



## 300 LEVEL WORKSHOPS

### CATALOGUE

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## FALL WORKSHOPS

### **B 301 - Executive Function V**

In the fifth installment of the Executive Function series, working memory - the ability to take in multiple pieces of information simultaneously and utilize that information to produce a result is emphasized. Instructors utilize self awareness techniques and self reflection activities - even incorporating graphic organizers - to increase students ability to focus on tasks. Classes are constructed to use visuals to highlight next steps on activities in a structured manner.

*Prerequisite(s): B101, B102, B201, and B202*

### **B 303 - Career Seminar I**

This workshop is designed to prepare students to actively and purposefully seek employment. In addition, classwork regarding the job-hunting process is reviewed. Topics covered include updating the personal fact sheet, finalizing resumes and references, practice interviews and preparing for commonly asked questions, understanding the Americans with Disabilities Act and issues of self-advocacy. Once students obtain employment, they will be expected to perform certain tasks independently, and the class covers topics such as prioritizing daily tasks while at work, understanding sexual harassment and other behavioral standards in the workplace and dealing with issues of transportation. A variety of instructional techniques are used, with a special emphasis on role-play and student focused practice and interaction. Students learn the use of the Internet for research, communicating and obtaining information for personal interest. Maintaining an online image satisfactory to potential employers is emphasized.

*Prerequisite(s): B103, B104, B203, and B204*

### **B 305 - Social Engagement V**

300 level workshops build on concepts learned in the 100 and 200 level offerings. More focus is placed on assertiveness and self advocacy. Students learn the rules of being assertive when their rights are violated. Students continue to practice communication skills such as effective listening strategies and rules to telling a story and how to develop friendships. Students are introduced to the CBT model in order to modulate behavior through examining thoughts, feelings and behaviors. Students also refine their conversation skills to incorporate other peoples 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.

*Prerequisite(s): B105, B106, B205 and B206*

### **B 307 - Travel & Transportation**

This workshop is designed to empower students and promote development of autonomy by learning how to travel safely and independently in the community using a variety of transportation modes including public transportation and transportation for hire. The goal is for students to acquire the knowledge and skills associated with independent travel thereby increasing their access to the community, employment and to achieve their leisure goals. Students self evaluate on travel barriers they are experiencing and develop goals for overcoming obstacles. They next are evaluated on their awareness of personal space; awareness of their environment; ability to advocate for themselves, and their ability to recognize and appropriately respond to danger. Practical training takes place in various community settings depending upon student goals and needs and includes direct instruction using travel apps.

*Prerequisite: None*

**B 309 - Stress Management V**

The goal of this workshop 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 semester.

*Prerequisite: None*

**B 311 - Lab V**

The 300 Level Lab includes hands-on components related to the following five workshops:

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|----------------------------|---|
| 1. Executive Function -    | <i>Prerequisites: B101, B102, B201 and B202</i> |
| 2. Career Exploration -    | <i>Prerequisites: B103, B104, B203 and B204</i> |
| 3. Social Engagement       | <i>Prerequisites: B105, B106, B205 and B206</i> |
| 4. Travel & Transportation | <i>Prerequisite - None</i>                      |
| 5. Stress Management       | <i>Prerequisite - None</i>                      |

**B 313 - Audit Elective V**

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 interests for enrichment.

*Prerequisite(s): None*

**B 315 - Academic Resource V**

This is a highly individualized workshop designed to meet the needs of specific students' course of study enabling them to reach their academic goals at BRIDGES. Students work 1:1 or small groups with staff to learn study skills techniques including but not limited to note taking strategies, active listening, annotating a reading assignment, solving math problems, utilization of flashcards and graphic organizers, and effective writing strategies.

*Prerequisite(s): B115 , B116, B215 and B216*

# Spring Workshops

## **B 302 - Executive Function VI**

Utilizing the *SMARTS* curriculum, emphasis is placed on problem-solving, cognitive flexibility and Meta-Cognition. Students are introduced to these concepts with multiple ways to practice both conceptually and practically.

*Prerequisite(s): B101, B102, B201, B202, and B301*

## **B 304 - Career Seminar II**

Students continue learning the concepts introduced in Career Seminar I to prepare students to actively and purposefully seek employment. Topics covered include how to follow up an interview with a letter, dressing for success, how to weigh one job offer over another, recognizing discrimination and how to seek help for it, reporting for work on time, and how to properly call in sick. A variety of instructional techniques are used, with a special emphasis on role-play and student focused practice and interaction.

*Prerequisite(s): B103, B104, B203, B204 and B303*

## **B 306 - Social Engagement VI**

The goals of this workshop are to 1) further develop the ability to modulate behavior and emotional responses through direct teaching of social rules and 2) develop an understanding of the main idea in language and social situations and how to respond in an organized way, with a focus on the main idea. 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.

*Prerequisite(s): B105, B106, B205, B206, and B305*

## **B 308 - Civics**

The focus of this workshop is to understand the rights and responsibilities of citizenship at the municipal, county, state and national level and to prepare students to exercise opportunities to become informed, thoughtful and engaged citizens. To understand how public policy is formed and why it is important to participate in local government students are introduced to local, state and national issues, legislators, read and participate in discussions about policy, and develop informed discussion using a variety of formats. Registering to vote, learning one's local and national representatives, letter writing and mock voting are activities used to reinforce these important concepts.

*Prerequisite(s): None*

## **B 310 - 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.

*Prerequisite(s): None*

### **B 312 - Lab VI**

The 300 Level Lab includes hands-on components related to the following five workshops:

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|-------------------------|--|
| 1. Executive Function - | <i>Prerequisites: B101, B102, B201, B202 and B301</i>  |
| 2. Career Exploration - | <i>Prerequisites: B103, B104, B203, B204 and B303</i>  |
| 3. Social Engagement -  | <i>Prerequisites: B105, B106, B205, B206, and B305</i> |
| 4. Consumer Math -      | <i>Prerequisite - None</i>                             |
| 5. Stress Management -  | <i>Prerequisite - None</i>                             |

### **B 314 - Audit Elective VI**

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 interests for enrichment.

*Prerequisite(s): None*

### **B 316 - Academic Resource VI**

This is a highly individualized workshop designed to meet the needs of specific students' course of study enabling them to reach their academic goals at BRIDGES. Students work 1:1 or small groups with staff to learn study skills techniques including but not limited to note taking strategies, active listening, annotating a reading assignment, solving math problems, utilization of flashcards and graphic organizers, and effective writing strategies.

*Prerequisite(s): B115, B116, B215, B216 and B315*