

Strategy Planning and Prioritization



In this activity, you'll consider the strategies that have been mentioned in this section and identify those that you can apply more frequently or more intentionally. Once you have identified these strategies, you'll be able to print them for your own use.

This activity is for elementary grade-level educators.

Your goal is to reflect on your own experience with your child and place each strategy into one of two categories: **I do this consistently OR I can do this more often**

Encourage chores and self-care at home

Priority	Task
☐ Doing ☐ To do	Ask what chores the child does at home and encourage similar ones at school.
☐ Doing ☐ To do	Tell what tasks and routines the child does at school, and encourage these at home.
☐ Doing ☐ To do	Ask what tools are used at home to encourage consistent chore participation.
☐ Doing ☐ To do	Talk with families about the link between chores and employability skills.

Plan for soft skills development

Priority	Task
☐ Doing ☐ To do	Name soft skills when explaining activities or assignments to students.
☐ Doing ☐ To do	Design activities to fill identified gaps in soft skills.

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Play and talk about work

Priority	Task
☐ Doing ☐ To do	Encourage role play or assignments about occupations.
☐ Doing ☐ To do	Ask students what they want to be when they grow up.
☐ Doing ☐ To do	Talk about work roles in the school and community.
☐ Doing ☐ To do	Note students' job-related interests and talk to families about them.
☐ Doing ☐ To do	Encourage families to consider extracurriculars related to a job-related interest.

Have effective IEP conversations

Priority	Task
☐ Doing ☐ To do	Read and evaluate IEPs with the lens of employment and employability skills.
☐ Doing ☐ To do	Include practical strategies for literacy and soft skills development.
☐ Doing ☐ To do	Talk about work roles in the school and community.