Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980130
Course Title: Career Placement
Previous Course Title: On-the-Job-Training
Credit: Multiple

Will meet graduation requirement for Practical Arts

A.   **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career selection
- community resources related to career decisions
- workplace competencies
- advocating rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1   complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1   participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B.   **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the

student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the third of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement in volunteer work.

C.   **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1.   **Apply planning processes in establishing and revising personal and career goals.**

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Personal Goals

1.1.   Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
     Specify: _____ ❏ short-term goals
               _____ ❏ long-term goals
               _____ ❏ other: _____

1.2.   Choose to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)

1.3.   Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)

1.4.   Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

1.5.   Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., review original situation, consider current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

Career Goals

1.6.   Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
     Specify: _____ ❏ reconcile self-assessment with environmental assessment
               _____ ❏ identify long-range alternatives
               _____ ❏ specify short-range goals
               _____ ❏ set priorities and prepare an action plan
               _____ ❏ develop a contingency plan.
               _____ ❏ other: _____

1.7.   Allocate, prioritize, and schedule the time, training, and resources needed to accomplish career goals (e.g., setting a date for accomplishing long-term goal, sequencing the list of tasks needed to accomplish goal). (IF.B.1.In.1, IF.B.1.Su.1)

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1.8.   Choose to complete the necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.9.   Choose to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.10.   Identify goals related to immediate employment for self (e.g., part-time employment after school, apprenticeship program). (IF.B.1.In.1, IF.B.1.Su.1)

1.11.   Choose to undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don't score high enough on exam to obtain a job—retake exam, study harder, alter goal). (IF.B.1.In.2, IF.B.1.Su.2)

1.12.   Periodically monitor your progress in a specific activity when carrying out plans related to career goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

1.13.   Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan (e.g., review original situation, consider current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

1.14.   Adapt career plan and goals in response to changing situations and requirements (e.g., identify other jobs that are similar, investigate different types of jobs). (IF.B.1.In.2, IF.B.1.Su.2)

2.   Evaluate own knowledge and skills needed to meet specific job requirements.

IF.B.1.In.1   make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1   make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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2.1.   Evaluate personal characteristics that affect job requirements (e.g., desires to please, is a problem solver, is a communicator, is a self-manager, obeys directions, is cheerful, is cooperative, accepts criticism, has good manual dexterity, has good hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

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2.2. Identify personal limitations negatively affecting career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ ❏ accessibility
   _____ ❏ job requirements and selection standards
   _____ ❏ available career paths or options
   _____ ❏ amount and type of employee training/orientation
   _____ ❏ workplace culture, availability of support
   _____ ❏ other: _____

2.4. Use evaluations to improve own performance carrying out plans related to career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.1, IF.B.1.Su.1)

3. **Apply for a job using appropriate communications and follow-up procedures (e.g., contacting the employer, composing letters of application and resumes, completing job applications, participating in interviews).**

   CL.C.1.In.3   make general preparations for entering the work force.

   CL.C.1.Su.3   make general preparations for entering the work force—with guidance and support.

   CL.C.1.Pa.1   show willingness or interest in participating in work or community activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt   ___ verbal prompt   ___ visual prompt
   ___ assistive technology   ___ supervision   ___ other: _____

   Indicate assistance necessary for mastery at participatory level:
   ____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

3.1. Follow a systematic procedure to prepare a personal resume that includes experience, education, and job training (e.g., make a rough draft, revise, edit, print on resume paper, make extra copies). (CL.C.1.In.3, CL.C.1.Su.3)

3.2. Follow a systematic procedure to prepare a professional portfolio that includes work samples (e.g., choose best work samples, put these samples into a folder, prepare a brief description of samples). (CL.C.1.In.3, CL.C.1.Su.3)

3.3. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
   Specify: _____ ❏ work history   _____ ❏ related experiences
   _____ ❏ training   _____ ❏ career goals
   _____ ❏ personal strengths and interests   _____ ❏ other: _____

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3.4. Demonstrate the steps in preparing for a job interview (e.g., research company, predict interview questions, prepare sample answers, talk to other employees, contact interviewer, make appointment, prepare resume for interview, make copy of resume, prepare portfolio for interview). (CL.C.1.In.3, CL.C.1.Su.3)

3.5. Complete job application forms correctly (e.g., include all necessary information; provide work history, work experience, and personal information; check accuracy of information; edit). (CL.C.1.In.3, CL.C.1.Su.3)

3.6. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*

3.7. Use sources of assistance when obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity personnel, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

3.8. *Identify resources for finding employment. (Social and Personal C 30: VI)*

3.9. Access special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

3.10. Prepare a thank you letter or written inquiry for the employer after interview (e.g., express appreciation, offer to provide additional information if necessary, convey desire to be considered for position). (CL.C.1.In.3, CL.C.1.Su.3)

3.11. Telephone the employer after the interview (e.g., use appropriate language skills, ask about the position, express appreciation) (CL.C.1.In.3, CL.C.1.Su.3)

3.12. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _____ ❑ home _____ ❑ school _____ ❑ community/workplace

3.13. Indicate a non-preferred activity in a volunteer or work setting with assistance. (CL.C.1.Pa.1)

4. Fulfill job responsibilities and use social competencies for successful employment.

CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.2	use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.In.5	apply employability skills in the workplace.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2	use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Su.5	apply employability skills in the workplace—with guidance and support.
CL.C.2.Pa.1	participate in work or community activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ❏ full ❏ partial   _____ assistive technology ❏ full ❏ partial

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Completing Work Assignments

4.1.   Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

4.2.   Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
    Specify: _____ ❏ work according to schedule   _____ ❏ set an alarm clock as a reminder
             _____ ❏ track subtasks on calendar   _____ ❏ check off subtasks when completed
             _____ ❏ other: _____

4.3.   Use alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
    Specify: _____ ❏ try different techniques   _____ ❏ seek advice from others
              _____ ❏ seek assistance from others   _____ ❏ read the instructions or references
             _____ ❏ other: _____

4.4.   Use strategies to monitor own work so that the assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
    Specify: _____ ❏ use a checklist or rubric   _____ ❏ compare with model or example
              _____ ❏ use spellchecker or similar tool   _____ ❏ look for errors
              _____ ❏ ask peer or co-worker to review _____ ❏ ask supervisor to review
             _____ ❏ other: _____

4.5.   Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
    Specify: _____ ❏ identify task
              _____ ❏ name steps of task
              _____ ❏ perform task following a model or demonstration
              _____ ❏ perform task with decreasing feedback
              _____ ❏ perform task independently
              _____ ❏ monitor own task performance using workplace or industry standards
              _____ ❏ evaluate own task performance using workplace or industry standards
              _____ ❏ other: _____

4.6.   Complete routine tasks accurately and effectively in the workplace (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

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4.7.   Complete assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

4.8.   Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

Using Tools, Equipment, and Supplies

4.9.   Locate and identify the correct supplies, equipment, and tools required to complete specific job-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ❑ supplies—pens, folders, towels, cleaning agents, parts, packing products
_____ ❑ equipment—copy machine, computer, vacuum cleaner, lawn mower
_____ ❑ tools—air pressure gauge, hammer, balance, wrenches, car jack
_____ ❑ other: _____

4.10.   *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

4.11.   Use strategies on the job to assist with the identification of needed supplies, equipment, and tools. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ❑ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ ❑ set up workstation with all needed supplies and equipment before starting
_____ ❑ other: _____

4.12.   Select and use the appropriate materials and supplies for completion of job-related tasks (e.g., painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—computer paper, printer). (CL.C.2.In.2, CL.C.2.Su.2)

4.13.   Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.14.   Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload electrical outlets, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

4.15.   *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

4.16.   *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

4.17.   *Return items after use to a proper place. (Social and Personal F 46: III)*

4.18.   Pick up trash and dispose properly. *(Social and Personal F 47: III)*

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4.19. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

4.20. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

4.21. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

4.22. Store tools, supplies, and equipment in appropriate areas (e.g., office supplies in desk; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

4.23. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)

4.24. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)

4.25. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag for supplies). (CL.C.2.Pa.1)

Employability Skills

4.26. Demonstrate responsibility to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of positive relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

4.27. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*

4.28. Stay on task for the duration of work assignments and length of shift (e.g., complete one task before starting another, ask for assistance if necessary, persevere, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

4.29. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

4.30. *Stay on task until its completion. (Social and Personal C 20: III)*

4.31. *Seek help and accept assistance. (Social and Personal C 21: III)*

4.32. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*

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4.33. Apply self-management skills in the workplace (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

4.34. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ ❏ use a timer or alarm clock to monitor time or deadlines
_____ ❏ keep a model of final product for reference
_____ ❏ use breaks appropriately
_____ ❏ other: _____

4.35. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, do not talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.5, CL.C.2.Su.5)

4.36. Recognize and show respect for supervisors and co-workers in the workplace (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)

4.37. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

4.38. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

4.39. Recognize inappropriate physical contact in the workplace. (CL.C.2.In.5, CL.C.2.Su.5)

4.40. Demonstrate appropriate physical contact in the workplace. (CL.C.2.In.5, CL.C.2.Su.5)

5. Apply effective work habits, ethical behavior, and appropriate grooming in a workplace setting.

CL.C.2.In.3   display reliability and work ethic according to the standards of the workplace.

CL.C.2.Su.3   display reliability and work ethic according to the standards of the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

5.1. Demonstrate reliability in the workplace (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

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5.2.   Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in company policies or structure). (CL.C.2.In.3, CL.C.2.Su.3)

5.3.   Demonstrate responsibility and self-control in the workplace (e.g., do not cry or get angry when criticized; do not yell or argue at co-workers; do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

5.4.   Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

5.5.   Demonstrate attentive behavior in the workplace (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

5.6.   Use strategies to maintain an acceptable attendance record in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)
   Specify: _____ ❏ report to work regularly and be on time
              _____ ❏ stay until quitting time
              _____ ❏ return from breaks promptly
              _____ ❏ inform supervisor if unable to work—illness, lateness, have scheduling conflict
              _____ ❏ other: _____

5.7.   Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

5.8.   *Identify appropriate attendance practices for school and work.*
       (Social and Personal C 26: IV)

5.9.   *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*

5.10. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

5.11. *Cooperate with peers. (Social and Personal G 51: III)*

5.12. *Show respect for property of others. (Social and Personal G 52: III)*

5.13. Demonstrate use of time clock or log required in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)

5.14. Demonstrate appropriate grooming and other hygiene practices in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)

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6.   Apply skills of self-advocacy and self-determination in the community and the workplace.

IF.B.1.In.1   make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2   carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1   make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2   carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1   participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

Individual Educational Plan

6.1.   Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.2.   Assist in setting realistic annual goals and objectives considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.3.   Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.4.   Choose to carry out activities and engage in instructional and employment opportunities necessary to attain annual goals and short-term objectives and benchmarks on the IEP. (IF.B.1.In.2, IF.B.1.Su.2)

6.5.   Self-monitor and evaluate own progress in reaching annual goals and short-term objectives and benchmarks on the IEP. (IF.B.1.In.2, IF.B.1.Su.2)

6.6.   Accept assistance with and participate in expressing personal needs and wants related to volunteer or workplace activities. (IF.B.1.Pa.1)
Specify: _____ ❑ school   _____ ❑ community/workplace

6.7.   Relate personal interests, preferences, strengths, and needs with assistance. (IF.B.1.Pa.1)

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Self-advocacy

6.8.   Demonstrate self-advocacy in various situations (e.g., asking for a change in work task or schedule, promoting self when interviewing for a job). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❑ school—in class, between classes, extracurricular activities
_____ ❑ community—events, organizations, services
_____ ❑ community—restaurants, traveling
_____ ❑ workplace—on the job, breaks
_____ ❑ other: _____

6.9.   Monitor self-advocacy behaviors in various situations (e.g., checking if I am meeting my own goals or doing only what others want me to). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❑ school—in class, between classes, extracurricular activities
_____ ❑ community—events, organizations, services
_____ ❑ community—restaurants, traveling
_____ ❑ workplace—on the job, breaks
_____ ❑ other: _____

7.   Use appropriate decision-making and problem-solving processes in a workplace setting.

CL.B.4.In.1   identify problems and examine alternative solutions.

CL.B.4.In.2   implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1   identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2   implement solutions to problems found in functional tasks—with guidance and support.

CL.B.4.Pa.1   participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

Identifying Problems

7.1.   Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)

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7.2.   Identify possible reasons for existing problems at work (e.g., did not understand what is expected, did not stay on task, was frequently absent from work, was not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)

7.3.   Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)

7.4.   Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be overlooked for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

7.5.   Accept assistance with and participate in identifying problem in a volunteer or work activity (e.g., indicates that work supplies are gone). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

7.6.   Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
         Specify: _____ ❑ brainstorming—identifying all solutions that come to mind
                  _____ ❑ identifying steps—when a complicated task is involved
                  _____ ❑ estimating—when numbers are involved
                  _____ ❑ matching consequences to actions—for cause and effect
                  _____ ❑ troubleshooting—finding problems within a work process
                  _____ ❑ creative-thinking—when multiple solutions are acceptable
                  _____ ❑ modeling—basing actions on those of a good example
                  _____ ❑ other: _____

7.7.   Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

7.8.   Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

7.9.   Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)

7.10.   Construct rough estimates of answers to problems involving numbers before solving them at work (e.g., estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

7.11.   Match consequences to decisions and actions when solving problems involving cause and effect at work (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

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7.12.   Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

7.13.   Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

7.14.   Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

7.15.   Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

7.16.   Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

7.17.   Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)

7.18.   Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, or special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

7.19.   Participate in positioning objects for use in the community or workplace (e.g., put paper on table, turn switch toward hand). (CL.B.4.Pa.1)
        Specify tasks: _____

7.20.   Accept assistance with and participate in efforts to solve problems in routine activities in the workplace. (CL.B.4.Pa.1)
        Specify routines: _____

7.21.   Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities in the workplace. (IF.B.2.Pa.2)

Evaluating Effectiveness of Solution

7.22.   Determine effectiveness of problem-solving strategies in the workplace (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

7.23.   Determine impact of activities and decisions related to solving the problem in the workplace (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

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8. **Use appropriate personal care skills to meet demands of a workplace setting.**

IF.A.1.In.2   complete personal care, health, and fitness activities.

IF.A.1.Su.2   complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2   participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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Dressing and Grooming

8.1.   Use specific knowledge and skills when completing personal care activities involved in dressing for work (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit the job, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

8.2.   Use effective and efficient strategies related to dressing for the workplace (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

8.3.   Request assistance and participate in activities and tasks associated with daily dressing routines related to the workplace or volunteer activities. (IF.A.1.Pa.2)
Specify routines: _____

8.4.   Accept assistance with and participate in activities and tasks associated with daily dressing routines related to the workplace or volunteer activities. (IF.A.1.Pa.2)
Specify routines: _____

8.5.   Use specific knowledge and skills when completing grooming activities for the workplace (e.g., hair—part hair evenly, fix hair according to style, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of shavers and skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)

8.6.   Request assistance and participate in activities and tasks associated with daily grooming routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

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Personal Hygiene

8.7.　Accept assistance with and participate in activities and tasks associated with daily grooming routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

8.8.　Use specific knowledge and skills when completing hygiene activities in the workplace (e.g., using the toilet, cleaning up afterwards, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

8.9.　*Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*

8.10.　*Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

8.11.　Use effective and efficient strategies related to hygiene to complete activities in the workplace (e.g., follow a regular procedure for caring for personal needs, check watch to note amount of time used for personal hygiene on job). (IF.A.1.In.2, IF.A.1.Su.2)

8.12.　Request assistance and participate in activities and tasks associated with daily hygiene routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

Motor Control

8.13.　Use specific knowledge and skills when completing personal care activities needed for motor control in the workplace (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)

8.14.　Use effective and efficient strategies related to motor control to complete personal care activities (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices, when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

8.15.　Request assistance and participate in activities and tasks associated with motor control routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

8.16.　Accept assistance with and participate in activities and tasks associated with motor control routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

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9.   Meet health and safety requirements in a workplace setting.

CL.C.2.In.4	follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.4	follow procedures to ensure health and safety in the workplace—with guidance and support.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

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9.1.   Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

9.2.   Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]-worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces-does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; fire codes-requires fire alarms and extinguishers, limits number of people allowed in a building, require sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

9.3.   Follow safety rules and procedures required for work (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)

9.4.   *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

9.5.   Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (IF.B.2.In.3, IF.B.Su.3)

9.6.   *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

9.7.   *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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9.8.   Request assistance and participate in following safety procedures when unexpected events or potentially harmful situations occur in volunteer or workplace activities. (IF.B.2 Pa.2)

9.9.   Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in volunteer or workplace activities. (IF.B.2 Pa.2)

9.10. Perform common health and safety activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
       Specify: _____ ❏ stopping bleeding and applying bandages
                _____ ❏ taking care of burns, poisons, and wounds
                _____ ❏ getting help when needed
                _____ ❏ other: _____

9.11. *Demonstrate or indicate knowledge of basic first aid principles.*
       (Social and Personal E 45: VI)

9.12. Use effective and efficient strategies related to health and safety activities in the workplace (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

9.13. Request assistance and participate in activities and tasks associated with health and safety activities in volunteer or workplace activities. (IF.A.1.Pa.2)

9.14. Accept assistance with and participate in activities and tasks associated with health and safety activities in volunteer or workplace activities. (IF.A.1.Pa.2)

10.   Exercise rights and responsibilities of employment, including compliance with labor laws.

       CL.C.1.In.2   identify individual rights and responsibilities in the workplace.

       CL.C.1.Su.2   recognize individual rights and responsibilities in the workplace—with guidance and support.

       Indicate guidance and support necessary for mastery at supported level:
       ___ physical prompt   ___ verbal prompt   ___ visual prompt
       ___ assistive technology   ___ supervision   ___ other: _____

       Indicate assistance necessary for mastery at participatory level:
       ____ physical assistance ❏ full ❏ partial   ____ assistive technology ❏ full ❏ partial

10.1. Ensure own coverage under worker's compensation for current job. (CL.C.1.In.2, CL.C.1.Su.2)

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10.2.　Ensure own coverage under unemployment insurance for current job. (CL.C.1.In.2, CL.C.1.Su.2)

10.3.　Obtain own health insurance through workplace, if eligible. (CL.C.1.In.2, CL.C.1.Su.2)

10.4.　Request workplace accommodations for current job, if appropriate. (CL.C.1.In.2, CL.C.1.Su.2)

10.5.　Get needed information about your rights as an employee for current job (e.g., from supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

10.6.　Obtain copies of workplace policies, codes of conduct, and other types of rules and regulations for current job (e.g., employee protection, behavioral guidelines, safety procedures and regulations). (CL.C.1.In.2, CL.C.1.Su.2)

10.7.　Get information and clarification about workplace policies, codes of conduct and other types of rules and regulations for current job (e.g., employee handbooks, supervisor, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)

10.8.　Obtain an employment contract for current job, if appropriate. (CL.C.1.In.2, CL.C.1.Su.2)

10.9.　Identify proper procedures for terminating current job, if necessary (e.g., provide written and verbal notice, inform supervisor, allow two weeks). (CL.C.1.In.2, CL.C.1.Su.2)

11.　Use public and private transportation to move about the community, as appropriate.

IF.A.2.In.2　demonstrate safe travel within and beyond the community.

IF.A.2.Su.2　demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.2　participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt 　　　　　___ verbal prompt 　　　　___ visual prompt
___ assistive technology 　　　　___ supervision 　　　　___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❏ full ❏ partial 　　　　____ assistive technology ❏ full ❏ partial

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General Knowledge about Travel

11.1. Demonstrate basic personal safety skills when traveling to and from work (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

11.2. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)

11.3. Request assistance and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

11.4. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

11.5. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings. (IF.A.2.Pa.2)

11.6. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)

11.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window in car). (IF.A.2.Pa.2)

11.8. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

11.9. Use available modes of transportation to reach desired locations in the community related to work (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

11.10. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

11.11. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

11.12. Request assistance and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

11.13. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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Using Public Transportation

11.14. Signal a bus to stop from number and destination name appearing on the bus.
(IF.A.2.In.2, IF.A.2.Su.2)

11.15. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)

11.16. Request assistance and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

11.17. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

Driving an Automobile

11.18. Check car routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery).

11.19. Describe the steps to take when involved in an accident (e.g., call police, produce operator's license and car registration, stay with the car, obtain copy of police report, call insurance company, obtain estimates for repairs).

11.20. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones).

12. Apply effective communication skills as they relate to community work situations, particularly the ability to use criticism constructively.

CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1	participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ❑ full ❑ partial   ____ assistive technology ❑ full ❑ partial

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General Communication Skills

12.1. Use appropriate nonverbal language and gestures when communicating in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ facial expressions   _____ ❑ sounds
       _____ ❑ gestures   _____ ❑ body language
       _____ ❑ hand signals   _____ ❑ other: _____

12.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)

12.3. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)

12.4. Use critical listening skills to gain understanding in the workplace. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ listening for content
       _____ ❑ paying attention to cues—first, second..., in summary, most important
       _____ ❑ linking to prior knowledge and experiences
       _____ ❑ considering emotional meaning
       _____ ❑ other: _____

12.5. Use strategies to improve listening in the workplace (e.g., empathize with and "read" people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

Expressive Communication

12.6. Use appropriate language to express desires effectively in the workplace (e.g., "May I have more nails?" "I want to finish this job."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❑ requests   _____ ❑ refusals   _____ ❑ other: _____

12.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

12.8. *Express personal beliefs or opinions. (Language C 28: V)*

12.9. *Identify personal feelings. (Social and Personal G 54: IV)*

12.10. Participate in conveying desires, feelings, and physical needs effectively to familiar persons in volunteer activity or in the workplace (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify: _____ ❑ touch referent object   _____ ❑ point to actual object
       _____ ❑ vocalize or gesture   _____ ❑ verbalize or sign
       _____ ❑ assistive or augmentative device   _____ ❑ other: _____

12.11. *Express wants and needs. (Language C 20: II)*

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12.12. Participate in requesting desired person, object, or action in the workplace
(e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)

Specify: _____ ❑ touch referent object   _____ ❑ point to actual object
          _____ ❑ vocalize or gesture   _____ ❑ verbalize or sign
          _____ ❑ assistive or augmentative device   _____ ❑ other: _____

12.13. *Use language to indicate displeasure or dislike. (Language C 16: I)*

12.14. Use appropriate language to express need for assistance in the workplace (e.g., ask
for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Conversation Skills

12.15. Use acceptable gestures, body language, and hand signals to initiate a conversation
in the workplace (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder
shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

12.16. Use acceptable words or phrases to gain attention and begin communication or
conversation with others in the workplace (CO.A.1.In.1, CO.A.1.Su.1)

12.17. Use appropriate topics and responses when engaging in conversations in the
workplace (e.g., familiar persons—about shared interests, common experiences; unfamiliar
persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

12.18. *Use language to participate appropriately in conversation. (Language C 29:V)*

12.19. *Use language to initiate conversation. (Language C 30: VI)*

12.20. *Use language to relate recent personal experiences. (Language C 26: IV)*

12.21. Use appropriate language to end conversations in the workplace (e.g., "It was nice
talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in
touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

Feedback Skills

12.22. Respond effectively to feedback given in the workplace (e.g., repeat or paraphrase, ask for
clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the
person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

12.23. Use feedback to make changes in the workplace (e.g., correct a work problem, pronounce
a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1,
CO.A.1.Su.1)

12.24. Give effective feedback to others in the workplace (e.g., "You need to measure the board
more precisely." "You did excellent work on your task." "Keep up the good work.").
(CO.A.1.In.1, CO.A.1.Su.1)

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12.25. Respond appropriately to actions and expressions of emotions of others in the workplace (e.g., using "I" statements, making apologies, acknowledging discrepancies between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

12.26. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

Responses to Communication

12.27. Respond appropriately to environmental and social cues to change behavior in the workplace (e.g., getting quiet, picking up tools). (CO.A.1.In.1, CO.A.1.Su.1)

12.28. Respond to other's generosity by stating appreciation in the workplace (e.g., thanking the person, telling person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

12.29. Respond to verbal and nonverbal messages in ways that demonstrate understanding in the workplace (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

12.30. Respond appropriately to basic questions, directions, and informational statements in the workplace (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

12.31. Select and modify systems of communication to accommodate a variety of settings in the workplace (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Responses to Criticism

12.32. Identify the characteristics of behaviors that are appropriate responses to criticism in the workplace (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)

12.33. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

12.34. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

12.35. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism in the workplace (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—take personally, blame self, alter opinion of self based on negative comments from others). (IF.B.2.In.1, IF.B.2.Su.1)

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12.36. Identify factors that promote behaviors that are appropriate responses to criticism in the workplace (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes, work environment that allows for mistakes). (IF.B.2.In.1, IF.B.2.Su.1)

12.37. Identify factors that inhibit behaviors that are appropriate responses to criticism in the workplace (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes, perfectionistic work environment). (IF.B.2.In.1, IF.B.2.Su.1)

12.38. Follow cues that prompt appropriate responses to criticism in work situations in the workplace (e.g., remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint, acknowledge criticism, give token agreement to a critic). (IF.B.2.In.2, IF.B.2.Su.2)

12.39. Demonstrate appropriate responses to criticism in the workplace community. (IF.B.2.In.2, IF.B.2.Su.2)

12.40. Monitor own responses to criticism in work situations in the workplace. (IF.B.2.In.2, IF.B.2.Su.2)