Florida Department of Education

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

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980060
Course Title: Diversified Education
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 develop occupational competencies through employment-related instruction (including employability skills, and concurrent, paid, supervised, on-the-job training.)

      The content should include, but not be limited to, the following:
- employability skills
- budgeting and personal financial planning
- interpersonal relationships and leadership skills
- self-advocacy and self-determination
- problem-solving skills
- job-specific skills and competencies

      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.

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 on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

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This course is primarily designed for students functioning at independent and supported levels. 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. 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.

This course also may be used to accommodate 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.

Employment-related instruction is in-school instruction which includes competency development related to employment. Supervised on-the-job training provides opportunities for selective placement based on the student's abilities and competency development and evaluation through planned instructional activities in a job setting.

The teacher or coordinator will meet with each training agency supervisor a minimum of once each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan. Entry into the program is based upon the student's Transition IEP, which includes the student's post-school outcome statement.

Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the school and on-the-job instructional activities during the school year immediately preceding the summer assignment for students.

Laboratory activities are an integral part of this program. Supervised on-the-job training, governed by an individualized training plan signed by the employer, teacher, and student, is used in the classroom and on-the-job to enable the student to attain the competencies required for his or her occupation.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in 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.

The Cooperative Education Clubs of Florida is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

- 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*

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> 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

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. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

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.   **Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.**

CL.C.2.In.1   plan and implement personal work assignments.

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

CL.C.2.In.4   follow procedures to ensure health and safety 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 assistance.

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

CL.C.2.Su.4   follow procedures to ensure health and safety in the workplace—with assistance.

CL.C.2.Su.5   apply employability skills 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: _____

Effective Work Habits

1.1.   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)

1.2.   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: _____

1.3.   Use alternative approaches when faced with difficulty in completing a work 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: _____

1.4.   Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ❑ use a checklist   _____ ❑ compare with model or example
            _____ ❑ look for errors   _____ ❑ ask peer or co-worker to review
            _____ ❑ ask supervisor to review   _____ ❑ other: _____

1.5.   Follow a systematic procedure to complete job-specific tasks. (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: _____

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1.6.   *Follow verbal directions to complete a two-step task. (Language B 13: IV)*

1.7.   *Follow verbal directions more than two steps. (Language B 14: V)*

1.8.   Complete routine tasks accurately and effectively in work situations (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)

1.9.   Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)

1.10.   Demonstrate attentive behavior when working (e.g., stay on task, do not talk to others, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

1.11.   Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
        Specify: _____ ❏ complete one task before starting another
                _____ ❏ pace work so tasks are completed on time
                _____ ❏ do not take prolonged or unnecessary breaks
                _____ ❏ reward yourself periodically for completing subtasks
                _____ ❏ other: _____

1.12.   Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)

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

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

1.15.   Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

1.16.   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: _____

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Using Tools, Equipment, and Supplies

1.17. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the targeted occupation. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ❏ supplies—fabric, spices, condiments
_____ ❏ equipment—sewing machine, stove, washer
_____ ❏ tools—scissors, yard stick, measuring cups
_____ ❏ other: _____

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

1.19. Use strategies to assist one in the identifying needed supplies, equipment, and tools for specific work assignments in the targeted occupation. (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: _____

1.20. Organize materials and supplies to complete work assignments in the targeted occupation (e.g., sewing kit, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

1.21. Use tools, equipment, and supplies safely and correctly for specific work assignments in the targeted occupation (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

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

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

1.24. 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)

Ethical Behavior

1.25. Demonstrate dependability when working (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)

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

1.27. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

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1.28. 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)

1.29. Use strategies to maintain an acceptable attendance record at work. (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, scheduling conflict
_____ ❏ other: _____

1.30. 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)

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

1.32. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

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

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

Meeting Health and Safety Requirements

1.35. 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)

1.36. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; handle chemicals properly). (CL.C.2.In.4, CL.C.2.Su.4)

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

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

1.39. 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). (CL.C.2.In.4, CL.C.2.Su.4)

1.40. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

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1.41. Perform common health and safety activities involving first aid in work situations.
(CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ ❑ stopping bleeding and applying bandages
_____ ❑ taking care of burns, poisons, and wounds
_____ ❑ getting help when needed
_____ ❑ other: _____

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

1.43. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (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). (CL.C.2.In.4, CL.C.2.Su.4)

1.44. Identify safety rules and procedures required for specific jobs (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

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

1.46. Ask appropriate persons for assistance in emergency situations at work
(e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

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

1.48. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

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

Employability Skills

1.50. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)

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

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1.52. Demonstrate a positive attitude towards tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)

1.53. 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)

1.54. 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)

1.55. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

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

1.57. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

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

1.59. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

1.60. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ ❏ work schedule _____ ❏ work duties
_____ ❏ work site _____ ❏ supervisor
_____ ❏ other: _____

Grooming and Hygiene

1.61. Identify characteristics of appropriate grooming and attire for specified jobs
(e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required).
(CL.C.2.In.3, CL.C.2.Su.3)

1.62. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

1.63. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time for dressing, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

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2. **Recognize and use knowledge of budgeting and financial planning to manage personal funds effectively.**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

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

2.1. Identify characteristics of common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❏ preparing and following weekly and monthly budgets
_____ ❏ managing and protecting personal cash
_____ ❏ using checking and savings accounts
_____ ❏ using an ATM or debit card
_____ ❏ buying goods and services
_____ ❏ paying bills, contributing to charities
_____ ❏ using comparative shopping to make wise purchases
_____ ❏ using a credit card
_____ ❏ paying income and other kinds of taxes
_____ ❏ saving and investing money
_____ ❏ buying insurance
_____ ❏ other: _____

2.2. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

2.3. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

2.4. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

2.5. *Complete forms associated with a savings account. (Mathematics E 45: VI)*

2.6. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

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2.7.   Use specific knowledge and skills when completing productive activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ❑ using coins and bills to pay for goods and services
_____ ❑ selecting desired goods and services based on needs and available funds
_____ ❑ evaluating claims in advertisements
_____ ❑ understanding sales tactics used by stores and services—discounts, brand names and generic items, bulk packaging
_____ ❑ entering into long term contracts and loans
_____ ❑ using ATM or debit cards
_____ ❑ using credit cards or charge accounts
_____ ❑ maintaining checking and savings accounts at a bank or credit union
_____ ❑ other: _____

2.8.   Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)

2.9.   Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)

2.10.   *Associate the financial institution (e.g., bank, credit union) with money.*
(Mathematics E 34: IV)

2.11.   Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with financial needs would need to be contacted (e.g., to manage income from a job, to purchase insurance, to obtain a loan). (IF.A.2.In.1, IF.A.2.Su.1)

2.12.   Identify sources of information about community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., phone book, credit counseling services, parents, friends, co-workers). (IF.A.2.In.1, IF.A.2.Su.1)

2.13.   Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, skills for managing a checking account). (IF.A.2.In.1, IF.A.2.Su.1)

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3. Display appropriate communication, interpersonal, and leadership skills.

SE.A.1.In.1   cooperate in a variety of group situations.

SE.A.1.In.2   assist in establishing and meeting group goals.

SE.A.1.In.3   function effectively within formal organizations.

SE.A.1.Su.1   cooperate in group situations—with guidance and support.

SE.A.1.Su.2   function effectively within formal organizations—with guidance and support.

SE.A.2.In.1   interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1   interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

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.

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

Communication Skills

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

3.2.   Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

3.3.   *State steps to complete a task. (Language C 31: VI)*

3.4.   Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ initiating topics
         _____ ❏ maintaining topics
         _____ ❏ taking turns
         _____ ❏ ending a conversation
         _____ ❏ repairing communication breakdowns
         _____ ❏ showing sensitivity to cultural differences
         _____ ❏ other: _____

3.5.   *Use language to initiate social greetings. (Language C 23: III)*

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

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

3.8. Use critical listening skills to gain understanding in work situations. (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: _____

3.9. Use strategies to improve listening in work situations (e.g., empathize with and "read" people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

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

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

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

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

3.14. Respond effectively to feedback given in work situations (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)

3.15. Use feedback to make changes in work situations (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)

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

3.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using "I" statements, making apologies, acknowledging a discrepancy 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)

3.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)

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3.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

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

Interpersonal Skills

3.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

3.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

3.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

3.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

3.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

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

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

3.28. Share plans with others in a group in work situations (e.g., orally explain a plan to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

3.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

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3.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)

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

3.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

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

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

3.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

3.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

3.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

3.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

3.39. Demonstrate behavior that meets the expectations of the target organization within the workplace (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)

3.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target organization within the workplace (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

3.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)

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3.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)

3.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move onto the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

3.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

3.45. Demonstrate leadership skills that keep the group on task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

3.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

3.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact Cooperative Education Clubs of Florida). (SE.A.1.In.2)

4. Demonstrate the knowledge and skills needed for self-advocacy and self-determination as appropriate in a variety of situations.

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.

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.

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

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Self-Advocacy

4.1.   Describe laws that protect citizens and employees (e.g., anti-discriminatory, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

4.2.   Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, provide workplace accommodations, provide accessibility to businesses, increase public awareness of individual rights, encourage self-advocacy, provide legal services). (CL.C.1.In.2, CL.C.1.Su.2)

4.3.   Identify ways citizens and employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

4.4.   Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting mistakes when wrong, accepting criticism, voicing opinions politely, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

4.5.   Identify behaviors that reflect self-advocacy in various situations (e.g., responses to inquiries about preferences and desires; choosing to engage in activities that reflect own desires, when asked). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❑ school—in class, between classes, extracurricular activities
_____ ❑ community—events, organizations, services
_____ ❑ workplace—on the job, breaks

4.6.   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
_____ ❑ workplace—on the job, breaks

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

Planning Career Goals

4.8.   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 of potential workplace
_____ ❑ identify long-range alternatives
_____ ❑ specify short-range goals
_____ ❑ set priorities and prepare an action plan
_____ ❑ develop a contingency plan
_____ ❑ other: _____

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4.9. Identify the time, training, and resources needed to accomplish career goals (e.g., gaining experience and getting excellent evaluations in current jobs, applying for a training program, getting funds to pay for training program). (IF.B.1.In.1, IF.B.1.Su.1)

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

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

4.12. Commit 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)

4.13. 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)

4.14. Commit 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)

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

4.16. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan. (IF.B.1.In.2, IF.B.1.Su.2)

4.17. Adapt 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)

5. Use appropriate personal care skills in a variety of situations relevant to the workplace.

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.

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

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

5.2. *Distinguish between appropriate dress for school, work, and leisure activities.*
(Social and Personal A 7: V)

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5.3.   Use strategies to complete dressing activities related to work effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes or put on a necktie; ask someone to show you correct method; use alternative approaches—Velcro shoe straps, clip-on tie; hang matching clothes together). (IF.A.1.In.2, IF.A.1.Su.2)

5.4.   Use specific knowledge and skills when completing grooming activities related to work (e.g., hair—part hair evenly, fix hair according to style; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know how to remove; shaving—know about different types of shavers). (IF.A.1.In.2, IF.A.1.Su.2)

5.5.   Use strategies to complete grooming activities related to work effectively and efficiently and on a regular basis (e.g., check company policy on length of hair and appearance, mark scheduled appointments on calendar, keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

5.6.   Use specific knowledge and skills to complete hygiene activities related to work (e.g., using the toilet, cleaning up afterwards, following required work procedures). (IF.A.1.In.2, IF.A.1.Su.2)

5.7.   Use strategies to complete hygiene activities related to work effectively and efficiently and on a regular basis (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)

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

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

5.10.   Use specific knowledge and skills when completing personal care activities needed for motor control related to work activities (e.g., 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 by yourself). (IF.A.1.In.2, IF.A.1.Su.2)

5.11.   Use strategies related to motor control to complete personal care activities related to work activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist regarding 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)

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6. Recognize and appropriately use cognitive strategies and problem-solving skills in a variety of situations relevant to the workplace.

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.

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

Applying Problem-solving Strategies

6.1.   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)

6.2.   Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)

6.3.   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 with a work process
         _____ ❏ creative-thinking—when multiple solutions are acceptable
         _____ ❏ modeling—basing actions on those of a good example
         _____ ❏ other: _____

6.4.   Apply brainstorming techniques when starting to solve problems 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)

6.5.   Identify the separate steps of a complicated process when solving problems at work 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)

6.6.   Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a work assignment when pressed for time, 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)

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6.7. Match consequences to actions and decisions when solving problems at work involving cause and effect (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)

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

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

6.10. 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)

6.11. 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

6.12. 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)

6.13. 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)

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

Evaluating Effectiveness of Solution

6.15. Determine effectiveness of problem-solving strategies (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)

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

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7. **Demonstrate, in a work environment, the skills required for the job(s) identified in the student's individualized training plan and reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

    Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Diversified Education.

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