Florida Department of Education

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

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980030
Course Title: Job Preparatory Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A.   **Major Concepts/Content.** The purpose of this job preparatory course is to provide instruction for students with disabilities in the competencies necessary for effective entry into an occupation.

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

- work evaluation
- on-the-job training activities
- components from vocational job preparatory courses

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).

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

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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.

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

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

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, and needs as they relate to the world of work. The use of community resource people is encouraged.

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. **Effectively use a planning process to establish and revise realistic personal and career goals.**

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.In.2	identify individual rights and responsibilities in the workplace.
CL.C.1.In.3	make general preparations for entering the work force.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.1.Su.2	recognize individual rights and responsibilities in the workplace—with guidance and support.
CL.C.1.Su.3	make general preparations for entering the work force—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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Personal Planning

1.1.   Identify the need for responsible planning in making personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

1.2.   Set preferred school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

1.3.   Set preferred personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books or novels, attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

1.4.   Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone review steps). (IF.B.1.In.1, IF.B.1.Su.1)

1.5.   Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, a wrench, a screw driver, oil; scoring a certain score on a test—allow several weeks for study time, obtain a study guide, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

1.6.   Commit to carry out plan to accomplish personal goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.7.   Evaluate progress and adjust plan if circumstances require. (IF.B.1.In.2, IF.B.1.Su.2)

Career Planning

1.8.   Use a goal-directed strategy to prepare a plan to meet career goals. (IF.B.1.In.2, IF.B.1.Su.2)
         Specify: _____ ❑ reconcile personal assessment with environmental assessment of the workplace
                  _____ ❑ identify long-range alternatives
                  _____ ❑ specify short-range goals
                  _____ ❑ set priorities and prepare an action plan
                  _____ ❑ develop a contingency plan
                  _____ ❑ other: _____

1.9.   Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)

1.10.   Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, obtain Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

1.11.   Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)

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1.12.   Identify preferred goals relating to own plan for high school and post-secondary training (e.g., earning a diploma, graduating by age 18, attending technical school, earning an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)

1.13.   Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by universities). (CL.C.1.In.1, CL.C.1.Su.1)

1.14.   Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

1.15.   Commit to carry out plan related to own career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.16.   Evaluate progress related to career plan and make changes as circumstances require. (IF.B.1.In.2, IF.B.1.Su.2)

Exploring Careers

1.17.   Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

1.18.   Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

1.19.   Identify specific jobs associated with each career cluster (e.g., health care/medicine— nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing— cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

1.20.   Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] Certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician— Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)

1.21.   Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

1.22.   Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ ❏ day shift   _____ ❏ night shift   _____ ❏ part-time
_____ ❏ full-time   _____ ❏ overtime   _____ ❏ other: _____

1.23.   Identify differences between being paid by the hour and by salary (e.g., hourly wage— overtime, predictable set schedule, opportunity for pay raise; salary—benefits, sick and vacation pay, union eligibility, pay increase opportunities, contract). (CL.C.1.In.1, CL.C.1.Su.1)

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1.24. Identify financial benefits associated with employment (e.g., health and life insurance, vacation/sick leave, pension, investment plan, overtime, maternity leave, contract, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

Employee Rights

1.25. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, accessibility, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

1.26. Identify the purposes and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)

1.27. Identify the purposes of unemployment insurance (e.g., means of income if job ends, temporary income). (CL.C.1.In.2, CL.C.1.Su.2)

1.28. Identify the purposes of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

Self-advocacy

1.29. Demonstrate self-advocating behaviors in school and community work situations (e.g., decisiveness, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)

1.30. Discriminate between examples and non-examples of self-advocating behavior in various school and community work situations (examples—presenting self to the boss to apply for a raise, promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (CL.C.1.In.2, CL.C.1.Su.2)

1.31. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

1.32. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*

1.33. Apply self-advocacy and self-determination skills in Transition IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)

1.34. Demonstrate and monitor own use of self-advocacy in various school and community work situations. (CL.C.1.In.2, CL.C.1.Su.2)
    Specify: _____ ❑ school—in class, between classes, extracurricular activities
    _____ ❑ community—events, organizations, services
    _____ ❑ community—leisure activities, stores, restaurants, traveling
    _____ ❑ workplace—on the job, breaks
    _____ ❑ other: _____

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Employee Responsibilities

1.35. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)

1.36. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, co-workers, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)

1.37. Identify the purposes and benefits of employment contracts (e.g., provide legal protection, are agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)

1.38. Identify characteristics of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)

1.39. Identify strategies that employees may use to achieve job retention. (CL.C.1.In.2, CL.C.1.Su.2)
Specify: _____ ❏ obtain a description of expectations and procedures
_____ ❏ perform job requirements at or above expectations
_____ ❏ periodically request evaluation of job performance
_____ ❏ use results of evaluation to improve performance
_____ ❏ maintain reliable attendance record
_____ ❏ other: _____

1.40. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—boss, manager, or supervisor; allow two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

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

Preparations for the Workforce

1.42. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews). (CL.C.1.In.3, CL.C.1.Su.3)

1.43. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

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

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1.45. Identify the items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

1.46. Identify ways to make a resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on professional style paper). (CL.C.1.In.3, CL.C.1.Su.3)

1.47. Identify ways that people or agencies can assist a person in writing a resume and preparing a portfolio (e.g., parents can assist in writing, teachers can teach resume writing, friends can provide references, employment agencies can identify required elements of a resume). (CL.C.1.In.3, CL.C.1.Su.3)

1.48. Identify the importance of a job interview (e.g., make positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

1.49. 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: _____

1.50. Identify appropriate grooming and attire for job interview (e.g., no short skirts or shorts, neat and ironed clothes, combed hair). (CL.C.1.In.3, CL.C.1.Su.3)

1.51. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, find out whom to speak with, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)

1.52. Identify purposes of job application forms (e.g., provides personal information of applicant, serves as a basis for matching individual to job opening). (CL.C.1.In.3, CL.C.1.Su.3)

1.53. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)

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

1.55. Identify information that the applicant may choose to keep confidential when completing an application or interviewing for a job (e.g., marital status, disability, information about family.)

1.56. Identify common tests necessary for employment (e.g., drug test, eye examination, physical examination, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)

1.57. Identify the purposes of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)

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1.58. Identify and demonstrate ways to prepare for common employment examinations (e.g., study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)

1.59. Identify 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)

1.60. Identify sources of assistance in 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 offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

1.61. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)

1.62. Identify types of information provided by references (e.g., name, address, business title, and telephone number; relationship with individual; opinions about individual's work ethics and performance abilities; letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)

1.63. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)

1.64. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job). (CL.C.1.In.3, CL.C.1.Su.3)

1.65. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

1.66. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

1.67. Identify purposes of common legal documents necessary for employment (e.g., provides legal protection, provides information for filing income taxes, verifies personal information). (CL.C.1.In.3, CL.C.1.Su.3)

Transportation

1.68. Demonstrate basic personal safety skills when traveling to and from school and community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, 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)

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

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1.70. Use available modes of transportation to reach job in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

1.71. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community to reach job site (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)

1.72. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, and windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)

1.73. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, air pressure in tires, windshield washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)

1.74. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner's manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove tank gas cap; remove gas nozzle from pump; push handle up on pump; place pump in fuel tank; fill; place gas nozzle back on pump; replace gas cap; close fuel tank door). (IF.A.2.In.2, IF.A.2.Su.2)

1.75. Explain the need for automobile insurance and the consequences for noncompliance (e.g., need—protects from lawsuits, covers cost of repairs to own vehicle, covers cost of repairs if damage another vehicle, complies with laws, cover costs of hospital bills if injured; consequences—law suits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)

1.76. Describe the steps to take when involved in an accident (e.g., call police; stay with car; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)

1.77. Describe alternatives to follow when regular transportation mode for school or community work situations is not available (e.g., take a bus, carpool with a friend). (IF.A.2.In.2, IF.A.2.Su.2)

2. 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 guidance and support.

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 guidance and support.

CL.C.2.Su.5   apply employability skills in the workplace—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: _____

Effective Work Habits

2.1. 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)

2.2. Use strategies to pace efforts 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: _____

2.3. 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: _____

2.4. 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 spell check or similar tool   _____ ❏ look for errors
_____ ❏ ask co-worker to review   _____ ❏ ask supervisor to review
_____ ❏ other: _____

2.5. 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: _____

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

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

2.8. Complete routine tasks accurately and effectively in school or community 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)

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2.9.   Complete work assignments as specified in technical 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)

Problem Solving

2.10.   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)

2.11.   Select and use effective problem-solving strategies based on requirements of the school or community 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: _____

2.12.   Apply brainstorming techniques when starting to solve a problem in school or community work situations (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)

2.13.   Identify the separate steps of a complicated process when solving a problem in school or community work situations involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a project—decide on location, assign responsibilities, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

2.14.   Construct rough estimates of answers to problems involving numbers before solving them in school or community work situations (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)

2.15.   Match consequences to actions and decisions in school or community work situations when solving problems 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)

2.16.   Use troubleshooting in school or community work situations for problems in which the cause is not easily seen (e.g., work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

2.17.   Apply creative-thinking strategies in school or community work situations to solve problems 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)

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2.18.   Apply modeling techniques to solve problems where a good example exists in school or community work situations (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

2.19.   Analyze consequences of each alternative course of action for solving a particular problem in school or community work situations (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

2.20.   Demonstrate steps for problem-solving in school or community work situations (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify most probable causes, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.2, SE.A.1.Su.2)

2.21.   Complete identified tasks to solve problems in school or community work situations (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)

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

2.23.   Seek assistance when needed to solve problems in school or community work situations (e.g., consult supervisor, co-workers, and special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

Evaluating Effectiveness of Solution

2.24.   Determine effectiveness of problem-solving strategies used in school or community work situations (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)

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

Work Ethic

2.26.   Demonstrate dependability when working (e.g., reports to work on time, checks tasks thoroughly before submitting, finishes work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

2.27.   Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in company policies). (CL.C.2.In.3, CL.C.2.Su.3)

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2.28. Demonstrate responsibility and self-control when working (e.g., accepts criticism in a positive way; negotiates issues using a calm tone of voice; gives credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)

2.29. Demonstrate self-directed behaviors in school or community work situations (e.g., begins tasks when they are assigned, thinks positively, asks questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)

2.30. Demonstrate attentive behaviors when working (e.g., stays on task, talks to others at appropriate times). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

2.31. Use strategies to maintain an acceptable attendance record in school or community work situations. (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: _____

2.32. 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)

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

Health and Safety Requirements

2.34. 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)

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

2.36. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)

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

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

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

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2.40. 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)

2.41. Perform common health and safety activities involving first aid in school or community 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: _____

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

2.43. 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 about proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

2.44. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, requires worker to get work permit if 15 or under, requires employer to 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, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

2.45. 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)

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

Employability Skills

2.47. Identify the responsibility 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, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

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

2.49. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, work until the task is completed, 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)

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

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

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

2.53.   Use strategies to assist with the maintenance of on-task behavior when on the job. (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: _____

2.54.   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: _____

2.55.   Recognize and show respect for supervisors in a work situation (e.g., follow given directions; obey rules; accept criticism; address concerns in a calm, unbiased fashion; follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)

2.56.   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)

2.57.   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)

2.58.   Demonstrate behaviors that complies with the existing rules and codes of conduct of 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 drugs and alcohol in the organization). (CL.C.2.In.5, CL.C.2.Su.5

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

2.60.   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)

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

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

2.63. 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: _____

2.64. Demonstrate a positive attitude toward tasks at work (e.g., accept difficult tasks without complaints, talk positively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)

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

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

2.67. Apply basic academic skills needed in school or community work settings (e.g., math—measuring; reading—following written directions; writing—taking messages).

Grooming and Hygiene

2.68. 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)

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

2.70. Arrive at work clean and dressed properly (e.g., 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)

2.71. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access). (CL.C.2.In.3, CL.C.2.Su.3)

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

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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 school or community 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 vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in school or community 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 various school or community 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 greeting. (Language C 23: III)*

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3.6. Use appropriate language to express need for assistance in various school or community 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 school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: _____ ❏ listening for content
   _____ ❏ paying attention to cues
   _____ ❏ linking to prior knowledge and experiences
   _____ ❏ considering emotional meaning
   _____ ❏ other: _____

3.9. Use strategies to improve listening in school or community work situations (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value 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 school or community work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, job or school, sports, 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 school or community work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

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

3.16. Use feedback to make changes in school or community 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)

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

3.18. Give effective feedback to others in school or community 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)

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3.19. Respond appropriately to actions and expressions of emotions of others in school or community work situations (e.g., using "I" statements, making apologies, acknowledging 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)

3.20. Respond appropriately to environmental and social cues to change behavior in school or community work situations (e.g., getting quiet, picking up tools). (SE.A.2.In.1, SE.A.2.Su.1)

3.21. Respond to others' generosity by stating appreciation in school or community work situations (e.g., thanking the person, telling the 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)

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

Interpersonal Skills

3.23. Demonstrate behaviors that contribute positively to group effort in school or community 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, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, 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)

3.24. Use appropriate interpersonal communication skills when working in a group in school or community 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.2.In.1, SE.A.2.Su.1)

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

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

3.27. Demonstrate behaviors that meets the responsibilities of the role taken by the individual in the group in school or community work situations (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

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

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3.29. Volunteer and assist in the completion of work tasks requiring group effort (e.g., volunteering to set up workstation, helping to clean up after work is completed). (SE.A.1.In.1, SE.A.1.Su.1)

3.30. Demonstrate responsibilities individuals have to co-workers in school or community work situations (e.g., keeping a trusting relationship, being dependable, not talking behind each other's back, helping others through difficulties, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

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

3.32. Establish reasonable group goals related to completion of a work task (e.g., set deadline for completion of a rough draft, assign roles to different members of a group, set deadline for completion of each member's contribution, schedule meetings every week). (SE.A.1.In.1, SE.A.1.Su.1)

3.33. Allocate and schedule the time and space needed to accomplish group goals in school or community work situations (e.g., schedule group meetings so every member or the majority 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.1, SE.A.1.Su.1)

3.34. Exhibit appropriate behaviors to establish reasonable group goals in school or community work situations (e.g., attend group meetings, speak up in group conversations, provide opinions and viewpoints on discussion topics, explain the role you would like to hold in the group, explain the time you can allocate to the group per week, explain when you think you can finish your part of the work). (SE.A.1.In.1, SE.A.1.Su.1)

3.35. Share plans with others in a group on the job (e.g., hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.36. Demonstrate characteristics of communication which promote positive relationships with others on the job (e.g., using appropriate grammar, enunciating words, using polite language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

3.37. Demonstrate behaviors that represent active listening on the job (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

3.38. Demonstrate behaviors and communications that are complimentary to others on the job (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)

3.39. Recognize and display sensitivity to others' feelings on the job (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 happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

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

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3.41.   Use actions of others as social cues on the job (e.g., waiting to start eating until all have been served, not sitting down until others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)

3.42.   Demonstrate respect for others' rights and property on the job (e.g., do not touch others' personal belongings, do not trespass on others' land, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

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

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

3.45.   Offer assistance to co-workers in school or community work situations (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)

3.46.   Demonstrate behaviors that represent appropriate physical contact toward others on the job (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

3.47.   Use effective responses to inappropriate physical contact from others that will protect the person on the job (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)

3.48.   Ask for assistance if a person experiences inappropriate physical contact from others in school or community 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)

Leadership Skills

3.49.   Demonstrate leadership skills that maintain group effort on the job (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

3.50.   Demonstrate leadership skills that keep the group on task on the job (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)

3.51.   Apply leadership skills in a group activity on the job (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 action of group members). (SE.A.1.In.2)

3.52.   Identify expectations of behavior and production within the workplace organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❑ businesses and service organizations in the community
_____ ❑ workplace

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3.53. Identify existing rules and codes of conduct that must be followed for individuals to participate within the workplace organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ policy manuals
_____ ❏ rules and regulations
_____ ❏ security systems
_____ ❏ other: _____

3.54. Identify expectations of the workplace organization (e.g., chain of command, individual responsibilities, group collaboration, working at a distance, flexible work schedule). (SE.A.1.In.3, SE.A.1.Su.2)

3.55. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace organization (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 drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

3.56. Identify behaviors that may conflict with expectations within the workplace organization (e.g., rearranging own work schedule without approval, using work supplies for personal needs). (SE.A.1.In.3, SE.A.1.Su.2)

4. Use appropriate technology, tools, equipment, and supplies safely and correctly in the workplace.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks 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: _____

4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ❏ supplies—seeds, detergent, oil, paper
_____ ❏ equipment—computer, lawn mower, power saw
_____ ❏ tools—shovel, hammer, ruler
_____ ❏ other: _____

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

4.3. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (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: _____

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4.4. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.5. 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 an electrical outlet, safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

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

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

4.8. 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)

4.9. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)

4.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calling, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

4.11. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*

4.12. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

4.13. Use a fax machine to complete work-related tasks (e.g., send or receive information— letters, official documents, price quotes, directions, menus). (CL.C.2.In.2, CL.C.2.Su.2)

4.14. Use the various capabilities of computer technology to complete work-related tasks (e.g., e-mail, data collection or management, notes, letters, instructions, or other information; sending a co-worker or supervisor an attached file; sending a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

5. Demonstrate, in the school setting, the performance standards required for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for any job preparatory program.

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6. **Demonstrate, in a work environment, the performance standards required for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for any job preparatory program.