "in" care center
- "nurse"
- "eat" room
- "want" roommate
- "own" home
- "need" true
- "pick" move
- "happy" change
- "parent" dream
- "move"
1. Katie ______ in a care center.

2. Katie shares a room with her ______.

3. Katie’s parents and support staff find a ______.

4. Katie’s house will need ______.

5. A ______ needs time and a plan.
1. What is this story about?
   a. shopping  
   b. moving  
   c. cleaning

2. Who does Katie share a room with?
   a. dad  
   b. teacher  
   c. roommate

3. What do Katie’s parents and support staff find?
   a. car  
   b. house  
   c. dog

4. What will Katie’s house need?
   a. ladders  
   b. bikes  
   c. changes

5. What is important to know about this story?
   O a. Wear clean clothes to work.  
   O b. A move needs time and a plan.  
   O c. Be polite at work.

6. What will a house for Katie need?
   O a. hot tub  
   O b. support staff  
   O c. water

7. What changes are needed for Katie’s house?
   O a. wheelchair ramp  
   O b. new wallpaper  
   O c. roll-in shower

8. What does Katie pick to make her room her own?
   O a. paint color  
   O b. comforter  
   O c. pictures

9. Why is Katie happy in her own house?
   O a. She can help her home health aide cook and clean.  
   O b. She can have friends visit.  
   O c. She can go swimming.

10. What are some things we learned from this story?
    O a. It is never too early to think about where to live.  
    O b. Talk with your transition team about your dreams.  
    O c. Dreams can come true.
Your Benefit Automatic Deposit Notice is here!

n2y Bank Direct Deposit Alert - 05/01/2020

A check for $750.00 has been deposited into your account from Social Services Benefit.

CLOSE  OPEN

1. When was this check deposited? __________________________

2. How much was the check? $ __________________________

3. Who sent the check? __________________________

4. Mark this date on the Calendar.

5. Write this deposit in the Check Register.

You take cash out of your account.

ATM WITHDRAWAL RECEIPT
N2Y BANK
550 ELM ST.
HURON, OH 44839

DATE: 05/02/2020

WITHDRAWAL (CHECKING): $140.00

TRANSACTIONS AFTER 5:00 P.M. WILL APPEAR ON CHECKING ACCOUNT STATEMENT THE NEXT BUSINESS DAY.

1. Is this a deposit or a withdrawal? __________________________

2. When is the money taken out? __________________________

3. How much money is being taken out? $ __________________________

4. Write this withdrawal in the Check Register.
Your online utility bill is here.

Service Provider Contact:
Central Utilities
3350 South Clark Rd.
Huron, OH 44839

Billing and Payments
Manage Your Central Utilities Account:
- Make a payment
- View billing history
- Payment options
- Account information

- Water: $73.39
- Electric: $79.06
- Total Due: $152.45
- Due By: May 10

1. When is the payment due? _______________________
2. How much do you owe? $ _____________________
3. Who do you make the payment to? _______________
4. Put the date to pay the bill on the Calendar.
   (Hint: Plan for five days before the due date.)
5. Complete the online payment using the Online Utility Bill Payment Form.
6. Write the payment information in the Check Register.

Don't forget to pay the rent.

 Hampton Apartments
  262 Main St.
  Huron, OH 44839

Rent: $475.00
Due By: May 20

1. When is the bill due? _______________________
2. How much do you owe? $ _____________________
3. Who do you write the check to? _______________
4. Put the date to pay the bill on the Calendar.
   (Hint: Plan for five days before the due date.)
5. Write the check.
6. Write the check information in the Check Register.
### Banking Basics: Checking Account - May

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<th>Check #</th>
<th>Date</th>
<th>Transaction</th>
<th>Withdrawal</th>
<th>Deposit</th>
<th>Balance</th>
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<td>5/1/20</td>
<td>Beginning Balance</td>
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<tr>
<td>371</td>
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<td>577</td>
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