Florida Department of Education

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

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980150
Course Title: Supported Competitive Employment
Credit: Multiple

Will meet graduation requirement for Practical Arts

A.   **Major Concepts/Content.** The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work hour goal is to be established for each individual that would maximize employment potential at the time of transition. The weekly work hour goal will be identified in the student's Individual Educational Plan. Students will receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation has been 20% or less of normal work hours for at least 60 calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment.

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

- positive work attitudes and habits
- appropriate hygiene and grooming skills
- related safety procedures
- appropriate decision making skills
- specific job-related skills
- self-reliance and initiative

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:

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> 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.

This course is primarily designed for students functioning at supported levels, who 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 may also be used to accommodate the 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

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> 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. To the extent possible, students should receive services through a natural supports approach.

Placement in a paid community-based job is required. Prior community-based work experience is preferred but is not a prerequisite.

If job retention is not attained as a result of the first job placement, a person-centered skills and interest assessment and updated job match should be completed and another job placement attempted, if feasible.

Districts are strongly encouraged to ensure that all teachers of this course have participated in appropriate job coach or employment specialist training.

C.   **Course Requirements.** These requirements include, but are not limited to, the 0benchmarks 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.   **Identify current interests, skills, and abilities as part of the employment planning process.**

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

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

1.1.   Identify personal strengths which affect preferred job choices (e.g., problem solving abilities, communication skills, independent functioning, ability to follow directions, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

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1.2.   Identify personal limitations that may negatively affect career choices (e.g., limited physical stamina, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

1.3.   Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., social skills, interest in nature, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

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

1.5.   Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a certificate of competency). (IF.B.1.In.1, IF.B.1.Su.1)

1.6.   Participate in an initial personal assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ self-concept
_____ ❏ personality characteristics and personal style
_____ ❏ personal preferences
_____ ❏ occupational interests
_____ ❏ personal and educational background
_____ ❏ work history and experience
_____ ❏ key accomplishments and successes
_____ ❏ satisfying and dissatisfying experiences
_____ ❏ other: _____

1.7.   Participate in assessments to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ❏ analysis of current job—behavioral demands
_____ ❏ significance of various job elements—likes and dislikes
_____ ❏ personal values, skills, and abilities
_____ ❏ personal insight into own capabilities
_____ ❏ ideal job description
_____ ❏ preferred working environment
_____ ❏ ideal life-style
_____ ❏ career goals
_____ ❏ other: _____

1.8.   Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities and job choices (e.g., study habits, academic skills, social skills, motivation). (CL.C.1.In.1, CL.C.1.Su.1)

1.9.   Identify own leisure activities that may relate to potential careers (e.g., playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

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2. Participate in job selection.

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.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: _____

2.1.   Identify entry-level skills needed for preferred job (e.g., receptionist—greets customers or clients, uses telephone skills; seamstress—has sewing skills, takes measurements, uses fractions; truck loading—follows directions, uses proper lifting and moving sequences; dishwasher—loads and stacks dishes, operates dishwasher). (CL.C.1.In.1, CL.C.1.Su.1)

2.2.   Identify characteristics and possible locations of worksites for preferred job (e.g., landscaping jobs—outdoor areas in homes, businesses, parks; cleaning service jobs—rooms and areas in restaurants, offices, stores). (CL.C.1.In.1, CL.C.1.Su.1)

2.3.   Identify work hours for preferred job (e.g., part-time, three hours per day, day shift, weekends). (CL.C.1.In.1, CL.C.1.Su.1)

2.4.   Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker's compensation). (CL.C.1.In.2, CL.C.1.Su.2)

2.5.   Demonstrate self-advocating behaviors that are needed when selecting jobs (e.g., being decisive; voicing preferences; stating personal strengths; expressing disagreement, if needed). (CL.C.1.In.3, CL.C.1.Su.3)

2.6.   Discriminate between examples and non-examples of self-advocating behavior in selecting a job (examples—introducing self to Transition IEP team, promoting self when talking to a job coach; non-examples—not being able to list personal strengths when asked by a job coach, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.3, CL.C.1.Su.3)

2.7.   Demonstrate awareness of own needs for accommodations in the workplace. (CL.C.1.In.2, CL.C.1.Su.2)

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2.8.   Demonstrate self-advocacy and self-determination skills that will assist in Transition IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussions; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

2.9.   Commit to carry out plans and complete tasks related to reaching annual goals and objectives related to employment that are part of own Transition IEPs. (IF.B.1.In.2, IF.B.1.Su.2)

2.10.   Conduct self appropriately in interviews for preferred job (e.g., prepare for the interview by reviewing own preferences; dress in appropriate attire; participate in answering questions; make wants and desires known to employer; express disagreement, if appropriate). (CL.C.1.In.3, CL.C.1.Su.3)

3.   Maintain employment for an acceptable duration by performing appropriate job duties.

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.

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

3.1.   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: _____ ❏ set an alarm clock as a reminder
         _____ ❏ track subtasks on a calendar
         _____ ❏ check off subtasks when completed
         _____ ❏ begin subtasks at designated times
         _____ ❏ adjust to changing circumstances
         _____ ❏ other: _____

3.2.   Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)

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

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

3.5.   Follow a regular procedure to complete assigned tasks (e.g., obtain necessary information, begin promptly, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)

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3.6. Complete assignments as specified in work instructions (e.g., obtain instructions, read or listen to instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

3.7. 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
_____ ❑ inform supervisor if must be late or have scheduling conflict
_____ ❑ other: _____

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

3.9. Use appropriate transportation to travel to and from work safely and on a regular basis. (CL.C.2.In.3, CL.C.2.Su.3)

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

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

3.12. Wear appropriate clothing or uniform on the job. (CL.C.2.In.3, CL.C.2.Su.3)

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

3.14. Use appropriate grooming and hygiene routines when working. (CL.C.2.In.3, CL.C.2.Su.3)

3.15. Demonstrate ways of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating supervisors with respect, following directions, conforming to rules, accepting criticism, using supervisor's feedback to improve performance). (CL.C.2.In.3, CL.C.2.Su.3)

3.16. Handle paycheck appropriately (e.g., collects check, verifies accuracy, puts check in safe place, reports any problems to appropriate supervisor). (CL.C.2.In.3, CL.C.2.Su.3)

3.17. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves your relationship with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

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

3.19. Demonstrate a positive attitude toward work tasks (e.g., do not complain when given a difficult task, do not talk negatively about supervisor or co-workers, ask for additional tasks). (CL.C.2.In.3, CL.C.2.Su.3)

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3.20. Demonstrate awareness of health and safety procedures required on the job (e.g., wash hands after using restroom, wear hairnet, dispose of trash properly). (CL.C.2.In.4, CL.C.2.Su.4)

3.21. Use behaviors that meet health and safety procedures required on the job (e.g., wash hands after using restroom, wear hairnet, dispose of trash properly). (CL.C.2.In.4, CL.C.2.Su.4)

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

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

3.24. Report situations that relate to potential problems in health and safety on the job (e.g., spilled chemicals, possible fire, fighting). (CL.C.2.In.4, CL.C.2.Su.4)

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

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

3.27. Demonstrate behaviors needed for successful and continued employment. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ ❏ dependability—works every day, gets the job done
_____ ❏ flexibility—can adapt to changes, can make compromises
_____ ❏ responsibility—can adapt to changes, can make compromises, pays attention
_____ ❏ self-direction—gets to work promptly, stays on task, doesn't get distracted
_____ ❏ other: _____

3.28. *Use language to initiate social greeting. (Language C 23: III)*

4. Identify and use equipment and supplies appropriately and correctly.

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. Use appropriate materials for completing specific work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify materials and tasks: _____

4.2. Locate the correct supplies, equipment, and tools required to complete specific work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify locations and tasks: _____

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

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4.4.　Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work-related tasks. (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 a workstation with all needed supplies, tools, and equipment before starting
_____ ❏ other: _____

4.5.　Use appropriate technology and services to organize, send, and receive communications or materials (e.g., US mail, telephone, fax, UPS, FedEx). (CL.C.2.In.2, CL.C.2.Su.2)

4.6.　Use measuring devices appropriately to complete work-related tasks (e.g., rulers, scales, tapes). (CL.C.2.In.2, CL.C.2.Su.2)

4.7.　Use a telephone to complete work-related tasks (e.g., make a call, take a message, give information). (CL.C.2.In.2, CL.C.2.Su.2)

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

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

4.10.　Use hand tools and power tools safely to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify tools and tasks: _____

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

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

4.13.　Use new tools or equipment by following instructions from an experienced user. (CL.C.2.In.2, CL.C.2.Su.2)

5.　Demonstrate specific work-related skills.

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: _____

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5.1.   Follow a systematic procedure to complete work-related tasks. (CL.C.2.In.5, CL.C.2.Su.5)
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 standards
_____ ❑ evaluate own task performance using workplace standards
_____ ❑ other: _____

5.2.   Maintain rate and task quality according to specifications of supervisor. (CL.C.2.In.5, CL.C.2.Su.5)

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

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

5.5.   Complete work-related tasks according to procedures and instructions. (CL.C.2.In.5, CL.C.2.Su.5)

5.6.   Complete work-related tasks independently. (CL.C.2.In.5, CL.C.2.Su.5)

5.7.   Perform specific work-related tasks without injury to self or others. (CL.C.2.In.5, CL.C.2.Su.5)

5.8.   Uses appropriate communications within the work setting. (CL.C.2.In.5, CL.C.2.Su.5)

5.9.   *Use language to initiate social greeting. (Language C 23: III)*

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

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

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

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

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

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6.   Demonstrate workplace-specific social skills.

IF.B.2.Su.1   identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.2   demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.3   respond effectively to unexpected events and potentially harmful situations—with guidance and support.

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

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

6.1.   Behave appropriately when given guidance, constructive criticism, and praise (e.g., use guidance—make improvements, be accepting, be appreciative; criticism—be accepting, do not get angry; praise—give thanks, do not brag). (IF.B.2.In.2, IF.B.2.Su.2)

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

6.3.   Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (SE.A.2.In.1, SE.A.2.Su.1)

6.4.   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). (SE.A.2.In.1, SE.A.2.Su.1)

6.5.   Identify characteristics of social behaviors needed in a work situation. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ❏ consideration—makes polite comments, shares resources with others
         _____ ❏ cooperation—does share of work on projects, accepts others' suggestions
         _____ ❏ assertiveness—makes needs known to others
         _____ ❏ response to humor—laughs without drawing attention
         _____ ❏ response to teasing—ignores
         _____ ❏ response to criticism—makes needed changes, acknowledges others' views
         _____ ❏ other: _____

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6.6.   Identify anti-social behaviors that should not be found in a work situation.
(IF.B.2.In.1, IF.2.Su.1)
Specify: _____ ❑ lack of consideration—won't wait for turn, won't clean up when finished
_____ ❑ lack of cooperation—won't help others with task, keeps all supplies
_____ ❑ lack of assertiveness—lets others take over equipment
_____ ❑ inappropriate response to humor—makes loud noises
_____ ❑ inappropriate response to criticism—takes personally, makes negative comments
_____ ❑ inappropriate response to teasing—gets angry
_____ ❑ other: _____

6.7.   Demonstrate social behaviors that are needed in a work situation. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ❑ consideration   _____ ❑ cooperation
_____ ❑ assertiveness   _____ ❑ positive response to humor or teasing
_____ ❑ positive response to criticism
_____ ❑ other: _____

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

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

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

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

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

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

6.14. Identify types of inappropriate physical contact with others in a work setting.
(e.g., hugging, patting, kissing, hitting, pushing). (IF.B.2.In.3, IF.B.2.Su.3)

6.15. Demonstrate appropriate responses to undesired physical contact with others in a work situation. (IF.B.2.In.3, IF.B.2.Su.3)

6.16. Use appropriate interpersonal communication skills when working in a group
(e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)

6.17. Demonstrate behavior that meets social expectations when working in a group
(e.g., raising hand to speak, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

6.18. Demonstrate behavior that complies with existing rules and code of conduct of the organization at work (e.g., respecting authority and co-workers, not getting involved in physical conflict, not causing physical harm to others, complying with dress codes). (SE.A.1.In.3, SE.A.1.Su.2)