Classroom Lesson Simulations: Applying for a Job

This lesson teaches students the vocational skills of selecting a job that interests them, filling out an application and submitting a job application. Schedule this activity two to three times per week at a consistent location. Select an individual (either student/adult or staff/volunteer) to "work" at the "company." Students should participate in activities such as identifying a job that interests them, greeting an employee, requesting a job application, filling out a job application (either paper or computer based), and submitting a job application.

Lesson Set-Up

- Identify 3 locations in the classroom/school for 3 different jobs. These could be tables with company signs on them.
- Place job applications at each location and/or provide access to a computer to complete job application "online".
- Create a "job fair" area in the classroom where students can use visual resources to select a job.
- Set up table and chairs for students to complete application.
- Identify "workers" to work at each company.

Visual Supports

- Sequence strip of expectations for participation
- Job Postings (visual and written)
- Choice wheel
- Job picture options for choice wheel
- Paper based job application
- Fillable PDF/computer based job application
- Sequence strip for sending an email
- Company signs
- Job fair advertisement
- First/Then
- Clean-up sign

Reinforcement Available

- Token Board
- First/Then Visual
- Social Reinforcement

Teaching Ideas

Lesson Steps	Essential	Intermediate	Advanced
Students transition to the applying for a job simulation. Determine a consistent time for the activity (i.e., Wednesday/Friday afternoon job fair).	Provide a picture schedule and match picture to activity location.	Provide a picture/written schedule to identify location of activity.	• Provide an "advertisement" of a job fair (write or email information about event) to identify time and location.
Students read the job postings to select a job that interests them.	Provide a choice wheel with three picture choices of available jobs.	Provide a picture based job posting board. The student reads the job posting board. When asked, "What job do you like?" Responds with his/her form of communication.	• Provide a written version of a job posting board. The student reads the job postings and initiates selecting a preferred job. • Provide the student with access to a job finder website. The student navigates the website and selects a specific type of job preference.
Students identify the job/company that matches their interests and walks to the company.	After making a job choice, the student matches the picture to the company location.	Post three different "company fronts" in the classroom and provide a direction to "Find the company where you want to work."	Post three different "company fronts" in the classroom or school-wide and provide a direction to "Go ask for an application." The student then finds the company that matches their selection from the job posting. On occasion, the chosen company has a closed sign present. The student problem solves waiting or finding a new job interest.

Lesson Steps	Essential	Intermediate	Advanced
Students greet the "worker" at the company.	Model saying "hi" to the worker at the company and encourage the student to imitate using his/her form of communication.	The student walks to the company and responds to the greeting from a worker. On occasion, the worker is busy. Provide a bell for the student to ring to gain the attention of a worker.	The student walks to the company, sees worker and initiates greeting. Engages the worker in two appropriate communication exchanges. On occasion, the worker is busy with other customers. The student waits appropriately to greet the worker.
Students ask the "worker" if the company is hiring.	Say "do this" and model handing the job picture to the worker. Student follows peer/adult model.	The worker says: "How can I help you?" Encourage the student to verbally ask the question. If needed, provide a visual support to remind the student to ask: "Are you hiring?"	Provide an opportunity for the student to initiate asking for an application. On occasion the worker says that they are not hiring. The student then goes to the next job opportunity. During other simulations, the worker asks follow up questions, such as: • What kind of work are you looking for? • Did you find our job posting on the internet? • Are you looking for full or part time work?
If the store is hiring, the student asks for a job application.	Model saying "Application please" and encourage the student to imitate using his/her form of communication.	Provide a visual that prompts the student to ask for an application. The worker provides the student with a choice of the paper and computer applications and asks which one the student wants to complete. The student requests the paper or computer application.	The student asks for an application. The worker asks follow up questions/comments, such as: • "What kind of application do you want?" • "We only have computer based applications please go to our website." • "Our manager handles the applications. He's out of the office. Would you like to wait for him?"
Student receives job application, either paper or computer based, and finds a place to complete the application.	Place a preferred object on a chair to assist the student in identifying a place to sit.	Provide multiple open seats and a direction to the student to "Find a seat."	Provide multiple tables but have someone sitting at each table with one open seat or a table with no chairs. Tell the student to "Fill out your application" and encourage them to ask others if he/she can share the table or if a chair is available.

Lesson Steps	Essential	Intermediate	Advanced
Student fills out the paper or computer based job application.	Ask the student the questions on the application and provide visual choices as needed. Student responds with his/her form of communication. Model filling out the application and provide assistance as needed.	Provide student with a partially filled out application or a "cheat sheet" with personal information. Student uses "cheat sheet" with personal information to fill out job application.	Provide student with a planner that has personal information in a variety of places and/or an app on a tablet that has personal information stored. Student uses resources to find personal information in order to fill out application.
Student locates company "worker" and hands in paper based application or e-mails the computer based application.	Say "do this" and model handing the application in to the worker. Student follows the peer/adult model.	Provide a direction to "Hand in your application" and gesture to the company or for a computer based application, say "Submit your application." Provide a visual strip outlining the steps of e-mailing the application. The student hands in application or submits through email.	• If the student completed a paper based application, he/she locates the worker and turns it in. On occasion, the worker is not available and the student problem solves finding the worker. • If the student completed a computer based application, he/she submits the application via e-mail. The student navigates the website or asks the worker to identify the correct email address.
Assign an ending job for each student (put away tables, put away chairs, put away materials).	Say "do this" and model the assigned job.	Provide student with a picture schedule to complete the job.	Student signs up for preferred job.

Collect data on this lesson by measuring student success on the steps of Links Routine #44 (Filling Out a Job Application) or create a custom classroom routine. Student simulates all steps independently for three consecutive simulations. Generalize this simulation to community settings such as:
- Teacher's Assistant (TA) jobs throughout the school
- Apply for other jobs throughout the school such as working at the school store or in the cafeteria
- Apply for jobs in the community

General Prompting Strategies:
If the student is unable to perform the expected behavior follow the Least to Most Prompting Strategy outlined below:

Least to Most Prompting Strategy
1. Allow the student to complete the step independently
2. Use a gesture/visual/verbal prompt
3. Use an intermittent physical prompt
4. Use a continuous physical prompt