

**Florida Department of Education**

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

**Subject Area:** Vocational Education for Students with Disabilities  
**Course Number:** 7980120  
**Course Title:** Career Experiences  
**Credit:** Multiple

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

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

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

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for

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which the student is being trained should be reflected in the student's desired post-school outcome statement.

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

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

- 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.

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

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

**After successfully completing this course, the student will:**

**1. Use a planning process to establish and revise personal and career goals.**

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### Personal Planning

- 1.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Identify the need for responsible planning of 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)

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- 1.3. Set 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)
- 1.4. Set 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)
- 1.5. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone review steps if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need an hour or so depending on extent of repairs, an open space, a wrench, a screwdriver, oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

## Career Planning

- 1.7. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate to strengths and experiences). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. 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)
- 1.9. Use a goal-directed strategy to prepare a plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  reconcile self-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: \_\_\_\_\_
- 1.10. 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, procure a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 1.12. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace settings. (IF.B.1.Pa.1)  
Specify: \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace
- 1.13. Indicate a non-preferred activity in a volunteer or work setting—with assistance. (CL.C.1.Pa.1)  
Specify activity: \_\_\_\_\_

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- 1.14. Explore specific jobs associated with each career cluster (e.g., health care and 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)
- 1.15. Describe advantages and disadvantages of an occupation in a specified career cluster (e.g., advantages—availability of jobs, advancement opportunities, location; disadvantages—pay scale, hazards on job). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.16. Identify personal preferences of occupations with specified career clusters. (IF.B.1.In.1, IF.B.1.Su.1)
- 1.17. Identify personal preferences related to work hours and schedules associated with employment (e.g., full-time, part-time, day shift, night shift, revolving schedule, on call). (IF.B.1.In.1, IF.B.1.Su.1)

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

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 2.1. Use self-appraisal to indicate career strengths and needs (e.g., certificates received, ambition, test scores, previous experiences, physical strengths, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.2. Conduct self-assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  self-concept and values clarification  
\_\_\_\_\_  personality characteristics and personal style  
\_\_\_\_\_  motivational patterns and personal preferences  
\_\_\_\_\_  occupational interests  
\_\_\_\_\_  personal and educational background  
\_\_\_\_\_  work history and experience  
\_\_\_\_\_  key accomplishments and successes  
\_\_\_\_\_  satisfying and dissatisfying experiences  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.3. Conduct self-assessment to determine career goals 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  
\_\_\_\_\_  values, skills, and abilities—professional or technical, managerial, personal  
\_\_\_\_\_  personal insight into capabilities  
\_\_\_\_\_  ideal job description  
\_\_\_\_\_  preferred working environment  
\_\_\_\_\_  ideal life-style  
\_\_\_\_\_  career goals  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.4. Identify personal characteristics which affect realistic job choices (e.g., special talents, problem solving, communicating, self-management, cooperation, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. *Identify behaviors which reflect a positive attitude toward self.*  
(Social and Personal G 58: VI)
- 2.6. Identify personal limitations negatively affecting career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. *Identify characteristics of a good employee.* (Social and Personal C 23: IV)
- 2.8. *Identify personal strengths and weaknesses.* (Social and Personal G 59: VI)
- 2.9. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities (e.g., grades, study skills, coursework, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.11. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repair; playing with animals—veterinarian’s assistant; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.12. Complete sample job applications and simulated job interviews, using appropriate grooming and attire for preferred occupations. (CL.C1.In.1, CL.C1.Su.1)
- 2.13. *Use appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*

### 3. Demonstrate knowledge of job responsibilities and social competencies for successful employment in a variety of school or community settings.

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

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
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### Completing Work Assignments

- 3.1. Develop a plan to complete a work assignment. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  identify the goal or end product, including quality standards—how well, how accurate, how fast  
                  \_\_\_\_\_  identify resources needed—equipment, supplies, personnel, time  
                  \_\_\_\_\_  determine substeps needed to accomplish the task  
                  \_\_\_\_\_  determine schedule for completing task  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 3.2. *State steps to complete a task. (Language C 31: VI)*
- 3.3. 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)

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- 3.4. 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: \_\_\_\_\_
- 3.5. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  try different techniques                    \_\_\_\_\_  seek advice from others  
                  \_\_\_\_\_  seek assistance from others                    \_\_\_\_\_  read the instructions or references  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 3.6. 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 or rubric                    \_\_\_\_\_  compare with model or example  
                  \_\_\_\_\_  use spell check or similar tool                    \_\_\_\_\_  look for errors  
                  \_\_\_\_\_  ask peer or co-worker to review                    \_\_\_\_\_  ask supervisor to review  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 3.7. Follow a systematic procedure to complete specific tasks on the job. (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: \_\_\_\_\_
- 3.8. Complete routine work tasks accurately and effectively in a variety of settings (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)
- 3.9. *Identify mistakes on task assignments with and without assistance.*  
(Social and Personal C 28: V)
- 3.10. Complete assignments as specified in lab and shop manuals, instruction sheets, or computer displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.11. *Sort like objects.* (Social and Personal C 19: II)
- 3.12. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)  
Specify routine: \_\_\_\_\_

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### Using Tools, Equipment, and Supplies

- 3.13. 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—pens, folders, towels, cleaning agents, parts, packing products  
\_\_\_\_\_  equipment—copy machine, computer, vacuum cleaner, lawn mower  
\_\_\_\_\_  tools—air pressure gauge, hammer, balance, wrench, car jack  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.14. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 3.15. 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 separate areas for needed supplies and equipment  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.16. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor, printer). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.17. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.18. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload electrical outlets, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.19. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 3.20. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 3.21. Use new tools, equipment, and supplies by following instructions from an experienced user or a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.22. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.23. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 3.24. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

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- 3.25. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.26. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own workstation, reaches for own jacket when leaving). (CL.C.2.Pa.1)
- 3.27. Accept assistance with and participate in using objects for desired purposes during work assignments (e.g., putting parts in a bag). (CL.C.2.Pa.1)

## Employability Skills

- 3.28. Demonstrate responsibility to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, 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)
- 3.29. Stay on task for the duration of a work assignment (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, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.30. *Stay on task until its completion. (Social and Personal C 20: III)*
- 3.31. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 3.32. 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)
- 3.33. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 3.34. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)  
Specify: \_\_\_\_\_  use a timer or alarm clock to monitor time or deadlines  
          \_\_\_\_\_  keep a model of final product for reference  
          \_\_\_\_\_  follow a checklist of tasks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.35. Demonstrate a positive attitude towards tasks at school, in the community, or in a work setting (e.g., do not complain when given a difficult task, do not talk negatively about the authority figure or peers, talk positively about the task when not at school or community work-site). (CL.C.2.In.5, CL.C.2.Su.5)

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- 3.36. Recognize and show respect for the authority figure when working at school or in the community (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.37. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.38. Recognize inappropriate physical contact from others in work and community settings. (IF.B.2.In.1, IF.B.2.Su.1)
- 3.39. Demonstrate appropriate responses to unwanted physical contact in work and community settings (e.g., walk away, ask person to stop, seek assistance). (IF.B.2.In.2, IF.B.2.Su.2)

**4. Use effective work habits, ethical behavior, and appropriate grooming for the workplace in a variety of school or community settings.**

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

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
- assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- physical assistance     full     partial                       assistive technology     full     partial
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**Reliability**

- 4.1. Identify the characteristics and importance of being dependable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.2. Demonstrate dependability in work settings (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)
- 4.3. Identify the characteristics and importance of being flexible in work settings (e.g., adapts to changes in schedule, expectations, processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.4. Demonstrate flexibility in work settings (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)

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- 4.5. Identify the characteristics and importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits mistakes when wrong). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.6. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 4.7. Demonstrate responsibility and self-control in work settings (e.g., does not cry or get angry when criticized; does not yell at or argue with co-workers; does not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.8. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 4.9. Identify the characteristics and importance of being self-directed in the workplace (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.10. Demonstrate self-directed behavior in work settings (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.11. Identify the characteristics and importance of paying attention to details when working (e.g., stays focused, meets expectations, practices quality assurance, impresses supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.12. Demonstrate attentive behavior in work settings (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

## Attendance

- 4.13. Use strategies to maintain an acceptable attendance record in work settings. (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, tardiness, scheduling conflict  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.14. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 4.15. Identify actions to be taken 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)
- 4.16. Demonstrate use of time clock or other required logs in work settings. (CL.C.2.In.3, CL.C.2.Su.3)

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### Work Ethic

- 4.17. Identify situations on the job that are affected by individual and workplace values (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.18. *Show respect for property of others. (Social and Personal G 52: III)*
- 4.19. Identify examples and non-examples of appropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_  examples—being punctual, following rules, showing respect for superiors  
\_\_\_\_  non-examples—disrupting work, making negative statements about co-workers
- 4.20. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.21. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 4.22. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 4.23. *Cooperate with peers. (Social and Personal G 51: III)*
- 4.24. Demonstrate appropriate grooming and attire for work and community settings. (CL.C.2.In.3, CL.C.2.Su.3)

### 5. Demonstrate skills of self-advocacy and self-determination in the community and the workplace.

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### **Individual Educational Plan (IEP)**

- 5.1. Identify personal interests, preferences, strengths, and needs for use in developing own IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.2. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.3. Assist in setting annual goals and objectives considering desired post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.4. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.5. Apply self-advocacy and self-determination skills in developing own IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.6. Prepare for own IEP meeting (e.g., identify participants, prepare invitations, review own progress). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Participate actively in own IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1, IF.B.1.Pa.1)
- 5.8. Direct or conduct own IEP meeting. (IF.B.1.In.1)

### **Identifying Personal Plans**

- 5.9. Identify personal goals, develop plans, and carry out goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.10. Identify major steps and timelines to achieve personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 5.11. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 5.12. Identify situations impacting goal achievement and identify alternatives.

### **Monitoring Progress and Adjusting Personal Plans**

- 5.13. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.14. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

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- 5.15. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.16. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in productive activities. (IF.B.1.Pa.1)

**Self-advocacy**

- 5.17. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify:  school—in class, between classes, extracurricular activities  
 community—events, organizations, services  
 community—restaurants, traveling  
 workplace—on the job, breaks  
 other: \_\_\_\_\_
- 5.18. Monitor self-advocacy behaviors in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify:  school—in class, between classes, extracurricular activities  
 community—events, organizations, services  
 community—restaurants, traveling  
 workplace—on the job, breaks  
 other: \_\_\_\_\_

**6. Use decision-making and problem-solving processes in school or community work situations.**

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

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

Indicate assistance necessary for mastery at participatory level:  
\_\_\_ physical assistance  full  partial                      \_\_\_ assistive technology  full  partial

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### Identifying Problems

- 6.1. Identify that a problem exists in school or community work situations, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.2. Identify possible reasons for existing problems in school or community work situations (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete tasks). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.3. Identify problems that lead to the breakdown of major goals in school or community work situations (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.4. Analyze possible outcomes associated with specific problems in school or community work situations (e.g., will not gain respect of others, may be looked over for promotion, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.5. Request assistance in identifying problem in a school or community work situation. (CL.B.4.Pa.1)
- 6.6. Accept assistance with and participate in identifying problem in a school or community work situation (e.g., indicating when supplies run out). (CL.B.4.Pa.1)

### Applying Problem-solving Strategies

- 6.7. Apply a general model for solving problems in school or community work situations (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)
- 6.8. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 6.9. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  brainstorming—identifying all solutions that come to mind  
\_\_\_\_\_  identifying steps—when a complicated task is involved  
\_\_\_\_\_  estimating—when numbers are involved  
\_\_\_\_\_  matching consequences to actions—for cause and effect  
\_\_\_\_\_  troubleshooting—finding problems within a work process  
\_\_\_\_\_  creative thinking—identify multiple or unusual solutions  
\_\_\_\_\_  modeling—basing actions on those of a good example  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.10. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

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- 6.11. Apply brainstorming techniques when starting to solve a problem (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)
- 6.12. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, send invitations, order or make refreshments). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.13. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework 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)
- 6.14. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.15. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.16. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation to increase production). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.17. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

## **Evaluating Alternative Solutions**

- 6.18. Identify alternative courses of action for solving a particular problem in school or community work situations (e.g., school—missed the bus—get a ride, walk, ride bike; work—project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.19. 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**

- 6.20. Complete tasks needed to solve problems in school or community work situations. (CL.B.4.In.2, CL.B.4.Su.2)

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- 6.21. Use appropriate techniques or tools to solve problems in school or community work situations (e.g., assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.22. Seek assistance when needed to solve problems in school or community work situations (e.g., emotional problems—seek help from school counselor, teacher, psychologist). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.23. Seek assistance when needed to solve problems in personal life that impact work experience (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.24. Participate in positioning objects for use (e.g., turn switch toward hand). (CL.B.4.Pa.1)  
Specify: \_\_\_\_  school            \_\_\_\_  community            \_\_\_\_  workplace
- 6.25. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)  
Specify: \_\_\_\_  school            \_\_\_\_  community            \_\_\_\_  workplace
- 6.26. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)  
Specify: \_\_\_\_  school            \_\_\_\_  community            \_\_\_\_  workplace

**Evaluating Effectiveness of Solution**

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

**7. Use appropriate personal care skills to meet demands of a variety of school or community work situations.**

- IF.A.1.In.2        complete personal care, health, and fitness activities.
- IF.A.1.Su.2        complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.2        participate in personal care, health, and safety routines—with assistance.

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

Indicate assistance necessary for mastery at participatory level:  
\_\_\_\_ physical assistance  full  partial            \_\_\_\_ assistive technology  full  partial

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### Dressing

- 7.1. Demonstrate specific knowledge and skills when completing personal care activities involved in dressing for school or community work situations (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.2. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 7.3. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 7.4. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 7.5. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 7.6. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 7.7. Use strategies to complete dressing activities effectively and efficiently and on a regular basis for school or community work situations (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or peer attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.8. Request assistance and participate in activities and tasks associated with daily dressing routines in school or community work situations. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_
- 7.9. Accept assistance with and participate in activities and tasks associated with daily dressing routines in school or community work situations. (IF.A.1.Pa.2)  
Specify routines: \_\_\_\_\_  arrival \_\_\_\_\_  during day \_\_\_\_\_  departure  
\_\_\_\_\_  workplace or volunteer activities \_\_\_\_\_  special events

### Grooming

- 7.10. Use specific knowledge and skills when completing grooming activities in school or community work situations (e.g., hair—part hair evenly, fix hair according to style, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of razors and skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.11. Use strategies related to grooming when completing grooming activities effectively and efficiently and on a regular basis in school or community work situations (e.g., look at pictures in magazines to choose hair style—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

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- 7.12. Request assistance in activities and tasks associated with daily grooming routines in school or community work situations. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_
- 7.13. Accept assistance with and participate in activities and tasks associated with daily grooming routines in school or community work situations. (IF.A.1.Pa.2)  
Specify routines: \_\_\_\_\_  arrival      \_\_\_\_\_  during day      \_\_\_\_\_  departure  
                                 \_\_\_\_\_  workplace or volunteer activities      \_\_\_\_\_  special events

### Hygiene

- 7.14. Use specific knowledge and skills when completing hygiene activities in school or community work situations (e.g., correctly brushing and flossing teeth; using the toilet—cleaning up afterwards, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.15. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 7.16. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 7.17. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis in school or community work situations (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.18. Request assistance in activities and tasks associated with daily hygiene routines in school or community work situations. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_
- 7.19. Accept assistance with and participate in activities and tasks associated with daily hygiene routines in school or community work situations. (IF.A.1.Pa.2)  
Specify routines: \_\_\_\_\_  arrival      \_\_\_\_\_  during day      \_\_\_\_\_  departure  
                                 \_\_\_\_\_  workplace or volunteer activities      \_\_\_\_\_  special events

### Motor Control

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

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- 7.21. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis in school or community work situations (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.22. Request assistance in activities and tasks associated with motor control routines in school or community work situations. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_
- 7.23. Accept assistance with and participate in activities and tasks associated with motor control routines in school or community work situations. (IF.A.1.Pa.2)  
Specify routines: \_\_\_\_\_  arrival      \_\_\_\_\_  during day      \_\_\_\_\_  departure  
                                 \_\_\_\_\_  workplace or volunteer activities      \_\_\_\_\_  special events

## 8. Demonstrate ability to meet health and safety requirements used in school or community work situations.

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial      \_\_\_ assistive technology     full     partial

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## Safety Skills and Procedures

- 8.1. Identify and demonstrate basic personal safety skills when traveling to and from school or community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.2. Perform clean-up after spilling or breaking something and dispose of trash properly in school or community work situations (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, maintain proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)

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- 8.3. 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)
- 8.4. Follow safety rules and procedures required for a specific job (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)
- 8.5. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 8.6. Follow fire prevention and safety precautions and practices for extinguishing fires in school or community work situations (e.g., do not overload electrical outlets, use water on small fires, use extinguisher). (CL.C.2.In.4, CL.C.2.Su.4)

## **Safety Laws and Regulations**

- 8.7. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to 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)
- 8.8. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, Fire Department). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.9. Identify materials and tools that should be found in the workplace to use in emergency situations in school or community work situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kit, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)

## **Seeking Assistance**

- 8.10. Identify persons to ask for assistance in emergency situations in school or community work situations (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.11. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 8.12. Request assistance in following safety procedures when unexpected events or potentially harmful situations occur in school or community work situations. (IF.B.2 Pa.2)
- 8.13. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 8.14. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in school or community work situations. (IF.B.2 Pa.2)

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### First Aid

- 8.15. Identify when first aid is needed for health care in school or community work situations (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.16. *Demonstrate or indicate knowledge of basic first aid principles.*  
(*Social and Personal E 45: VI*)
- 8.17. Use effective and efficient strategies related to first aid to complete health care activities in school or community work situations (e.g., keep first aid supplies and book stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.18. Request assistance in activities and tasks associated with first aid treatment in school or community work situations. (IF.A.1.Pa.2)
- 8.19. Accept assistance with and participate in activities and tasks associated with first aid treatment in school or community work situations. (IF.A.1.Pa.2)

### 9. Demonstrate knowledge of rights, benefits, and responsibilities of employment, including the role of labor laws.

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### Rights and Benefits

- 9.1. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.2. Identify the purpose and benefits of worker's compensation (e.g., provides worker's compensation if injured on the job, pays medical bills, provides compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.3. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job is found). (CL.C.1.In.2, CL.C.1.Su.2)

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- 9.4. Identify the purpose of health and disability insurance (e.g., provides compensation if disabled on the job, provides income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.5. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, ensures workplace accommodations, ensures accessibility to businesses, increases public awareness of rights of disabled, encourages self-advocacy, ensures legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.6. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

## Responsibilities

- 9.7. 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)
- 9.8. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisors, co-workers, bulletin boards, company websites). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.9. Identify the purposes and benefits of employment contracts (e.g., provide legal protection, are legally binding, are written agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.10. Identify components 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)
- 9.11. Identify proper procedures for terminating a job, if necessary (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor; give two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

## 10. Demonstrate ability to move about the community, including the use of public and private transportation, as appropriate.

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

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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### **General Knowledge about Travel**

- 10.1. Select appropriate transportation (e.g., is financially feasible, has an adequate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.2. Demonstrate basic personal safety skills when traveling to and from school or community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.3. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*
- 10.4. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 10.5. Request assistance related to travel in school or community work situations. (IF.A.1.Pa.2)
- 10.6. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles in school or community work situations (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 10.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks in school or community work situations (e.g., closing door, opening window in car). (IF.A.2.Pa.2)

### **Mobility in Buildings**

- 10.8. Identify and find specific locations in the school or community work environment when completing functional tasks (e.g., administrative offices, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.9. Identify and find specific locations in buildings when completing functional tasks for work (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.10. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 10.11. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.12. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.13. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the school or community work situation. (IF.A.2.Pa.2)

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- 10.14. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings in school or community work situations. (IF.A.2.Pa.2)
- 10.15. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)

## **Traveling in the Community**

- 10.16. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.17. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.18. Move about in the immediate neighborhood from one location to another (e.g., walk, ride bicycle, drive car, roller blade or roller skate). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.19. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.20. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.21. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.22. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

## **Using Public Transportation**

- 10.23. Signal a bus to stop from number and destination name appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 10.24. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.25. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

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**Driving an Automobile**

- 10.26. Demonstrate understanding of procedures to follow to obtain a restricted driver’s license.  
Specify: \_\_\_\_\_  presenting verification of age and parent consent  
          \_\_\_\_\_  passing the written test  
          \_\_\_\_\_  passing the vision test  
          \_\_\_\_\_  paying the fee  
          \_\_\_\_\_  other: \_\_\_\_\_
- 10.27. Identify parts of an automobile that should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery).
- 10.28. Identify advantages and disadvantages of self-service versus full-service stations (e.g., exposure or protection from adverse weather conditions, cost-efficiency, personal ability to pump gas).
- 10.29. Demonstrate understanding the need for auto insurance and the consequences for noncompliance (e.g., covers cost of repairs to own vehicle, covers cost of repairs if responsible for damage to another vehicle, complies with Florida laws, covers costs of hospitalization if injured).
- 10.30. Describe the steps to take when involved in an accident (e.g., call police; stay with the car; produce operator’s license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain estimates for repairs).
- 10.31. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones).

**11. Demonstrate effective communication skills as they relate to the school or community work situations, particularly the ability to use criticism constructively.**

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

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

Indicate assistance necessary for mastery at participatory level:  
\_\_\_ physical assistance  full  partial                   \_\_\_ assistive technology  full  partial

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- 11.27. 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 the person). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.28. Respond appropriately to environmental and social cues to change behavior in school or community work situations (e.g., becoming quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.29. Respond to other’s 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)
- 11.30. Respond to verbal and nonverbal messages in ways that demonstrate understanding in school or community work situations (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.31. 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 briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.32. Select and modify systems of communication to accommodate a variety of settings in school or community work situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.33. Identify the characteristics of behaviors that are appropriate responses to criticism in school or community work situations (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, probe for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.34. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism in school or community work situations (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—taking personally, practicing self-blame, altering opinion of self based on negative comments from others). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.35. Identify factors in situations that promote behaviors that are appropriate responses to criticism in school or community work situations (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.36. Identify factors in situations that inhibit behaviors that are appropriate responses to criticism in school or community work situations (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes). (IF.B.2.In.1, IF.B.2.Su.1)

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- 11.37. Follow cues that prompt appropriate responses to criticism in school or community work situations (e.g., remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint, acknowledge criticism, agree with a critic, probe in various situations). (IF.B.2.In.2, IF.B.2.Su.2)
- 11.38. Demonstrate appropriate responses to criticism in school or community work situations. (IF.B.2.In.2, IF.B.2.Su.2)
- 11.39. Monitor own responses to criticism in school or community work situations. (IF.B.2.In.2, IF.B.2.Su.2)