Dr. Lakshmi Mahadevan: We believe that based on the nature of their hands-on, lab-based, applied curriculum, CTE teachers can focus on employability skills such as professionalism and job responsibility. Following are examples of instructional strategies that can be used when teaching these skills to your students with disabilities in an inclusive setting.

*When teaching students to dress appropriately for work consider using visual examples such as the students themselves:*

“I could wear nice shoes” – Student 1

“You could wear better shoes, very good, what else” – Lakshmi Mahadevan

“I could be wearing better fitting clothes” – Student 2

“You could be wearing better clothes that fit you better. What else?” – Lakshmi Mahadevan

“You could have a shirt with no pictures” – Student 3

“Ok you could have a shirt with no pictures. Very Nice. What else?” – Lakshmi Mahadevan

*Using realia, for example, bringing clothes for students to try on.*

“There is a difference between wearing a sports jacket to an interview, and a regular jacket. This is underdressed (pointing to several sports jackets.) Now when can you wear this?

“To a party” – Student 1 “A party, very good.” – Lakshmi Mahadevan

“If you work, showing up to a training?” – Student 2

“Very good” – Lakshmi Mahadevan

“On casual Friday?” - Student 3

“On casual Friday, absolutely.

When would you wear a sports jacket Mike?” – Lakshmi Mahadevan

“Those are a lot of good ones, dinner, casual Fridays?” - Mike

“Sometimes some interviewers will even take you to dinner, and it’s ok to dress like that for dinner (wearing a sports coat). I want all the males to come up here, try wearing all these, practicing”

To the females in the classroom, “Alright now, do you remember the young lady that came and told you that you could wear a t-shirt and jean to the job? I still wouldn’t recommend wearing a t-shirt and jeans to the job, I would maybe wear something like this (Holds up a nice blouse). It’s still dressy” – Lakshmi Mahadevan. “Yeah” Student agrees.
“Any of the shirts you are wearing today are perfect for that.”

*Or, allowing students to provide input on visual examples.*

“Who would you rather get a bank loan from? Number one or Number two?” –Lakshmi Mahadevan - Displayed are two pictures, number one is of a person looking like they just got out of bed, and number two is a woman in professional dress. “Number Two” Classroom agrees, unanimously. “Number two. Why would you rather get a bank loan from her?” - Lakshmi Mahadevan

*When training students on intangible concepts such as attitudes, team skills, work ethics, and personal responsibility, consider reminding students of their job responsibilities:*

“With you guys, in training to be in service as care givers you may be placed in a setting where you need to prepare meals, or you may have to warm up a meal. It is important to know the temperature at which you must warm the food back up to”.

*Allocating job responsibilities in the classroom*

“Do you mind if you cut the tomatoes for me today instead? I was going to have someone else do the lettuce. So I need one person who is willing to get the beef, take it out of the package, and mix it in a bowl. We are going to mix it with onion seasoning, and we are going to do two tablespoons of ketchup which will add some more flavors to the meat itself. So I need someone to do the meat? (Someone volunteers) So, you can do the meat, and then we need someone to be in charge of opening the can and heating these up on the stove. We will be doing ranch style beans with the hamburgers. (someone volunteers). So I will get the other two guys to do the cutting stuff. Will you tear up the lettuce into smaller pieces?