

Florida Department of Education

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

Subject Area:	Vocational Education for Students with Disabilities
Course Number:	7980110
Course Title:	Career Preparation
Previous Course Title:	Employability Skills
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources, and develop work-related behaviors. The course will provide a foundation for 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.

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

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

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

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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need in this multiple credit course. Other objectives should be added as required by an individual student.

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

This is the first 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. Demonstrate awareness of planning processes used 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

- 1.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps stay on track, monitors progress, increases motivation; career—increases motivation, helps organization). (IF.B.1.In.1, IF.B.Su.1)
- 1.3. Identify criteria to determine when a plan is needed (e.g., to determine time and resources available for planning, long-term impact of goals, availability of options). (IF.B.1.In.1, IF.B.Su.1)
- 1.4. Identify steps in a planning process to set personal and career goals (e.g., personal—determine current situation, determine desired situation; career—determine strengths and weaknesses, identify interests and abilities, match interests and abilities to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.Su.1)
- 1.5. Identify resources, sources of information, and assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.Su.1)
Specify: _____ individuals—family, supervisor, teacher, counselor, possible employers
 _____ agencies—government agencies, religious organizations, schools
 _____ other: _____
- 1.6. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 1.7. Identify how positive view of self affects personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.Su.1)
- 1.8. Identify alternatives and choices available to reach personal and career goals (e.g., personal—weight loss: start exercise program, consult a physician; career—work at home, find a job that allows flexible hours and has child care). (IF.B.1.In.1, IF.B.Su.1)
- 1.9. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lower cholesterol, have more energy, clothes fit better). (IF.B.1.In.1, IF.B.Su.1)
- 1.10. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, is self-gratifying). (IF.B.1.In.1, IF.B.Su.1)
- 1.11. Identify previous personal experiences related to making realistic personal and career goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships, repairing a family car and then enrolling in car maintenance course). (IF.B.1.In.1, IF.B.Su.1)
- 1.12. Identify preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.Su.1)

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- 1.13. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

2. Demonstrate awareness of competencies used to apply for a job, including creating resumes and participating in simulated job interviews.

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

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

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

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Employment Resources

- 2.1. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.2. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.3. *Identify resources for finding employment. (Social and Personal C 30: VI)*

Resumes and Portfolios

- 2.4. Identify the items that are generally included in a resume and portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—samples of drawings, or photographs, positive work evaluations, video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.5. Identify ways to make resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on good quality paper). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.6. Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

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Interviews

- 2.7. Identify the importance of a job interview (e.g., opportunity to make a positive first impression, identify job requirements, build rapport, and learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.8. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: _____ work history _____ related experiences
_____ training _____ career goals
_____ personal strengths and interests _____ other: _____
- 2.9. Identify inappropriate grooming and attire for job interview (e.g., low cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.10. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, find out whom to speak with, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)

Application Forms

- 2.11. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special job requirements). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.12. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 2.13. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment record). (CL.C.1.In.3, CL.C.1.Su.3)

Employment Tests

- 2.14. Identify common tests necessary for employment (e.g., drug tests, eye examinations, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.15. Identify the purpose of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.16. Identify ways to prepare for common employment examinations (e.g., obtain study guides, study materials, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.17. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

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- 2.18. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, advocacy groups, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

References

- 2.19. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethics, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.20. Identify types of information provided by references (e.g., name, address, business title, telephone number, relationship to individual, opinions about individual's work ethics, performance abilities, letter of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.21. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.22. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job). (CL.C.1.In.3, CL.C.1.Su.3)

Follow-up Procedures

- 2.23. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.24. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.25. Identify purposes of common legal documents necessary for employment (e.g., provide applicant legal protection, provide applicant information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

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3. Demonstrate awareness of job responsibilities and social competencies needed to obtain successful employment in a variety of 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

Completing Work Assignments

- 3.1. Identify purposes of planning work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.2. Identify components of a plan to complete a work assignment (e.g., 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). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.3. *State steps to complete a task. (Language C 31: VI)*
- 3.4. Complete routine tasks accurately and effectively (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)
- 3.5. *Sort like objects. (Social and Personal C 19: II)*
- 3.6. *Stay on task until its completion. (Social and Personal C 20: III)*
- 3.7. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 3.8. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 3.9. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 3.10. Request assistance in the sequence of tasks or activities. (CL.C.2.Pa.1)

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- 3.11. Accept assistance with and participate in the sequence of tasks or activities related to work assignments. (CL.C.2.Pa.1)
Specify: _____

Using Tools, Equipment, and Supplies

- 3.12. Identify the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, information sources; 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, computer, printer). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.13. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 3.14. Identify 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)
- 3.15. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 3.16. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 3.17. Describe steps to 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)
- 3.18. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 3.19. Identify appropriate areas for storing tools, supplies, and equipment (e.g., paper and office supplies in desk; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.20. Request assistance in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own table, asks for own jacket when leaving). (CL.C.2.Pa.1)
- 3.21. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own desk, reaches for own tool when working). (CL.C.2.Pa.1)
- 3.22. Request assistance in recognizing and using adaptive or assistive devices used in work assignments (e.g., asks for switch to turn on computer, points towards raised workstation). (CL.C.2.Pa.1)
- 3.23. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments. (CL.C.2.Pa.1)

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- 3.24. Request assistance in obtaining objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)
- 3.25. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

Employability Skills

- 3.26. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.28. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.29. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, do not talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.30. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.31. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ appropriate—being punctual, following rules, showing respect for superiors
 _____ inappropriate—disrupting work, making negative statements about co-workers
- 3.32. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 3.33. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 3.34. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.35. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 3.36. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27:V)*

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- 3.37. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.38. Identify 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)

4. Demonstrate awareness of careers used in different types of businesses and industry.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—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

- 4.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 4.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.3. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.4. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied tasks; recycling—helpful to environment, time consuming to sort items, dependent on transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.5. Identify how characteristics of a given occupation may be perceived differently by individuals (e.g., custodial). (CL.C.1.In.1, CL.C.1.Su.1)
Specify: ___ activity level required ___ working environment
 ___ interaction with customers ___ consistency of expectations
 ___ other: _____
- 4.6. Identify skills needed to fulfill performance requirements for specific jobs within career clusters (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, use fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)

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- 4.7. Describe advantages and disadvantages associated with selected occupations (e.g., postal carrier—benefits, vacation, outdoor work; telephone operator—flexible hours, monotony, desk job, irate customers). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.8. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of minorities or persons who have disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.9. Evaluate present and future local job market of a specific career cluster. (CL.C.1.In.1, CL.C.1.Su.1)
- 4.10. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] Certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instructor; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.11. Identify educational and training requirements for specific jobs in a variety of career clusters (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.12. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ day shifts _____ night shifts _____ part-time
 _____ full time _____ overtime _____ other: _____
- 4.13. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, opportunity for pay raise; salary—benefits, sick and vacation days, union eligibility, pay increase opportunities, contract). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.14. 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, workman’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

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5. Demonstrate awareness of effective work habits, ethical behavior, and appropriate grooming used in the workplace.

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

Effective Work Habits

- 5.1. Identify the characteristics and importance of being reliable 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)
- 5.2. Identify the characteristics and importance of being flexible when working (e.g., adapts to changes in schedule, expectations, and processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.3. 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 when wrong). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.4. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 5.5. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.6. Identify the characteristics and importance of being self-directed when working (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)
- 5.7. Identify the characteristics and importance of paying attention to details when working (e.g., stays focused, meets expectations, meets quality standards). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance and Ethics

- 5.8. Identify reasons for good attendance and punctuality on a job (e.g., responsibility to employer, production quotas, deadlines). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.9. *Identify appropriate attendance practice for school and work. (Social and Personal C 26: IV)*

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- 5.10. Identify the consequences of not being punctual on a job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.11. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.12. 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)
- 5.13. Identify behavior or activities on the job which bring values into conflict (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)

Grooming

- 5.14. Distinguish among appropriate attire for school, work, and leisure activities (e.g., school—uniform, if required; no short or tight clothing; shirts tucked in; work—uniform, if required; clothes ironed; no short or tight clothing; leisure—casual, comfortable). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.15. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)
- 5.16. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

6. Demonstrate awareness of the roles of self-advocacy and self-determination used 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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Making Personal Choices

- 6.1. Identify personal strengths and weaknesses (e.g., physical appearance, relating to others, personality, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Identify how positive view of self affects personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Identify alternatives and choices available to reach personal goals (e.g., dieting to lose weight—eat smaller meals, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.4. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—body may not get its necessary vitamins, make take dieting to an extreme; benefits—lower cholesterol, have more energy, clothes fit better). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.5. Identify strategies for balancing self, family, work, leisure, and citizenship in order to reduce the impact of stress (e.g., using time-management strategies, taking a brief vacation, separating work and personal life, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.6. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.7. 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)
- 6.8. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., degrees received, ambition, test scores, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

Identifying Personal Plans

- 6.9. 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)
- 6.10. Identify major steps and timelines to achieve goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 6.11. 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)
- 6.12. Identify situations impacting goal achievement and identify alternatives. (IF.B.1.In.2, IF.B.1.Su.2)

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Monitoring Progress and Making Adjustments to Personal Plans

- 6.13. 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 or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 6.14. 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)
- 6.15. 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)
- 6.16. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Developing Individual Educational Plans

- 6.17. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.18. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.19. Identify steps in the IEP development (e.g., determine desired long-term outcome, develop a present level of performance, develop annual goals and related short-term objectives or benchmarks, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.20. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ employment _____ instruction
 _____ community experience _____ post-school adult living
 _____ vocational evaluation _____ daily living skills
 _____ other: _____
- 6.21. Identify personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.22. Identify desired long-term outcomes to meet personal goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ post-school—postsecondary training, employment
 _____ adult living arrangements
 _____ community participation
 _____ other: _____

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Self-advocacy

- 6.23. Identify self-advocating behaviors (e.g., decisiveness, speaking up for oneself, voicing opinion). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.24. Discriminate between examples and non-examples of self-advocating behavior (examples—presenting self to supervisor to ask for a raise, promoting self when interviewing for a job; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.25. Identify factors that promote self-advocating behaviors (e.g., opportunities for self-advocacy, reinforcement for self-advocacy behaviors, training in self-advocacy, work environment that accepts mistakes). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ school _____ community/workplace
- 6.26. Identify factors that inhibit self-advocating behaviors (e.g., lack of opportunity, lack of reinforcement for specific behaviors, lack of training in self-advocacy, excessive criticism, rigid authority structure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ school _____ community/workplace
- 6.27. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7. Demonstrate awareness of decision-making and problem-solving processes used in workplace 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

Identifying Problems

- 7.1. Identify various ways to respond to and solve problems (e.g., late for work frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

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- 7.2. 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)
- 7.3. 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—identifying multiple or unusual solutions
_____ modeling—basing actions on those of a good example
_____ other: _____
- 7.4. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.5. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.6. Identify alternative courses of action for solving a particular specified problem at work (e.g., project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 7.7. Identify strategies needed to solve problems (e.g., limited time to do work assignments—use time-management strategies, talk to boss about extending deadlines on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.8. Identify appropriate techniques or tools to solve problems (e.g., computer software, assignment planner, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.9. Seek assistance when needed to solve problems (e.g., emotional problems—seek help from counselor or boss; problems with a subject area at school—tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.10. Accept assistance with and participate in efforts to solve problems. (CL.B.4.Pa.1)
Specify: _____ school _____ community/workplace
- 7.11. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems. (IF.B.2.Pa.2)
Specify: _____ school _____ community/workplace

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Evaluating Effectiveness of Solution

- 7.12. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.13. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

8. Demonstrate awareness of appropriate personal care skills used to meet demands of a variety of workplace 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

- 8.1. Demonstrate knowledge and skills needed for common personal care activities involved in dressing for work. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ selecting appropriate clothing for the job
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____
- 8.2. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 8.3. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 8.4. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 8.5. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 8.6. Demonstrate knowledge and skills needed for common personal care activities involved in grooming and hygiene in a work situation. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ meeting health and safety standards
 ___ meet workplace expectations
 ___ completing care activities at proper time and place
 ___ other: _____

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- 8.7. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 8.8. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 8.9. Demonstrate knowledge and skills needed for common personal care needs involved in motor control and managing self in a work situation. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: posture
 strength, stamina, endurance, and muscular flexibility
 postural alignment for sitting, standing, lifting, and movement
 proximity to objects
 other: _____
- 8.10. Request assistance in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events
- 8.11. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events
- 8.12. Request assistance in activities and tasks associated with daily grooming and hygiene routines. (IF.A.1.Pa.2)
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events
- 8.13. Accept assistance with and participate in activities and tasks associated with daily grooming and hygiene routines. (IF.A.1.Pa.2)
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events
- 9. Demonstrate awareness of health and safety requirements used in the workplace.**
- 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.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 9.1. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
- 9.2. *Pick up the trash and dispose properly. (Social and Personal F 47: III)*
- 9.3. Identify 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)
- 9.4. Identify fire prevention and safety precautions and practices for extinguishing fires (e.g., do not overload electrical outlets; smoke only in designated areas; do not fan flames; use water on small fires, if appropriate; use extinguisher). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.5. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other 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)
- 9.6. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, county or state government agencies, fire department). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.7. Identify materials and tools to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (IF.B.2.In.3, IF.B.2.Su.3)
- 9.8. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (IF.B.2.In.3, IF.B.2.Su.3)
- 9.9. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)
- 9.10. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 9.11. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

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- 9.12. *Identify procedures for seeking assistance in unfamiliar or emergency situations.*
(Social and Personal D 35: V)
- 9.13. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)
- 9.14. Request assistance in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify situation: _____
- 9.15. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: ____ school ____ community/workplace
- 9.16. Request assistance in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
- 9.17. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: ____ school ____ community/workplace

10. Demonstrate awareness 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

- 10.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.2. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.3. Identify the purpose and benefits of worker’s compensation (e.g., provide employee compensation if injured on the job, pay medical bills). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.4. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)

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- 10.5. Identify the purpose of health and disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work due to disability). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.6. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, provide workplace accommodations, provide accessibility to businesses, increase public awareness of individual rights, encourage self-advocacy, provide legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.7. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.8. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, definition of consequences for breaking rules). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.9. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, bulletin boards, company websites). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.10. Identify the purpose and benefits of employment contracts (e.g., provide legal protection, are legally binding, establish agreement on terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.11. Identify components of employment contracts (e.g., specifies starting date, lists salary, lists responsibilities). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.12. Identify strategies that employees may use to achieve job retention (e.g., using a planner, checking with supervisor when assistance is needed, following a checklist to complete all parts of the job). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.13. Identify proper procedures for terminating a job if necessary (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor, regional manager; give two weeks' notice). (CL.C.1.In.2, CL.C.1.Su.2)
11. **Demonstrate awareness of public and private transportation, as appropriate, used in the community.**
 - 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.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Achieving Mobility in Buildings and Schools

- 11.1. Identify and find specific locations in the school or work environment when completing functional tasks (e.g., classrooms, administrative offices, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

Traveling Within the Community

- 11.2. Move about in the immediate neighborhood from one location to another safely (e.g., walk, bicycle, drive car, roller blade or roller skate). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.3. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*
- 11.4. Use available modes of transportation to reach desired locations in the community (IF.A.2.In.2, IF.A.2.Su.2)
Specify: ___ walking ___ bicycle ___ bus
 ___ taxi ___ car ___ other: _____
- 11.5. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.6. Request assistance in the sequence of tasks or activities of moving in the school or other buildings in the community. (IF.A.1.Pa.2)
- 11.7. Accept assistance with and participate in the sequence of tasks or activities of moving in the school or other buildings in the community. (IF.A.1.Pa.2)
Specify: ___ school ___ community/workplace

Using Public Transportation

- 11.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: ___ cost ___ handicap accessibility
 ___ routes ___ hours of operation
 ___ other: _____
- 11.9. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)

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- 11.10. Use maps to travel on a bus and other mass transit systems found in the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.11. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.12. Accept assistance with and participate in traveling using public transportation. (IF.A.2.Pa.2)

Driving an Automobile

- 11.13. Identify 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: _____
- 11.14. Identify parts of an automobile that should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, tire pressure, washer fluid, battery).
- 11.15. Identify advantages and disadvantages of self-service versus full-service stations (e.g., exposure to or protection from adverse weather conditions, cost efficiency, personal ability to pump gas).
- 11.16. Demonstrate understanding of 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).
- 11.17. Describe the steps to take when involved in an accident (e.g., call police, stay with the car, produce operator's license and car registration, obtain copy of police report, call insurance company, obtain estimates for repairs).

12. Demonstrate awareness of the nature and importance of community resources used in relation to employment.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 12.1. Identify community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., local employment offices, vocational offices, rehabilitation offices, television, newspaper, radio, friends, private employment agencies). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 12.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with employment needs would need to be contacted (e.g., need a job, need help with a resume, want a new job). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.4. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., phone book, newspaper classifieds, employment magazines, word of mouth, community magazines, flyers, bulletin boards). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.5. Identify advantages and disadvantages or particular types of community service agencies, businesses, or other resources that assist individuals with employment needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: ___ community service agencies:
 advantages—usually free or low cost
 disadvantages—may have limited services, may have eligibility criteria
___ businesses:
 advantages—more available
 disadvantages—higher fees
___ other resources—friends, neighbors, co-workers:
 advantages—know individual well
 disadvantages—may not be so knowledgeable as professionals
- 12.6. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., phone call, letter, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.7. Request assistance in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
- 12.8. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify: ___ school ___ community/workplace

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13. Demonstrate awareness of communication skills used in relation to the workplace.

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

- 13.1. Identify the roles and uses of language in the workplace in communication (e.g., serve interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs; respond to others). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.2. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.3. Identify the difference in communication skills needed for formal and informal situations related to the workplace (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.4. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)
- 13.5. Identify the components of the listening process in order to listen more effectively in conversations and discussions in the workplace (e.g., hearing, understanding, and remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.6. Identify behaviors which indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ relaxed ___ active ___ social ___ defensive
 ___ other: _____
- 13.7. Identify differences between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

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- 13.8. Identify need for own alternative or augmentative communication system and request its use in the workplace. (CO.A.1.In.1, CO.A.1.Su.1)
- 13.9. Identify correct verbal responses in telephone interaction (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to...?" "This is she." "Thank you for calling.>"). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.10. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 13.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 13.12. *Use language to initiate conversation. (Language C 30: VI)*
- 13.13. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, when you need help with a task). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.14. Identify expressive language skills appropriate for job interviews (e.g., express ideas using complete sentences, use key ideas and supporting information, do not mumble, make eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.15. Identify the characteristics of behaviors that are appropriate responses to criticism (e.g., acknowledges own mistakes, accepts mistakes, seeks advice or assistance, improves own behavior or performance, removes ego, probes for clarification). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.16. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—take criticism personally, practice self-blame, alter opinion of self based on negative comments from others). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.17. Identify situations that promote behaviors that are appropriate responses to criticism (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.18. Identify situations that inhibit behaviors that are appropriate responses to criticism (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.19. Convey desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify: _____ touch referent object _____ point to actual object
_____ vocalize or gesture _____ verbalize or sign
_____ use assistive or augmentative device _____ other: _____

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13.20. Request or accept desired person, object, or action (e.g., ask for favorite blouse or book).
(CO.A.1.Pa.1)

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

13.21. Request or accept help or assistance. (CO.A.1.Pa.1)

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