

Boise State University

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MDS/BAS 495 Undergraduate Capstone
Projects

Student Research

Spring 2022

Life Skills and Economics: Mrs. Shelley's Special Education Jr. High Student Experience

Shelley Douglas
Boise State University

Life Skills and Economics with Mrs. Shelley

Video Link: [Life Skills Economics with Mrs. Shelley](#)

Transcript

0:01
life skills and economics ms shelley's
0:04
special education junior high student
0:06
experience
0:09
applied life skills how might i help our
0:12
special education students become
0:13
successful in real life situations by
0:16
applying life skills programs to our
0:18
junior high school
0:19
the problem starts with students having
0:21
the lack of understanding and skill when
0:23
stepping out on their own teaching
0:25
students skills now will help them
0:28
become successful members in society
0:31
students who learn life skills early

0:32

will not only build self-confidence but

0:34

their long-term success in life

0:38

having great resources for lesson plans

0:41

gives a multitude of perspectives and

0:42

ideas as i use these lesson plans and

0:46

add the ideas to my class lessons i find

0:48

i must modify most of the pre-existing

0:51

plans to fit the abilities of my special

0:52

education students

0:54

for feedback

0:56

i give questionnaires during the third

0:57

and sixth week to receive a perspective

1:00

on the program from students

1:01

teachers and parents

1:04

i then make changes as needed

1:08

my current junior high does not have an

1:10

understanding of basic life skills

1:12

including economic skills and personal

1:14

finance

1:15

building a program to teach the lacking

1:17

skills will educate my junior high

1:18

students in these areas

1:20

i use google classroom and other

1:22

resources to support my plan

1:24

some of the topics include life skills

1:26

social skills and economic skills

1:28

students gain a better better

1:30

understanding of real life situations

1:32

and how to respond we set up a

1:34

simulation of real life situations to

1:37

allow students to obtain experience and

1:39

make mistakes and learn from them

1:41

during the planned simulation students

1:43

are allowed to save spend and earn money

1:46

at their own discretion

1:47

this gives them a safe environment to

1:49

lose money and see how it will affect

1:51

them in the future

1:55

my research allows me to understand why

1:58

i'm teaching life skills to my students

2:00

and how it will affect them in the long

2:02

term

2:02

students gain skills

2:05

like critical thinking creative thinking

2:08

decision making and problem solving

2:10

skills communication skills and

2:12

interpersonal relationships coping with

2:14

emotion and stress self-awareness and

2:16

empathy

2:18

i have taken 5 out of 17 students

2:20

randomly and made a graph to show how

2:21

the social skills have had an effect on

2:24

the students i went to the other

2:26

teachers in the school and the

2:27

administrator to see if they had seen

2:29

changes in the students engagement

2:30

throughout the school

2:32

this was over a few weeks

2:35

as you can see the goals were met

2:37

or improved behaviors were improved in

2:40

just a short time we will continue this

2:43

project in the following year to see if

2:45

we will add this

2:47

program permanently

2:51

i started with a planned economic class

2:53

schedule and built activities for

2:55

students needs and goal

2:58

the pre-planned program i used was

3:00

called my classroom economy

3:03

i started with the junior high program

3:05

but quickly realized i needed more

3:07

adaptive assignments and moved my

3:09

students back to

3:11

grade two to three level

3:14

this really helped and i could see

3:15

improvements in their success

3:18

when assignments are too difficult i see

3:20

an incline in behaviors

3:22

when this happens

3:24

i know i need to re-evaluate my plan

3:28

i build activities around this process

3:30

i also use google classroom for my

3:32

classroom assignments this makes it to

3:34

have easy access for the students and

3:36

they clearly understand how to use this

3:39

the students are learning social skills

3:40

money management banking skills and

3:43

every week i add more to their learning

3:45

experience

3:47

i find many students need extra time

3:49

with counting money before i moved on

3:53

my current approach is unique in the

3:55

same sense that most special education

3:58

programs in the junior high are not

4:00

providing progressive life skills social

4:02

skills and economic skills

4:04

i had to think outside the box and find

4:06

new ways of doing some activities

4:08

the students have gained clear

4:10

understanding of each tool and now are

4:12

applying these throughout their day

4:15

i have seen students reach new goals in

4:17

math and gain a better understanding of

4:20

money through just a few weeks

4:22

i use a lot of visual aids to help their

4:25

learning experience

4:27

run smoother for the students

4:32

i have taken a pre-made program and

4:34

modified the activities to fit a lower

4:36

learning level and different learning

4:38

styles

4:39

i ensure we have visual aids enhanced

4:41

activities each student is at a

4:43

different level and i must ensure they

4:45

receive the same experience throughout

4:47

the program

4:50

empowering students through life skills

4:52

works and is needed the student's mental

4:54

health is one area we tend to forget

4:56

about when focusing on education

4:59

teaching life skills benefits students

5:01

parents and teachers

5:03

i use this information to guide my

5:05

project it will help me understand the

5:07

benefits on a mental level

5:09

social skills have had a big impact on

5:12

our students it has helped students

5:14

understand their behaviors and gain a

5:16

new perspective on other students

5:18

behaviors

5:19

they have learned to have empathy and

5:22

compassion

5:23

behavior goals are being met or are

5:26

going up percentage-wise some students

5:29

behavior goals were hitting 20 percent

5:31

and now they are reaching 60 to 70 range

5:35

my current project engagement is going

5:37

great i have seen many of my students

5:40

goals change and evolve as they move

5:42

through each step of the program

5:46

it has also helped them with core

5:48

classes like math and writing

5:51

all teachers take data on student

5:53

progress for their groups

5:55

the groups are math reading writing and

5:57

technology

5:58

students have gained knowledge in all

6:00

these areas

6:01

money math and check check registries

6:03

have seen a big improvement in all

6:05

students

6:06

here you can see an example of my

6:08

student feedback responses for the

6:10

program activity so far i need to see if

6:14

they were understanding the assignments

6:15

and gauging how difficult the program

6:17

assignments were

6:20

students learn many new skills they can

6:22

apply to their high school workforce

6:24

program the feedback i received from the

6:26

stakeholders has been very positive

6:29

administration has noticed a big change

6:32

in the student social skills she came in

6:34

and watched us on friday

6:37

we had a checkbook registry check-in

6:39

with a store purchase day the students

6:42

had to make a clear choice on how much

6:44

money they had in their accounts and how

6:46

much they were willing to spend

6:48

this gave the students real life

6:49

experience on fulfilling a temporary

6:52

happiness or waiting and spending their

6:55

savings on a big item item at the end of

6:57

the program

6:59

my administration was excited to see the

7:02

student progress on decision making

7:04

banking and math

7:06

my administration has an understanding

7:09

of how the program has made changes to

7:11

our class as a whole she gave me clear

7:14

verbal feedback

7:15

many students did not buy items from the

7:17

store and are choosing to wait to buy

7:20

the large items at the end of the

7:22

program

7:23

when looking at

7:25

goals and student progress i found the

7:27

changes made to the program made a big

7:29

difference in their engagement and

7:31

success

7:32

in our special education program we have

7:34

kept data on all student progress i have

7:37

looked at the math group data and have

7:40

seen changes in the checkbook registry

7:42

percentage and money counting on average

7:44

students went from 29 to 65 to 78

7:48

on knowledge without assistance

7:53

everyone received benefits from the life

7:55

skills program the students new skills

7:57

they learned are being applied to other

7:59

areas of their education the

8:01

administrator has benefited by having

8:03

wonderful students who understand new

8:05

new social skills in team collaborations

8:08

and work ethic

8:09

teachers are less focused on behaviors

8:11

and more focused on meeting educational

8:13

goals the parents are seeing the effects

8:15

of less behaviors and new money

8:17

management skills at home

8:19

some students have even started a

8:21

savings account or piggy bank

8:26

some of the skills i have learned are

8:28

team collaboration empathy and clear

8:30

communication

8:32

i learned how to build a program teach

8:34

the program and make changes as

8:36

challenges arise

8:38

i have learned adaptive skills and how

8:40

to apply my leadership skills to my

8:41

students team collaboration

8:43

overall this project has given me a

8:45

better understanding of my skills and

8:47

how i respond to challenges

8:49

i love the confidence i have gained

8:51

through the last few weeks

8:56

here are my references i used throughout

8:58

the program

All

Listenable

Recently uploaded