

Life Skills & Career Readiness Program

Safford High School | Portfolio Case Study | Dr. Ryan J. Russell

SITUATION

Students preparing for employment and adulthood needed recurring, practical instruction that connected school learning with workplace, independent-living, communication, and self-advocacy demands.

NEED / DIAGNOSIS

The need was not a single lesson. Learners brought different abilities, IEP goals, accommodations, vocational objectives, and levels of independence, requiring an integrated and adaptable development program.

APPROACH

- Designed recurring instruction from scratch rather than relying on a prebuilt template.
- Built lessons, activities, supporting materials, assessments, and practical learning opportunities.
- Adapted instruction using learner needs, IEP goals, accommodations, vocational objectives, observation, and performance.
- Reinforced learning through coaching, feedback, practice, and applied expectations.

PROGRAM CONTENT

Self-advocacy • Communication • Workplace behavior • Employment preparation • Career readiness • Independent living • Transition to adulthood • Practical life skills

OUTCOME / PROFESSIONAL EVIDENCE

More than 100 students received recurring instruction and coaching. The work demonstrates end-to-end learning-program design, differentiated delivery, assessment, coaching, stakeholder coordination, and connection between instruction and real-world performance.

CONFIDENTIALITY NOTE

No student records, IEP details, or identifiable student information are included in this reconstruction.