

YEAR 3

FALL SEMESTER

Executive Function V
**Career Seminar I/
Career Seminar Lab I**
**Social Engagement V/
Social Engagement Lab V**
Travel & Transportation
Stress Management V
Academic Resource V
Audit Elective V (Optional)

SPRING SEMESTER

Executive Function VI
**Career Seminar II/
Career Seminar Lab II**
**Social Engagement VI/
Social Engagement Lab VI**
Civics
Stress Management VI
Academic Resource VI
Audit Elective VI (Optional)

FALL SEMESTER

Executive Function V

Working memory is the ability to take in multiple pieces of information simultaneously and utilize that information to produce a result. Instructors utilize self awareness techniques, activities using graphic organizers and classroom activities to increase students ability to focus on tasks. Classes are constructed to use visuals to highlight next steps on activities in a structured manner so that students feel more confident utilizing strategies to help with memory.

Career Seminar I

Career Seminar I is the first of two workshops designed to prepare students to enter the world of work. Students will be guided through the steps of seeking employment (job-hunting strategies, completing job applications both online and on paper, hone their job interview skills and preparing for the first few weeks of new employment). Phone and email etiquette will be taught and practiced throughout the semester. Students will learn the importance of prioritizing tasks on the job and the importance of asking for assistance when needed. The students will also have an opportunity to share their experiences in their internships and have an opportunity to ask questions or problem solve situations that may have arisen.

Career Seminar Lab I

The career seminar lab includes students working set hours at an internship site. Internship placements are based on selections guided by Career Exploration assessments, PAES Assessment, student input, staff observations and placement availability. Students are supported by the Career and Internship Advisor and receive classroom instruction to hone their abilities. They also receive highly individualized support and guidance as they begin to integrate all of the knowledge and skills that they have learned from previous BRIDGES career readiness classes.

Social Engagement V

Year 3 of the SOS curriculum builds on concepts learned within the first two years. Students will expand and focus their conversations to incorporate other people's topics of interest in conversation. Students build on asking questions, making comments and adding information to include bridging to an unrelated topic of conversation, reflecting content and emotion. Students are introduced to the CBT model in order to modulate behavior through examining thoughts, feelings and behaviors.

Social Engagement Lab V

Students in social engagement lab V utilize concepts taught in class and apply them to conversations with peers. Topics include, other people's topics of interest, generalizing skills to ask questions, make comments, add information and bridge to a new topic of conversation. Scenario based activities are introduced in regards to reflecting on thoughts, feelings and behaviors. Students are paired in small groups to practice skills learned in the college community.

Travel & Transportation

Travel and Transportation allows for students to gain a better understanding of the various modes of transportation available to them in the area. Students learn how to navigate travel safely by understanding situational awareness and safety measures within each mode of transportation in order to become more confident travelers. Students are assessed on their ability to travel safely in their communities and their knowledge of safe travel practices. Students plan weekend trips to gain an understanding of the different activities and places available to them within their community. A cumulative project of traveling outside the country is also completed at the end of this workshop.

Stress Management V

The goal of this course is to further develop the ability to modulate behavior and emotional responses through direct teaching of social rules and generalizing rules. Emphasis on self-awareness practices are introduced. Students use concepts and skills learned to create a Self-Awareness project at the end of the course.

Academic Resource V

Students in this class focus on recording duties and responsibilities that are performed in their Internship placement. Students begin to add to their culminating portfolio. Students are provided individualized academic support that are designed to assist them in identifying and utilizing effective Executive Function strategies in order to foster success across all aspects of their BRIDGES classes.

Audit Elective V (Optional)

Students choose from the SUNY Orange roster of classes one of particular interest to them and attend the class as an auditing participant. Students are encouraged to

choose classes within their chosen area of vocational focus or personal areas of interest for enrichment.

SPRING SEMESTER

Executive Function VI

Emphasis in this course is placed on problem-solving, cognitive flexibility and Meta-Cognition. Students gain a better understanding of themselves through self-awareness projects. Students are introduced to these concepts with multiple ways to practice both conceptually and practically.

Career Seminar II

Career Seminar II will continue to prepare students to enter the world of work. Students will have the opportunity to explore their learning styles and learn how to advocate for accommodations they may need in their workplace. Students will finalize their resumes with their newly learned skills, learn how to write a concise cover letter, and learn about appropriate dress for interview and workplace success. Students will have the opportunity to review and update their Career Exploration Portfolio and reflect back on their results. The importance of a positive and enthusiastic attitude and strong communication skills in the workplace will be reviewed. The student will continue to have the opportunity to share their experiences in their internships and will be guided to solve issues that may have arisen on their own with input and support from the instructor.

Career Seminar Lab II

The career seminar lab continues with students gaining work experience at an internship site. Students begin to track the duties and responsibilities that are completed during their internship hours. The culmination of their work is added to the students comprehensive work portfolio which also includes an updated resume, cover letter, letters of recommendation, the students Person Centered Plan and Stress Management Portfolio.

Internship placements are based on selections guided by Career Exploration assessments, PAES Assessment, student input, staff observations and placement availability. Students are supported by the Career and Internship Advisor and receive classroom instruction to hone their abilities. They also receive highly individualized support and guidance as they begin to integrate all of the knowledge and skills that they have learned from previous BRIDGES career readiness classes.

Social Engagement VI

Students learn to develop insight into their behaviors as well as taking the perspectives of others. Informal workplace communication skills such as developing friendships, reading non-verbal body language and developing empathy are also explored. Students continue to focus on the development of necessary active

listening skills and assertive advocacy strategies. Continuation of the CBT model is used so students can be mindful of their thoughts, feelings and behaviors and choose effective ways to respond to situations.

Social Engagement Lab VI

Students put into practice developing insight into their behaviors through group work, engaging in topic talk activities to take the perspective of another student with the emphasis on incorporating reading non-verbal body language. Students are given opportunities to practice concepts learned in class in the college setting.

Civics

This course covers a variety of topics including understanding what a community is, where it is and how students can be more involved in their communities. Students learn about Civic Engagement and contributing to their communities in a meaningful way. Units of study also include significant movements in history, Leadership and Self-Advocacy, understanding the Americans with Disabilities Act and Person First Language. Students engage in a leadership project identifying leadership qualities in past and present leaders and applying leadership qualities to themselves.

Stress Management VI

In the third year, students have an understanding of what triggers affect their stress levels. Students transition from the program with various completed projects including a self-awareness project and a stress management portfolio, which they continue to add onto throughout all three years. Within the portfolio, students use and identify vocabulary associated with stress from a physical, social and emotional perspective. In the natural setting of the school environment, students continue to generalize stress management tools. Students continue to study maladaptive behaviors and the effects they have on their goals.

Academic Resource VI

Students in this workshop focus on navigating and preparing for transition as they prepare for graduation. Students are introduced to the graduation application process and other steps to prepare for commencement. Staff are available to provide individualized instruction and support as necessary. Individualized academic supports are designed to assist students in identifying and utilizing effective strategies in order to foster success across all aspects of their BRIDGES workshops..

Audit Elective VI (Optional)

Students choose from the SUNY Orange roster of classes one of particular interest to them and attend the class as an auditing participant. Students are encouraged to choose classes within their chosen area of vocational focus or personal areas of interest for enrichment.