

Theme Books Teacher's Guide

The purpose of these books is to assist in the implementation of the life skills objectives before the student accesses the different environments based on the different themes. Students with disabilities will require additional time to access the community environments. Access to the community needs to be done following in classroom trainings that include, but are not limited to: role-play, theme books instruction, and survival vocabulary related to the environment. Participation in school events and community outings must be planned and researched in advance to taking the trips.

The books may be used in the book format and the pages may be moved to suit the student's needs. Originally, the pages are in alphabetical order, but pages may be rearranged once the student becomes more familiar with them. Line drawings of the pictures should be integrated slowly into the books as the pictures become more familiar to the student. It is optimal to work from the familiar to the unfamiliar. Include family members whenever possible.

The pages may be utilized as flashcards. The student may identify the picture or the words with the other section covered from view. The pictures may be discussed in detail (i.e. what color is the building? Are there any cars in the parking lot? Are there any people are in the picture?)

Pages from different books may be used in tandem with each other. For example, Metro and a grocery store may be used together as the trip into the community may involve taking Metro to the grocery store.

Pages can be removed if the student will be unfamiliar or not have access to the item on the page. Pages can be added by placing a 4x6 digital picture on the top of the page. The print size is 72 Arial font bold. A word of caution: use buildings the student is familiar with to start with. An unfamiliar architectural design may confuse the student. Pages may also be laminated to lengthen the life of the books. Laminating the pages will create a glare that will affect a student with low vision and their ability to see what is on the page. I recommend printing them instead on cardstock as this will prolong the life of the cards and help with the glare issue.

The three books are bound by a color. My thought process was to try to make it simple for me to remember which was which as I grabbed the materials. Here is my rationale:

- Restaurant = Blue... "I get blue if I don't eat."
- Shopping = Black... "You got to be in the black to spend money."
- Transportation = Red... "Stop and pay attention to the traffic flow before you go."

Suggestions on how to use each of the books follows as well as a sample lesson plan based on Houston Independent School District's "Ecological Inventory of a targeted environment/activity" outline for each of the three books is provided and an appendix listing the images included in each of the books.

Restaurant Book (Blue)

Suggestions for use:

- Discuss what food items can be ordered from the particular restaurant pictured.
- Ask the restaurant for sample menus to practice ordering in a classroom setting before taking a community-based trip to the restaurant.
- Discussions can include, but are not limited to: how one would get to the restaurant, behaviors needed, and attire.
- Practice handling money before going to the restaurant.
- Given 3 choices of words approximate to the restaurant name (one spelled correctly), which one is the **same** as the one on the page?
- Practice ordering (role-play)
- Match picture with a line drawn representation
- Locate a possible 'quiet area' for student to have calming area when out in the restaurant before taking the trip into the community.

Shopping Book (Black)

Suggestions for use:

- Discuss what items can be purchased from that particular store.
- Ask the store for a sample layout of what is in each aisle. If one is unavailable, creating one can become a class project. Use the layout of the aisles to discuss what can be located in each aisle or where one would find a particular item.
- Discuss how one would get to the store and behaviors needed.
- Practice soliciting aid.
- Shop for an item for the family (nonperishable item with money from home)
- Practice handling money before going to the store.
- Practice cutting out coupons and making grocery lists. Grocery lists can be pictured, written, large print, or brailled.
- Given 3 choices of words approximate to the store name (one spelled correctly), which one is the **same** as the one on the page?
- Match picture with a line drawn representation.
- Locate a possible 'quiet area' for student to have calming area while in the store before taking the trip into the community.

Transportation Book (Red)

Suggestions for use:

- Discuss each mode of transportation (i.e. when would you use a car? When would you use Metro?)
- Discuss accessing public transportation (i.e. how would you "catch" a bus? What questions would you ask the driver?)
- Discuss the picture in detail (i.e. what items would you guess that the truck is carrying? Where do you think these items would be delivered to?)
- Practice soliciting aid.
- Plan a trip using public transportation, include parents whenever possible.
- Given 3 choices of words approximate to the vehicle name (one spelled correctly), which one is the **same** as the one on the page?
- Purpose of each vehicle (i.e. destinations, personal or business, cargo or people)

- Take field trip to drivers license station (get Texas ID if in high school).
- Take field trip to Metro main station to complete Freedom Pass application process.
- Match picture with a line drawn representation.
- Locate a possible 'quiet area' for student to have calming area before taking the trip into the community.

Sample Ecological Inventory of a targeted environment/activity (Houston ISD)

Domain: Community

Environment: Subway

Major Activity: Using a soda fountain

General Information (e.g. address, contact hours): 123 Eagan BLVD

1 hour each visit (713) 123-4567

Activity Sequence:

Subenvironment 1: Sales Counter

Skill Cluster 1: Waiting in line

Skill 1: Locate line

Skill 2: Stand behind last person in line

Skill 3: Stay in line with hands to self

Skill Cluster 2: Order item

Skill 1: Visually/tactually locate item on menu (braille, picture, word) or ask another in line to read the menu to you.

Skill 2: Tell item to cashier

Skill 3: Repeat if necessary

Skill Cluster 3: Pay for item

Skill 1: Listen for amount owed

Skill 2: Give cashier money

Skill 3: Wait for change

Skill Cluster 4: Wait for drink/food

Skill 1: Step aside so person behind you can order

Skill 2: Wait near the counter

Skill 3: Pick up drink/food when ready

Subenvironment 2: Soda fountain

Skill Cluster 1: Choose drink

Skill 1: Locate choices

Skill 2: Read choices or solicit aid to ascertain the choices

Skill 3: Visually or tactually remember the different choices

Skill Cluster 2: Getting ice

Skill 1: Place glass under the ice dispenser and hold

Skill 2: Using free hand, press button for ice

Skill 3: Release button when enough ice is in the cup

Skill Cluster 3: Dispensing Soda

Skill 1: Place glass under chosen soda fountain head and hold

Skill 2: Using free hand, press button for soda/ice

Skill 3: Release button when cup is full (use liquid level indicator or hook a finger over the lip of the glass to indicate level of fullness)

Subenvironment 3: Table

Skill Cluster 1: Take food/drink to table

Skill 1: Take food to unoccupied table

Skill 2: Place food tray on table

Skill 3: Sit on chair

Skill Cluster 2: Eat/drink

Skill 1: Take food out of packaging

Skill 2: Put straw in drink

Skill 3: Eat/drink using good table manners

Skill Cluster 3: Clean up area

Skill 1: Pick up trash from table

Skill 2: Visually, auditorially, or tactually locate trashcan

Skill 3: Dispense of trash

Other Major Activities:

1. Socialization with peers
2. Proper behavior in a restaurant
3. Table Manners
4. Handling money appropriately
5. Proper hygiene (i.e. washing hands before eating)

Basic Skill Requirements:

Math – Coin/bill recognition

Counting money

Reading – Restaurant survival words

Language – Speaking loud and clear

Use correct grammar

O&M – Proper use and storage of can

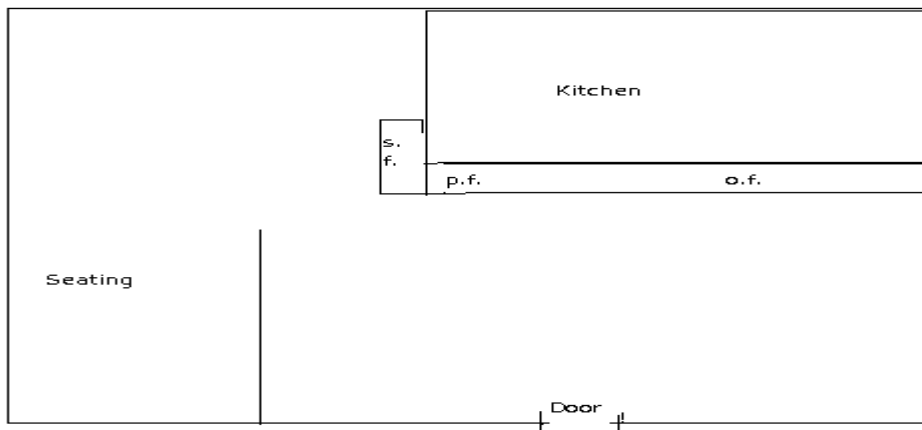
Proper sighted guide technique

Materials used:

Each student is given \$1.00. Appropriate use of low vision aids as necessary.

* Include O&M/VI whenever possible

Diagram of Area:



Key:

o.f. – Order food

s.f. – Soda fountain/straws, salt, etc.

p.f. – Pay/pick up food

Sample Ecological Inventory of a targeted environment/activity (Houston ISD)

Domain: Community

Environment: Kroger's

Major Activity: Purchasing an item

General Information (e.g. address, contact hours): 123 Eagan BLVD

1 hour each visit (713) 123-4567

Activity Sequence:

Subenvironment 1: Grocery Carts Rack

Skill Cluster 1: Get a cart

Skill 1: Select one student to push the cart

Skill 2: Locate grocery carts

Skill 3: Pull one from line of carts

Skill Cluster 2: Move cart

Skill 1: Push grocery cart forward slowly

Skill 2: Looking out for others

Skill 3: Looking out for shelving and other carts

Skill Cluster 3: Select aisle for item desired

Skill 1: Read aisle labels

Skill 2: Push cart to desired aisle

Skill 3: Turn into aisle

Subenvironment 2: Aisle

Skill Cluster 1: Selecting item

Skill 1: Look over choices

Skill 2: Notice prices/coupon brand

Skill 3: Choose item

Skill Cluster 2: Cart

Skill 1: Put item in cart

Skill 2: Push cart to next desired aisle

Skill 3: Repeat Skill Cluster 1, Subenvironment 2

Skill Cluster 3: Locate checkouts

Skill 1: Wait in line

Skill 2: Pay for item

Skill 3: Wait for change and receipt

Other Major Activities:

1. Street/sidewalk safety
2. Proper behavior in a grocery store
3. Cutting coupons and reviewing food sale ads
4. Making a shopping list
5. Scanning own groceries and bagging them

Basic Skill Requirements:

Math – Coin/bill recognition

Counting money

Reading – Grocery store survival words

Language – Speaking loud and clear

Use correct grammar

O&M – Independent mobility

Proper sighted guide technique

Materials used:

Each student has a grocery list (printed, picture or in braille) of one item from home and the money to purchase that item. (Coupon is optional) Appropriate use of low vision aids as necessary.

* Include O&M/VI whenever possible

Diagram of Area:

Have a master list of aisle numbers and contents of each aisle.

Sample Ecological Inventory of a targeted environment/activity (HISD)

Domain: Community

Environment: Metro

Major Activity: Accessing Metro to predetermined location

General Information (e.g. address, contact hours):

Activity Sequence:

Subenvironment 1: Bus stop

Skill Cluster 1: Locate bus stop

Skill 1: Walk on sidewalk

Skill 2: Look for Metro bus route sign

Skill 3: Move toward desired Metro bus stop

Skill Cluster 2: Wait for Metro

Skill 1: Sit down/stand at bus stop

Skill 2: Quietly wait so not to disturb others

Skill 3: Looking out for Metro

Subenvironment 2: Metro

Skill Cluster 1: Entry

Skill 1: Ask bus driver if this bus is route ____ (desired route #)

Skill 2: Ask bus driver if he/she can notify you when the bus reaches _____ (name a specific building or crossroad)

Skill 3: Thank the driver for their helpfulness.

Skill Cluster 2: Pay

Skill 1: Locate machine to pay to ride Metro

Skill 2: Insert money/Freedom pass

Skill 3: Wait for ticket/okay from driver

Skill Cluster 3: Seating

Skill 1: Locate seat nearest to driver

Skill 2: Sit down

Skill 3: Sit quietly with things close to you so not to disturb the other riders

Subenvironment 3: Community

Skill Cluster 1: Exit Metro

Skill 1: Get up from seat when bus is stopping at predetermined bus stop

Skill 2: Ask the driver which way to _____ (your destination)

Skill 3: Thank the driver for their assistance

Skill Cluster 2: Continue travel

Skill 1: Locate sidewalk

Skill 2: Continue walking to end destination

Skill 3: Obey all traffic laws

Other Major Activities:

1. Street/sidewalk safety
2. Proper behavior on a bus
3. Soliciting aid
4. Obeying traffic laws

Basic Skill Requirements:

Math – Coin/bill recognition

Counting money

Reading – Transportation survival words

Reading Metro route map

Language – Speaking loud and clear

Use correct grammar

O&M – Proper cane technique

Proper storage of cane while seated

Materials used:

- Each student has money or Freedom Pass. Printed/brailled directions and/or tactile, auditory or visual map are optional. Appropriate use of low vision aids as necessary.
- Dress for the weather (i.e. coat, umbrella)
- Include O&M/VI whenever possible

Appendix A

List of Restaurant Book pictures:

- Burger King
- Chick-Fil-A
- Chuck E Cheese
- Church's Chicken
- CiCi's Pizza
- Dairy Queen
- Domino's Pizza
- Godfather's Pizza
- Jack in the Box
- James Coney Island
- KFC
- Long John Silver's
- McDonald's
- Papa John's Pizza
- Pizza Hut
- Popeyes
- Quizno's Subs
- Schlotzsky's Deli
- Sonic
- Subway
- Taco Bell
- Wendy's
- Whataburger

Appendix B

List of Shopping Book pictures:

- Big Lots
- CVS
- Dollar General
- Dollar Tree
- Eckerd
- Fiesta
- Food Town
- HEB
- Kohl's
- Kroger
- Payless Shoe Source
- Randall's
- Target
- Walgreens
- Wal-Mart

Appendix C

List of Transportation Book pictures:

- Airplane
- Ambulance
- Bicycle
- Boat
- Cab
- Car
- Donkey
- Dump Truck
- Fire Truck
- Garbage Truck
- Helicopter
- Horse
- Hot Air Balloon
- Mail Truck
- Metro
- MetroLift
- MetroRail
- Motorcycle
- Pick-up Truck
- Police Car (blue)
- Police Car (white)
- School Bus
- SUV
- Tow Truck
- Train
- Truck (large)
- Truck (small)
- Tractor
- Van