



# **Work Place Readiness Skills Curriculum**

**Scope, Sequence, Lesson Plans, Activities**



# NORTHERN PLAINS

## SPECIAL EDUCATION UNIT

Finalized in April 2019, this curriculum was developed with technical assistance from the North Dakota Department of Public Instruction through a grant from the National Technical Assistance Center on Transition (NTACT). Lead agency of the grant was the North Dakota Department of Public Instruction. North Dakota partners were the North Dakota Division of Vocational Rehabilitation, the Arc of Bismarck, the Anne Carlsen Center, the West Fargo Special Education Unit, and the Northern Plains Special Education Unit.



## Scope of Skills and Table of Contents

|   | <u>Lessons Included</u>    |
|---|----------------------------|
| <u>Unit 1: Work Place Behavior, Relationships &amp; Social Skills</u>   |                            |
| Lesson 1: Confidentiality of Communications   | (Intro, Practice, Mastery) |
| Lesson 2: Active Listening Skills   | (Intro, Practice, Mastery) |
| Lesson 3: Demonstrating Respect/Value of Others   | (Intro, Practice, Mastery) |
| Lesson 4: Work Place Manners – please, thank you, personal space  | (Intro, Practice, Mastery) |
| Lesson 5: Body Language – yourself and others   | (Intro, Practice, Mastery) |
| Lesson 6: Supporting Others at Work   | (Intro, Practice, Mastery) |
| <u>Unit 2: Independent Living Skills</u>  |                            |
| Lesson 1: Services and Supports Available at Work   | (Intro, Practice, Mastery) |
| Lesson 2: Seeking Help for Mental Health and Addiction Issues   | (Practice, Mastery)        |
| <u>Unit 3: Understanding Work Place Expectations</u>  |                            |
| Lesson 1: Teamwork/Working with Others/Expectations   | (Practice, Mastery)        |
| Lesson 2: Supervision and Performance Evaluations   | (Practice, Mastery)        |
| Lesson 3: Understanding Constructive Criticism  | (Practice, Mastery)        |
| Lesson 4: Work Schedule/Breaks and Lunch  | (Intro, Practice, Mastery) |
| <u>Unit 4: Interview Skill Building</u>   |                            |
| Lesson 1: Disclosure of Disability  | (Intro, Practice, Mastery) |
| Lesson 2: Understanding Supports and Accommodations Needed on the Job<br>and Informing the Potential Employer                       | (Intro, Practice, Mastery) |
| Lesson 3: Preparation   | (Intro, Practice, Mastery) |
| Lesson 4: Common Questions in Interviews  | (Intro, Practice, Mastery) |
| Lesson 5: Initial Presentations – hygiene, clothing, arrive on time, shake hands,<br>introduce yourself, eye contact, body language | (Practice, Mastery)        |
| Lesson 6: Asking Questions  | (Intro, Practice, Mastery) |
| Lesson 7: Telling About Yourself  | (Intro, Practice, Mastery) |
| <u>Unit 5: Transportation</u>   |                            |
| Lesson 1: Driver’s License  | (Intro, Practice, Mastery) |
| Lesson 2: Community Services – bus, taxi, etc.  | (Intro, Practice, Mastery) |
| <u>Unit 6: Personal Safety and Emergency Planning</u>   |                            |
| Lesson 1: Refusal Skills  | (Practice, Mastery)        |
| Lesson 2: Safety Guidelines at Work   | (Intro, Practice, Mastery) |
| Lesson 3: Dealing with Law Enforcement & First Responders   | (Practice, Mastery)        |



A secondary grade level sequence of skills can be developed using the following lists from the *Work Place Readiness Curricular Guide*. The guide was developed through the partnership of the NTACTION grant. It contains suggested levels of introduction, practice and mastery for each skill. It can be obtained from the Transition Coordinator at the North Dakota Department of Public Instruction, Office of Special Education, 701-328-2277.

### Suggested Levels to Introduce Work Place Readiness Skills

| <b>Pre-secondary</b>  | <b>Sec.- Middle School</b>  | <b>Sec.- High School</b>  |
|---|---|---|
| Communicating so Others Understand  | Active Listening Skills   | Positive & Negative Work Place Communications                                 |
| Social Communications- Breaks, Lunch, Before and after Work   | Demonstrate Respect/Value of Others   | Confidentiality of Communications   |
| Self-Regulation Skills  | Supporting Others   | Services and Supports Available in the Work Place                             |
| Executive Functioning Skills  | Establishing Routines for Work  | Supervision and Performance Evaluations                                       |
| Workplace Manners   | Cell Phone & Electronic Use   | Work Schedules/Breaks/Lunch   |
| Hygiene   | Seeking Help for Mental Health & Addiction                                    | Disclosure of Disability  |
| Teamwork/Working with Others  | Accountability- punctuality, calling in sick, unable to work, taking time off | Understanding Supports/Accommodations Needed and Informing Potential Employer |
| Understanding Constructive Criticism  | Chain of Command  | Common Questions in Interviews  |
| Initial Presentation of Self for Interview- hygiene, clothing, Introducing self, eye contact, body language | Preparation for Interview   | Car Pooling for Transportation  |
|   | Asking Questions in Interview   | Emergency Procedures in the Work Place  |
|   | Telling about Yourself in Interview   | Safety Guidelines at Work   |
|   | Consideration for Driver's License  |   |
|   | Community Services for Transportation   |   |
|   | Walking- community orientation & mobility, right of way, crosswalks, signals  |   |
|   | Avoiding Danger/Risk  |   |
|   | Refusal Skills  |   |
|   | Dealing with Law Enforcement & First Responders                               |   |

## **Work Place Readiness Skills- Practiced in HS, but Mastered after HS**

### Work Place Behavior, Relationships, Social Skills

- Communicating so Others can Understand
- Positive and Negative Workplace Communications
- Social Communications- breaks, lunch, before and after work
- Self-regulation Skills- to control emotions, solve problems and sustain engagement throughout the task
- Executive Function Skills- to visualize, understand and get to the finish of a work task

### Independent Living Skills

- Hygiene
- Establishing Routines at Work
- Cell Phone & Electronics Use/Internet Safety at Work

### Understanding Work Place Expectations

- Accountability- punctuality, calling in sick or unable to work, taking time off
- Chain of Command

### Transportation

- Car Pooling
- Walking- Community Orientation and Mobility, right of way, crosswalks, & signals

### Personal Safety and Emergency Planning

- Avoiding Danger, Risk, Harm/Being Cautious & Careful at Work
- Emergency Procedures in the Work Place
- Safety Guidelines at Work

## **Work Place Readiness Skills- Mastered at Secondary Level**

### Work Place Behavior, Relationships & Social Skills

- Confidentiality of Communications \*
- Active Listening Skills
- Demonstrating Respect/Value of Others
- Work Place Manners- please, thank you, personal space
- Body Language- yourself and others
- Supporting Others at Work

### Independent Living Skills

- Services and Supports Available at Work \*
- Seeking Help for Mental Health and Addiction Issues

### Understanding Work Place Expectations

- Teamwork/Working with Others/Cooperation
- Supervision and Performance Evaluations
- Understanding Constructive Criticism
- Work Schedule/Breaks and Lunch \*

### Interview Skill Building

- Disclosure of Disability \*
- Understanding Supports and Accommodations Needed on the Job and Informing the Potential Employer \*
- Preparation

- Common Questions in Interviews \*
- Initial Presentation- hygiene, clothing, arrive on time, shake hands, introduce yourself, eye contact, body language
- Asking Questions
- Telling about Yourself

#### Transportation

- Driver's License
- Community Services-bus, taxi, etc.

#### Personal Safety and Emergency Planning

- Refusal Skills
- Safety Guidelines at Work \*
- Dealing with Law Enforcement & First Responders

\* Introduced in High School. Others introduced earlier, but need to be practiced and then mastered in High School





# Lessons And Activities

## Lesson 1: Confidentiality of Communications

|   |   |  |
|---|---|--|
| <b>INTRODUCTION</b>   | Objective:<br>Define and develop an understanding of confidentiality of communications. | Materials:<br>1) Phone Game Description-<br><a href="http://www.wiki.com">www.wiki.com</a><br>2) Matching Vocabulary Sheet |
| <p>Vocabulary: Communication, Confidentiality - Personal, Confidentiality - Work, Security of Information, Tattling, Slang Terms, FERPA, Consequences of breaking work confidentiality, Consequences of breaking personal confidentiality</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Attention Grabber--Phone Game</li> <li>2. Pre-assessment-Matching Vocabulary Sheet</li> <li>3. Discussion</li> <li>4. Post-assessment</li> </ol> |   |  |
| <b>PRACTICE</b>   | Objective: Enhancing the understanding of confidentiality                               | Materials:<br>1) Role Play Activity  |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Role Play: Keeping Confidentiality and Breaking Confidentiality</li> <li>2. Discussion</li> <li>3. Demonstrate understanding by independent role-playing</li> </ol>  |   |  |
| <b>MASTERY</b>  | Objective:<br>Demonstrate understanding of Confidentiality                              | Materials:<br>1) Rubric  |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Bring in professional to discuss confidentiality.</li> <li>2. General observation using rubric</li> </ol>  |   |  |

## Lesson 1: Confidentiality of Communications

### Introduction – Activity

#### 1. Attention Grabber – Phone Game

The Phone game is a classic icebreaker and party game. It's easy to set up and a lot of fun to play. You and your friends will try to pick a word or phrase, "pass it on" by whispering it to someone next to you and seeing how much it changed during the game. All you will need to play is a couple of friends, a word or phrase, and a quiet whisper.

1. Get everyone in place. Although the game is simple to play, you will need to arrange the players in a way that supports the game. Have everyone stand in either a line or sit in a circle. Players should be spaced far enough apart that they won't overhear the word when it isn't their turn.
2. Start the game. Choose a person to start the game. This person will think of a word and whisper it to the person next to them. The word should be an uncommon one as the idea is to see how much it changes by the game's end. Once the word has been told to the next person, they will whisper to the person next to them.
  - Alternatively, choose a word with three or more syllables, such as: extraterrestrial, planetarium, or encyclopedia.
  - Base the difficulty of the word on the age of the audience. What might seem difficult for a 9<sup>th</sup> grader would be easy for a 12<sup>th</sup> grader.
  - If this is for school, consider using one of the vocabulary words that you are studying. You can also use a term from a science class.
3. Players continue listening to the word and repeating what they think they heard to the person next to them. This is done until the last person in the line or circle is told the word.
4. By the end of the game, every person should have heard the word or phrase.
5. See how much the word changed. Once the last person hears the word or phrase, they will say what they heard out-loud. This is compared to the original word or phrase that the game started with. This is the moment when all the players get to learn just how much the word or phrase changed through their "phone connections".

## Lesson 1: Confidentiality of Communications

### Introduction – Activity

#### 3. Pre-Assessment Vocabulary Matching Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Match the word with the definitions; write the word on the line provided.

#### Word Bank:

Communication

Personal

Confidentiality – Work

Tattling

Consequences of breaking work confidentiality

Consequences of breaking personal confidentiality

Confidentiality –

Security of Information

Slang Terms

FERPA

1. \_\_\_\_\_ - the person who told you the private information, maybe upset with you.
2. \_\_\_\_\_ - to tell secrets about what someone else has done.
3. \_\_\_\_\_ - the duty of the person to keep private information given to you, confidential.
4. \_\_\_\_\_ - is a United States federal law that governs the access of educational information and records to public entities such as potential employers, publicly funded educational institutions, and foreign governments.
5. \_\_\_\_\_ - language peculiar to a particular group.
6. \_\_\_\_\_ - the duty your organization has to keep private information or data given to you, confidential. In other words, private information, entrusted to you, is given to others on a need to know basis only.
7. \_\_\_\_\_ - how you keep and share personal information.
8. \_\_\_\_\_ - a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.
9. \_\_\_\_\_ - your boss may reprimand you with some sort of consequences- putting you on probation for a certain amount of time, losing your job, or you may be sued.

## Lesson 1: Confidentiality of Communications

### Introduction – Activity

Vocabulary Matching Worksheet – Answer Key

Communication - a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

Tattling - to tell secrets about what someone else has done.

Slang terms - language peculiar to a particular group.

FERPA – The Family Educational Rights and Privacy Act of 1974 (FERPA or the Buckley Amendment) is a United States federal law that governs the access of educational information and records to public entities such as potential employers, publicly funded educational institutions, and foreign governments.

Confidentiality-Work - Confidentiality is the duty your organization has to keep the private information or data given to you, confidential. In other words, private information, entrusted to you, is given to others on a need to know basis only.

Confidentiality – Personal – is the duty of the person to keep the private information, given to you, confidential.

Security of Information - how you keep and share personal information.

Consequences of breaking work confidentiality – your boss may reprimand you with some sort of consequence- putting you on probation for a certain amount of time, losing your job, or you may be sued.

Consequences of breaking personal confidentiality – the person who told you the private information, may be upset with you.

## Lesson 1: Confidentiality of Communications

### Introduction – Activity

#### 3. Post-Assessment Vocabulary Matching Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Match the word with the definitions; write the word on the line provided and give an example.

#### Word Bank:

Communication

Personal

Confidentiality – Work

Tattling

Consequences of breaking work confidentiality

Consequences of breaking work confidentiality

Confidentiality –

Security of Information

Slang Terms

FERPA

1. \_\_\_\_\_ - the person who told you the private information may be upset with you. Example: \_\_\_\_\_

2. \_\_\_\_\_ - to tell secrets about what someone else has done. Example: \_\_\_\_\_

3. \_\_\_\_\_ - is the duty of the person to keep the private information given to you, confidential. Example: \_\_\_\_\_

4. \_\_\_\_\_ - is a United States federal law that governs the access of educational information and records to public entities such as potential employers, publicly funded educational institutions, and foreign governments. Example: \_\_\_\_\_

5. \_\_\_\_\_ - language peculiar to a particular group. Example: \_\_\_\_\_

6. \_\_\_\_\_ - is the duty your organization has to keep the private information or data given to you, confidential. In other words, private information, entrusted to you, is given to others on a need to know basis only. Example: \_\_\_\_\_

7. \_\_\_\_\_ - how you keep and share personal information. Example: \_\_\_\_\_

8. \_\_\_\_\_ - a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

## Lesson 1: Confidentiality of Communications

Example: \_\_\_\_\_

9. \_\_\_\_\_ - your boss may reprimand you with some sort of consequence- putting you on probation for a certain amount of time, losing your job, or you may be sued. Example: \_\_\_\_\_

## Lesson 1: Confidentiality of Communications

### Practice – Activity

#### 1. Role Playing – Keeping Confidentiality and Breaking Confidentiality

##### Step 1: Identify the Situation

- Gather students together and organize into small groups. Give each group an index card with a situation. Encourage an open discussion to uncover all of the issues. This will help people to start thinking about the problem before the role-playing begins.

##### INDEX CARD 1:

Mrs. Jamieson works in a middle school. Allison, one of the students in Mrs. Jamieson's classroom, attends the same church. Pastor Thomas, the new young minister at the church has counseled many youths and their families. Pastor Thomas has asked Mrs. Jamieson if she can provide him with information about how she thinks Allison is doing in school. What does this look like – act it out? What does Pastor Thomas say to Mrs. Jamieson? What should Mrs. Jamieson do?

##### INDEX CARD 2:

You and your friend are hanging out at your house. Your friend tells you a secret and tells you not to tell anyone about what they told you. Once your friend leaves you call your other friend and tell them the secret. When you go to school the next day your friend's secret is being talked about by all the students in your class. What does this look like – act it out? What will your friend do when they find out you told? What will you say to your friend? What should have you done?

##### Step 2: Add Details

- Set up a scenario in enough detail for it to feel "real". Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

##### Step 3: Assign Roles

- Once you've set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens. Others will represent people who are supportive or hostile, depending on the scenario.
- Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.



## **Lesson 1: Confidentiality of Communications**

### **Step 4: Act Out the Scenario**

- Each person can then assume their role, and act out the situation, trying different approaches where necessary.
- It can be useful if the scenarios build up in intensity. You could then test and practice different approaches for handling situations, so that you can give participants experience in handling them.

### **Step 5: Discuss What You Have Learned**

- When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

## Lesson 1: Confidentiality of Communications

### Mastery – Activity

#### 1. Confidentiality of Communications Rubric

|  | 4  | 3  | 2  | 1   |
|--|--|--|--|---|
| Basic Understanding of Vocabulary                                | <p>Uses vocabulary appropriate for the class.</p> <p>Extends vocabulary by defining words that might be new to most of the class.</p>            | <p>Uses vocabulary appropriate for the class.</p> <p>Includes 1-2 words that might be new to most of the class, but does not define them.</p>            | <p>Uses vocabulary appropriate for the class. Does not include any vocabulary that might be new to the class.</p>            | <p>Uses several (5 or more) words or phrases that are not understood by the audience.</p>         |
| Uses Vocabulary in Context                                       | <p>Uses vocabulary in context appropriate for the class.</p> <p>Extends vocabulary by defining words that might be new to most of the class.</p> | <p>Uses vocabulary in context appropriate for the class.</p> <p>Includes 1-2 words that might be new to most of the class, but does not define them.</p> | <p>Uses vocabulary in context appropriate for the class. Does not include any vocabulary that might be new to the class.</p> | <p>Uses several (5 or more) words or phrases that are not understood by the audience.</p>         |
| In Roleplaying Scenario Student Will Demonstrate Confidentiality | <p>Student always shows an understanding of confidentiality through role-plays.</p>  | <p>Student usually shows understanding of confidentiality through role-plays.</p>  | <p>Student often shows understanding of confidentiality through role-plays.</p>  | <p>Student rarely shows understanding of confidentiality through role-plays.</p>                  |
| Asks Appropriate Questions to Professional                       | <p>Student accurately asks at least 5 appropriate questions to professional about confidentiality.</p>   | <p>Student accurately asks 4 appropriate questions to professional about confidentiality.</p>  | <p>Student accurately asks 3 appropriate questions to professional about confidentiality.</p>                                | <p>Student has difficulty asking appropriate questions to professional about confidentiality.</p> |

## Lesson 2: Active Listening Skills

|   |   |   |
|---|---|---|
| <b>INTRODUCTION</b>   | Objective:<br>How to become an active listener. | Materials:<br>1) "5 Ways to Becoming an Active Listener" Worksheet<br>2) Telephone Game   |
| <p>Vocabulary: Active, Passive</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Discussion on becoming an active listener.</li> <li>2. Discussion on active and passive listening.</li> </ol>             |   |   |
| <b>PRACTICE</b>   | Objective:<br>How to become an active listener. | Materials:<br>1) Bubbles Worksheet – Love Publishing<br>2) Yum Worksheet – Love Publishing<br>3) Surprise Worksheet - Love Publishing<br>4) Straight Line Draw Worksheet – Love Publishing<br>5) Listening Triads Worksheet<br><a href="http://www.uen.org/lessonplan/view">www.uen.org/lessonplan/view</a> |
| <p>Activity:</p> <p>Choose age appropriate activities</p> <ol style="list-style-type: none"> <li>1. Bubbles</li> <li>2. Yum</li> <li>3. Surprise</li> <li>4. Straight Line Draw</li> <li>5. Listening Triads</li> </ol> |   |   |
| <b>MASTERY</b>  | Objective:<br>How to become an active listener. | Materials:  |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Discussion</li> </ol>  |   |   |

## Lesson 2: Active Listening Skills

### Introduction – Activities

#### 1. Vocabulary

Active Listening – is a communication technique that is used in counseling, training, and conflict resolution. It requires that the listener fully concentrate, understand, respond and then remember what is being said.

Passive Listening – is listening without reacting: Allowing someone to speak, without interrupting. Not doing anything else at the same time.

#### 2. 5 Ways of Becoming an Active Listener

Pay Attention. Give the speaker your undivided attention and acknowledge the message.

Show That You Are Listening. Use your own body language and gestures to show that you are engaged.

Provide Feedback.

Defer Judgement.

Respond Appropriately.

## Lesson 2: Active Listening Skills

### Practice – Activity

#### 1. Bubbles

Note to Teacher: Students will need a pen or pencil. Give them time to figure out the message, as it is not as obvious as in previous activities.

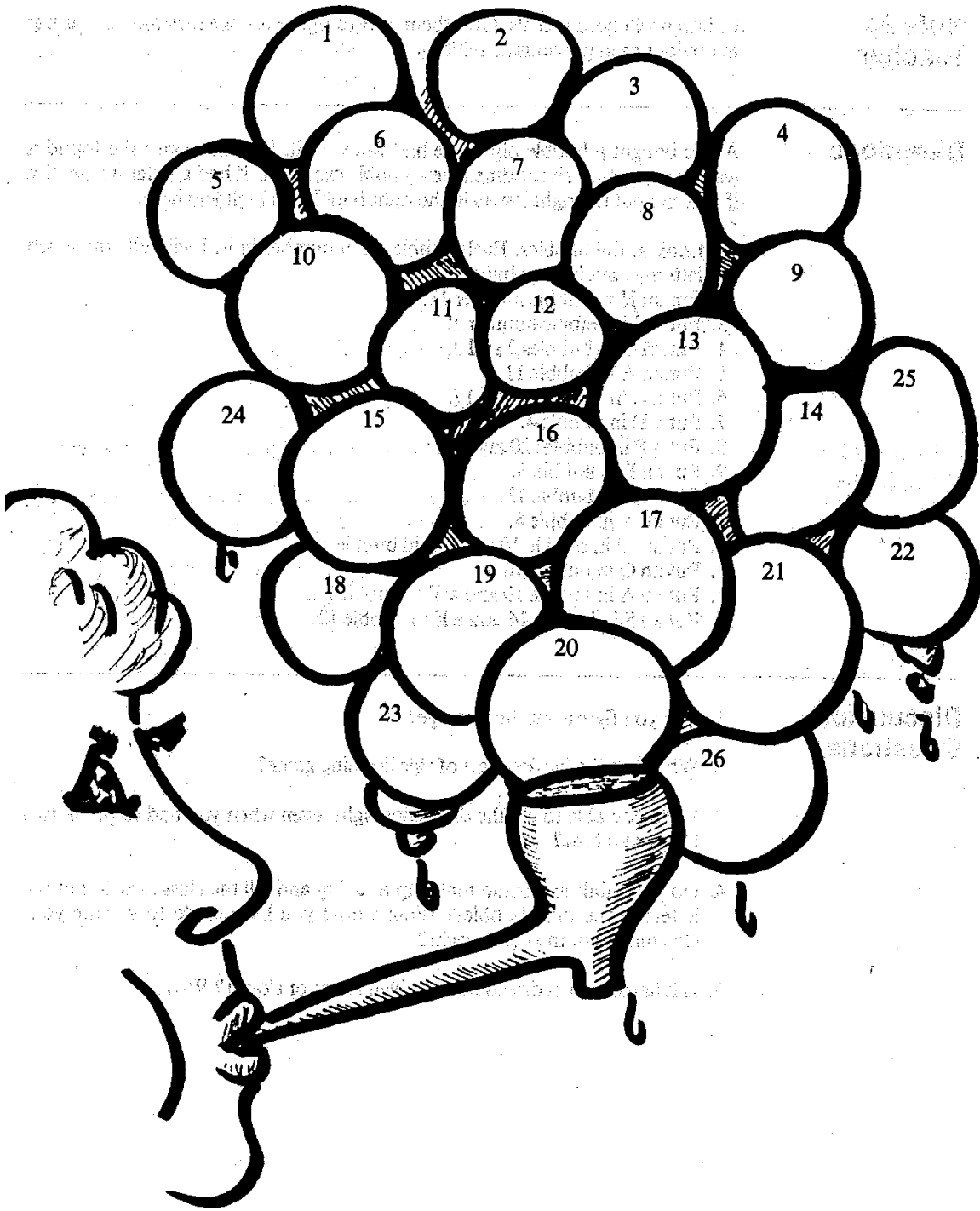
Directions: Annie bought a bubble pipe. She had fun with it, but all at once she found it was a magic pipe! Everytime a new bubble came out, it had a letter inside! See if you can put the right letters in the right bubbles as I tell you how.

1. Look at the bubbles. Each bubble has a number in it. I will tell you which letters to put in each bubble.
2. Put an H in bubble number 18.
3. Put an G in bubble number 1.
4. Put an O in bubble numbers 2 and 3.
5. Put an A in bubble number 11.
6. Put a U in bubble numbers 7 and 17.
7. Put a D in bubble number 4.
8. Put an P in bubble numbers 20 and 21.
9. Put an F in bubble number 6.
10. Put an E in bubble number 13.
11. Put an N in bubble number 8.
12. Put an M in bubble number 10 and a Y in bubble number 15.
13. Put an O in bubble number 16.
14. Put an A in bubble number 19 and a Y in bubble number 22.
15. Put an S in bubble number 14 and a K in bubble number 12.

Discussion Questions:

1. Can you figure out the message?
2. What was the hardest part of this listening game?
3. Were you able to get the directions right, even when you had to put in two letters at a time?
4. Do you think you could make up a saying and tell the class how to put the letters in the right bubbles? What would you have to do to be sure your classmates got the saying right?
5. Is it harder when directions are given faster or slower? Why?

## Lesson 2: Active Listening Skills



----- Unit 1: Work Place Behavior, Relationships & Social Skills -----

## Lesson 2: Active Listening Skills

### Practice – Activity

#### 2. Yum

Note to Teacher: Students will need colored pencils or markers. Read slowly so students can hear the choices.

Directions: First I am going to tell you a story. Then I will ask you to do some things on your worksheet.

1. When I get done talking to you, you must try to remember which kind of dessert each child in the story likes to eat. Here is the story now. Listen carefully!

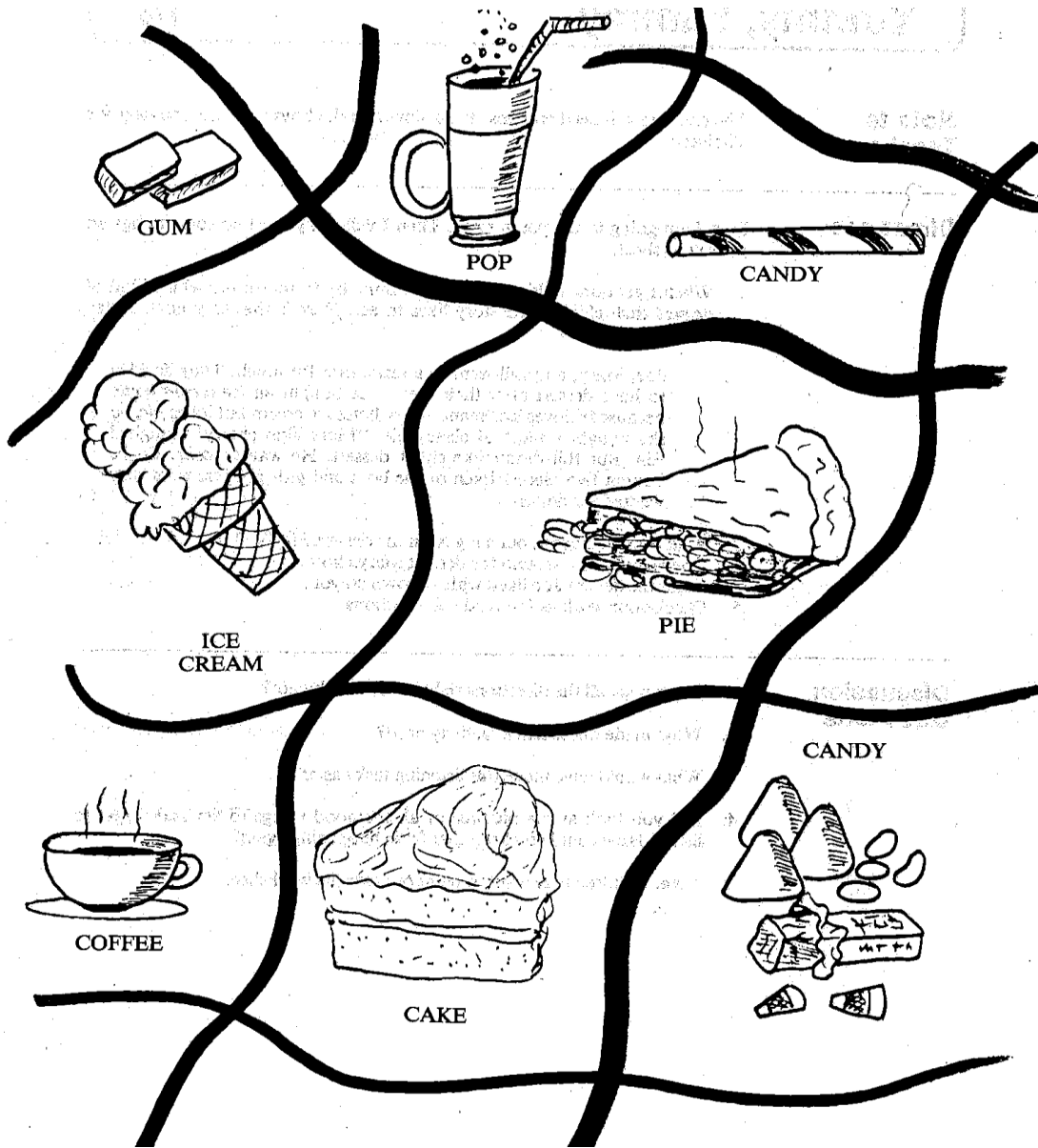
Joe, Mary, and Bill went to a restaurant for lunch. They decided to have dessert after their meal. Joe bought an ice cream cone, because he loves ice cream. Mary hates ice cream but loves pie, so she bought a piece of cherry pie. "Mary likes cherry!" laughed Bill. But Bill didn't like either dessert. He wanted cake. So, he bought two pieces! Each of the boys and girls got just what they wanted for dessert.

2. With a green marker, put an X on the dessert Bill liked.
3. Draw a red circle around the dessert Mary chose.
4. Color the dessert Joe liked with brown marker.
5. Check your work as I re-read the directions.

Discussion Questions:

1. Did you get all the directions, right? Why or why not?
2. What made this listening activity hard?
3. What would have made this listening task easier?
4. Did you look at the pictures of all the good things to eat and forget to listen? How could you keep that from happening again?

## Lesson 2: Active Listening Skills



----- Unit 1: Work Place Behavior, Relationships & Social Skills -----



## Lesson 2: Active Listening Skills

### Practice – Activity

#### 3. Surprise!

Note to Teacher: Students will need pencils and assorted colored markers.

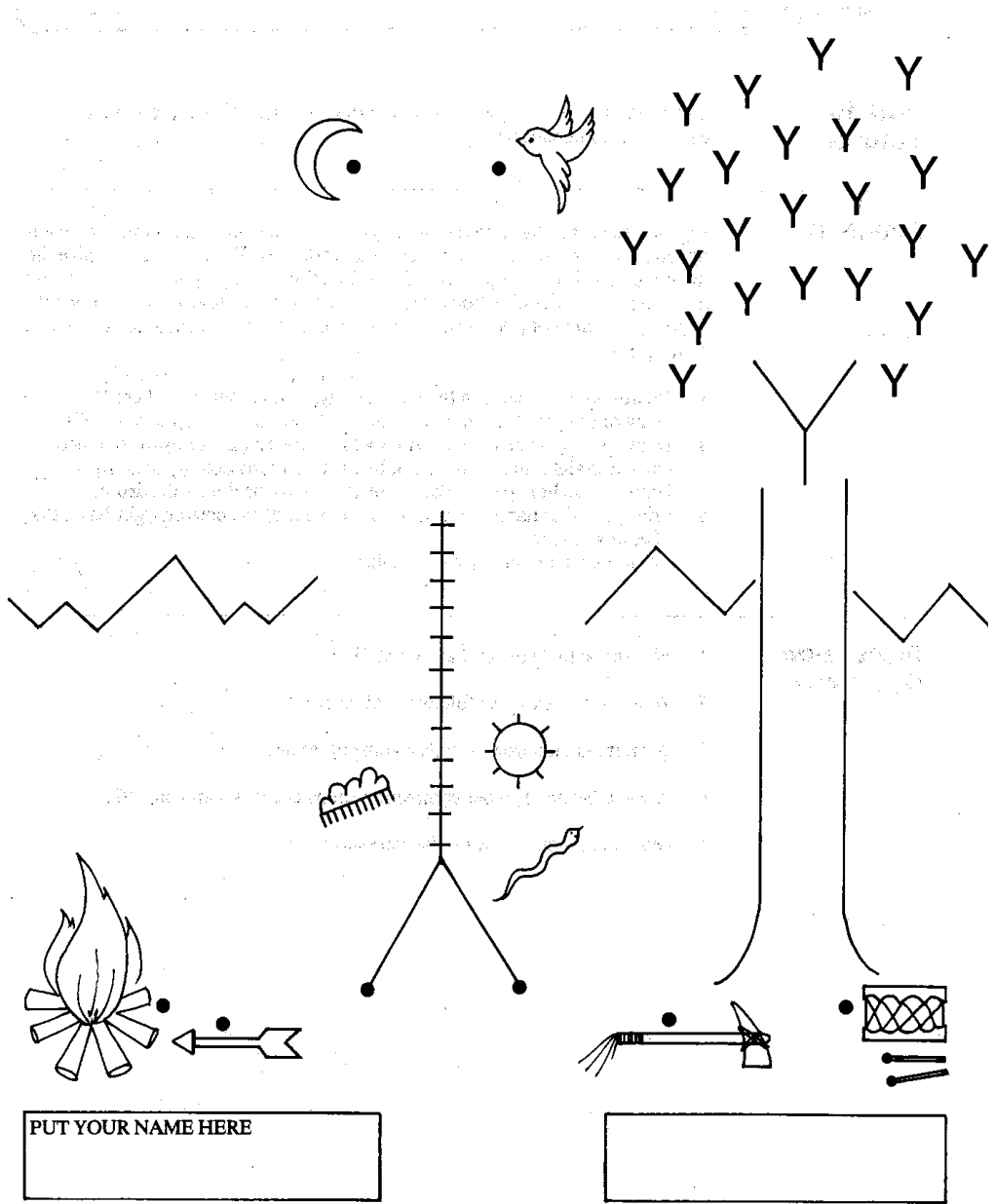
Directions: Please listen carefully. I am going to give you some directions to follow. Each direction tells you to do something on the worksheet. Do it right after I give the direction. I will not repeat any of the directions, and I will not answer any questions about the directions. Do only what you are told to do. Do not do anything you are not told to do. Do not erase. Get ready – the first directions are coming now!

1. Do not put your name in the box that says, “Put your name here.”
2. Draw one big circle around the outside of the whole group of letter Y’s.
3. Draw a straight line from the dot by the moon to the dot by the hatchet.
4. Draw a straight line from the dot by the bird to the dot by the arrow.
5. Draw a straight line from the dot by the fire to the dot by the drum.
6. Print your first name backwards in the space at the bottom right-hand side of your worksheet.

Discussion Questions:

1. Was this activity easier than some? Why?
2. What made it easier to follow the directions?
3. What makes it harder to follow some other directions?
4. Are you becoming a better direction follower? How can you tell?
5. Did you get your name on the worksheet, right?

## Lesson 2: Active Listening Skills



## Lesson 2: Active Listening Skills

### Practice – Activity

#### 4. Straight Line Draw

Note to Teacher: Allow enough time for students to locate the letters and draw the lines.

#### Directions:

Please listen carefully. The directions will be given only once. So, you must listen and get them the first time! Do not erase. Do each task immediately after the direction is given. Ready? Let's go!

1. Draw a straight line from letter A to letter W.
2. Write your first name in the box at the bottom of the page.
3. Draw a straight line from letter S to letter R.
4. Draw straight line from letter A to letter R.
5. Draw a straight line from letter B to letter Q.
6. Draw a straight line from letter R to letter Q.
7. Draw a straight line from letter S to letter B.
8. In the circle, print what you think the object looks like.

#### Discussion Questions:

1. How many of you wrote your name on the line with the word "NAME?" Why do you think you did this, even though you weren't told to do it? Can you think of other times when you thought you knew what was going to be asked of you, only to discover you did the wrong thing?
2. How did you feel when you first saw the worksheet? Did all the unfamiliar things frighten you a little?
3. Were there times when you wished you could ask that the directions be repeated? Why?
4. What do you think you learned from this lesson on following oral directions?

# Lesson 2: Active Listening Skills

NAME \_\_\_\_\_

6

A

L

S

W

R

C

B

8

Q

I

F

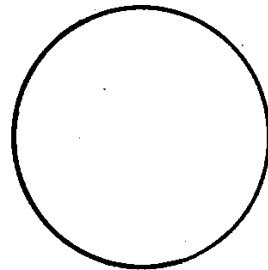
4

I

H

Z

K



## Lesson 2: Active Listening Skills

**Practice - Activity**

### 5. Listening Triads

Divide into groups of three. Hand out list of scenario prompts. Ask each member of the group to choose a prompt. Take turns presenting the scenario to one other group member and then tell them how you felt. Prompts:

1. You got in a wreck and got a ticket. Tell your feelings about the police officer, the other car, etc.
2. You got a new job. Tell details of the job and how you feel about it, the boss, coworkers.
3. You broke up with a boyfriend/girlfriend. Tell why and how you felt about it.
4. You are in a new school. Tell how you feel about school, the homework, the grading, teachers, other students, friends, popular kids, etc.
5. The Christmas season is here. Tell how you feel about Christmas (good or bad). Some memories and traditions that you have done.

### Evaluation of the Listener

|  | Good | Needs Improvement |
|--|------|-------------------|
| Eye to eye contact & looks interested            |      |                   |
| Passive encouraging statements                   |      |                   |
| Clarifies for understanding                      |      |                   |
| Relevant questions                               |      |                   |
| Reflects back what they said                     |      |                   |
| No interruptions                                 |      |                   |
| Validates – never discredits their feelings      |      |                   |
| Appropriate feedback                             |      |                   |
| Problem solving if necessary (only if asked for) |      |                   |

## Lesson 3: Demonstrating Respect and Value of Others

### Mastery - Activity

#### 1. Discussion

Discuss the things you learned about active listening that students can use in communications with others.

Discuss the things about active listening that students can use at a preferred work place.

### Lesson 3: Demonstrating Respect and Value of Others

|  |  |   |
|--|--|---|
| <p><b>INTRODUCTION</b></p>   | <p>Objective:</p> <ul style="list-style-type: none"> <li>- Become familiar with ways to show kindness toward others</li> <li>- Generate examples and non-examples of respect</li> <li>- Identify actions that help others feel welcome, cooperative, and cared for</li> <li>- Encourage and reinforce positive behaviors</li> <li>- See respect as a valued trait</li> <li>- Compare how respect may look differently across different cultures</li> </ul> | <p>Materials:</p> <p>Chalkboard, Index Cards, Magazine, Newspaper, Poster Board, Glue, Blank drawing paper, markers/color pencils/crayons, scissors, internet access,</p> |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Define Vocabulary &amp; Discussion</li> </ol>                           |  |   |
| <p><b>PRACTICE</b></p>   | <p>Objective:</p> <p>Enhance the understanding of what respect looks like and how to act respectful in certain situations</p>  | <p>Materials:</p> <ol style="list-style-type: none"> <li>1) Example Sheet 1</li> </ol>  |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Enhance Concept Development</li> <li>2. Role Play Procedure:</li> </ol> |  |   |
| <p><b>MASTERY</b></p>  | <p>Objective:</p> <p>Demonstrate the ability to show respect</p>   | <p>Materials:</p> <p>Poster board, glue, markers, pictures, publishing program, PowerPoint, short videos about respect</p>  |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Identifying Ways of Showing Respect</li> </ol>                          |  |   |

## Lesson 3: Demonstrating Respect and Value of Others

### Introduction Activity

#### 1. Define Vocabulary and Discussion

Vocabulary: Respect, compliments, kindness, care, cooperation, honor

Define each of the vocabulary words. Then facilitate discussion using the following prompts:

1. Introduce the meaning of respect. Emphasize how the meaning of respect is influenced by our experiences, such as in our families and community. Respect means more than one thing and depends greatly on the context. Acknowledge how within the school context students are expected to act respectfully, but that without their help misunderstanding can occur and feelings can be hurt/people can get defensive.
2. Begin by asking students to discuss the Golden Rule: Treat others the way you would like to be treated. What does this mean to you? Tell students that when they follow the Golden Rule, they are being respectful and considerate of others and themselves. Have the students generate examples of ways they show respect IN SCHOOL. Write their responses on the board.
3. Create another list, by asking students how their families show respect to each other AT HOME. Write student responses on the board.

#### Example Sheet 1

After students have generated examples of ways they can show respect in school and at home, have the students come up with one non-example for every example on the board. Write the non-examples next to the example on the board.

| Examples  | Non-Examples   |
|---|--|
| 1. Listen to others when they speak                   | 1. Have side conversations that are not related to topic/lesson/activity |
| 2. Listen to instructor while they provide directions | 2. Write notes to your friend instead of listening to teacher            |
| 3. Ask before touching things that belong to others   | 3. Take and keep things that do not belong to you                        |
| 4. Leave things as you found them                     | 4. Lose a library book/use and then lose classroom materials             |
| 5. Apologize when you make a mistake                  | 5. Deny responsibility and blame others                                  |
| 6. Call people by their names                         | 6. Create nicknames that poke fun at people                              |
| 7. Use kind and caring words                          | 7. Calling people by mean names  |
| 8. Use "I message."                                   | 8. Use language that makes people angry                                  |



### Lesson 3: Demonstrating Respect and Value of Others

|                                  |   |
|----------------------------------|---|
| 9. Follow directions from adults | 9. Disagree with adults and choose to complete another activity |
|----------------------------------|---|

**Additional discussion:**

Ask students to compare the behaviors of respect at school versus at home. Are there any differences? Discuss why differences may emerge between the two lists (i.e., is it due to culture? Is it due to context? etc.) Identify which behaviors are acceptable in school and which may be misunderstood.

## Lesson 3: Demonstrating Respect and Value of Others

### Practice - Activity

#### 1. Activity: Enhance Concept Development

Have students create and then share role-play examples of what respect looks like and how to act respectful in certain situations. Emphasize a school context and an employment context. Use examples from previous introductory activity.

## Lesson 3: Demonstrating Respect and Value of Others

### Practice- Activity

#### 2. Activity: Role Play Procedure:

- Organize students into small groups. Give each group an index card with a situation written on it. (The situations can be from the examples above.)
- Tell students that members of each group will work together to act out the scene on the card.
- Give students a few minutes to brainstorm ideas for the scene (4-5 minutes). Have each group act out the situation.
- Let the class discuss the scenes and outcomes. Write students' responses on the board or on a chart.

#### Variations:

- Have each group present each situation, stopping the action just before the end. Let the class predict possible endings and outcomes for each scene.
- For younger students, have students work together to develop and dramatize one situation.

## Lesson 3: Demonstrating Respect and Value of Others

### Mastery- Activity

#### 1. Activity: Identifying Ways of Showing Respect

Choose activities from the following list. Observe for students' understanding of respect:

- Have each student select one example of respectful behavior. Direct students to draw a picture or write a short story about how someone can show respectful behavior in a desired location such as the classroom/hallway/cafeteria/job.

- Have students divide into groups of three. Direct them to use online resources and media to identify images, news articles, or other forms of media that display respectful behavior. Remind students to think about how they show respect in other contexts. Have each group present them to the class and discuss their relevancy to the lesson and how respect may differ in different contexts.

- Show short film and have students identify the different examples of behaviors that display respect. Have students identify non-examples.

- Have students write journal entries related to the concept. Use the following prompts:

“Ways my friends show respect.”

“Ways I show respect toward others.”

“Things I do that demonstrate respect for my school, parents, myself.”

- After a shared reading time, ask students to talk about specific actions from a character or certain main characters that either demonstrated or did not demonstrate respect. Ask students to pay attention to people of different cultures, gender, religion, race, age, etc. Have students identify differences and why some behaviors worked for the characters or why some behaviors may have been problematic/misunderstood for the characters.

- Ask students to keep track of the number of times they see an example or a non-example of respect from a television show they watched the night before or from any social interactions they experience or observe. Have the students share both their examples and non-examples. For every non-example, ask students to generate what the person might have done instead.

- Ask students to observe their families at home or in the community and identify the different ways that people show respect to each other. Identify differences for people of different groups (i.e., parents, grandparents, siblings, community members, etc.).

----- Unit 1: Work Place Behavior, Relationships & Social Skills -----

## Lesson 4: Work Place Manners

|   |  |   |
|---|--|---|
| <b>INTRODUCTION</b>   | Objective:<br>Student will develop an understanding of workplace manners.                                | Materials:<br><br>1) <a href="https://careers.workopolis.com/advice/15-rules-of-good-workplace-manners/">https://careers.workopolis.com/advice/15-rules-of-good-workplace-manners/</a>  |
| Vocabulary: Manners, Personal Space, Intentional, Unintentional |  |   |
| Activity:<br>1. Vocabulary, Website, and Discussion             |  |   |
| <b>PRACTICE</b>   | Objective:<br>Understanding Personal Space.  | Materials:<br><br>1) Hula hoops; yarn/string<br>2) Respecting Personal Space Worksheet<br>3) Personal Space in Proxemics Worksheet<br>4) Personal Boundaries Worksheet<br>5) <a href="http://www.sociallyskilledkids.com">www.sociallyskilledkids.com</a> |
| Activity:<br>1. Personnel Space                                 |  |   |
| <b>MASTERY</b>  | Objective:<br>Student will be able to demonstrate understanding of workplace manners and personal space. | Materials:<br><br>1) <a href="https://careers.workopolis.com/advice/15-rules-of-good-workplace-manners">https://careers.workopolis.com/advice/15-rules-of-good-workplace-manners</a>  |
| Activity:<br>1. Discussion and Role Playing                     |  |   |

## Lesson 4: Work Place Manners

### Introduction – Activity

#### 1. Activity: Vocabulary, Website and Discussion

Access website and review the workplace rules. Then facilitate discussion on the list of rules.

### 15 Rules of Good Workplace Manners

Good manners make all the difference in our daily encounters in the workplace and can make a big difference to your career advancement opportunities. But not everyone seems to know what it means to have them.

Here is a list of rules of good manners that one should abide by at work and in life.

1- Say please and thank you. If you're asking for something, or asking someone to do something, say "please." If someone does something for you, or gives you something, say "thank you."

2- Say hello and good bye. Greet people when you encounter them. In the morning say, "Good morning." Similarly, when you leave, say "Goodbye" or "Goodnight."

3- Greet people in the elevator with a polite 'hello.'

4- Offer to get coffee.

5- Say "Excuse me." If you want someone to get out of your way, if you bump into someone, if you walk between two people having a conversation, if you need to interrupt a conversation, say "excuse me."

6- Don't interrupt. Ideally, you shouldn't interrupt people when they're speaking. Let them finish. If you must interrupt, say "excuse me," or if you catch yourself after the fact, say "Sorry for interrupting you."

7- Say "I'm sorry." Also say "I'm sorry" if you intentionally or unintentionally hurt someone, or if you are rude or short, or if you make a mistake that costs someone else in any way, be it time, money, or something else

8- Hold the door. When you go through a door, always look behind you and see if anyone else is coming. If someone is, hold the door open.

9- Turn your phone to silence or off when in the office.

10- Put your phone away and pay full attention to the person in front of you.

----- Unit 1: Work Place Behavior, Relationships & Social Skills -----

## Lesson 4: Work Place Manners

11- Don't complain.

12- Don't give unsolicited advice. Wait for the other person to ask your advice. If they don't ask they don't want it.

13- Don't make personal remarks about someone's appearance or clothing.

14- Clean up after yourself. It's not anyone else's job to clean up your mess.

15- Yes, you should still display good manners even if no one is looking. It's not just about whether you get caught. It's about the effect you have on the world around you. Be mindful of it, and your coworkers will appreciate it.

## Lesson 4: Work Place Manners

### Practice– Activity

#### 1. Activity-

Some students will need explicit teaching to truly understand and respect other's personal space as well as to understand and advocate for their own. Here are ways to teach personal space.

Give each student the 3 worksheets. Each student will be paired with a partner in order to do these activities. Each pair will be given a Hula Hoop and yarn/string. The pairs will work through the following activities:

- The Space Bubble
- Sitting Down Space Bubble
- My Comfort Zone

1. The Space Bubble: Using a hula hoop, have the students hold the hula hoop around their waists and then walk around the space, seeing when their hula hoops bump. That is likely where someone's personal space bubble would be. If you get much closer, the other person would probably be uncomfortable (make sure the hula hoops are not too big).

2. Sitting down Space Bubble: You will need a lot of string, yarn or long jump rope to do this activity. Have the students sit and give them a string, yarn or jump rope to demonstrate their personal space bubble by arranging it around them, forming a circle whatever size they want. Look at each other's space bubbles, notice some are bigger/smaller than others.

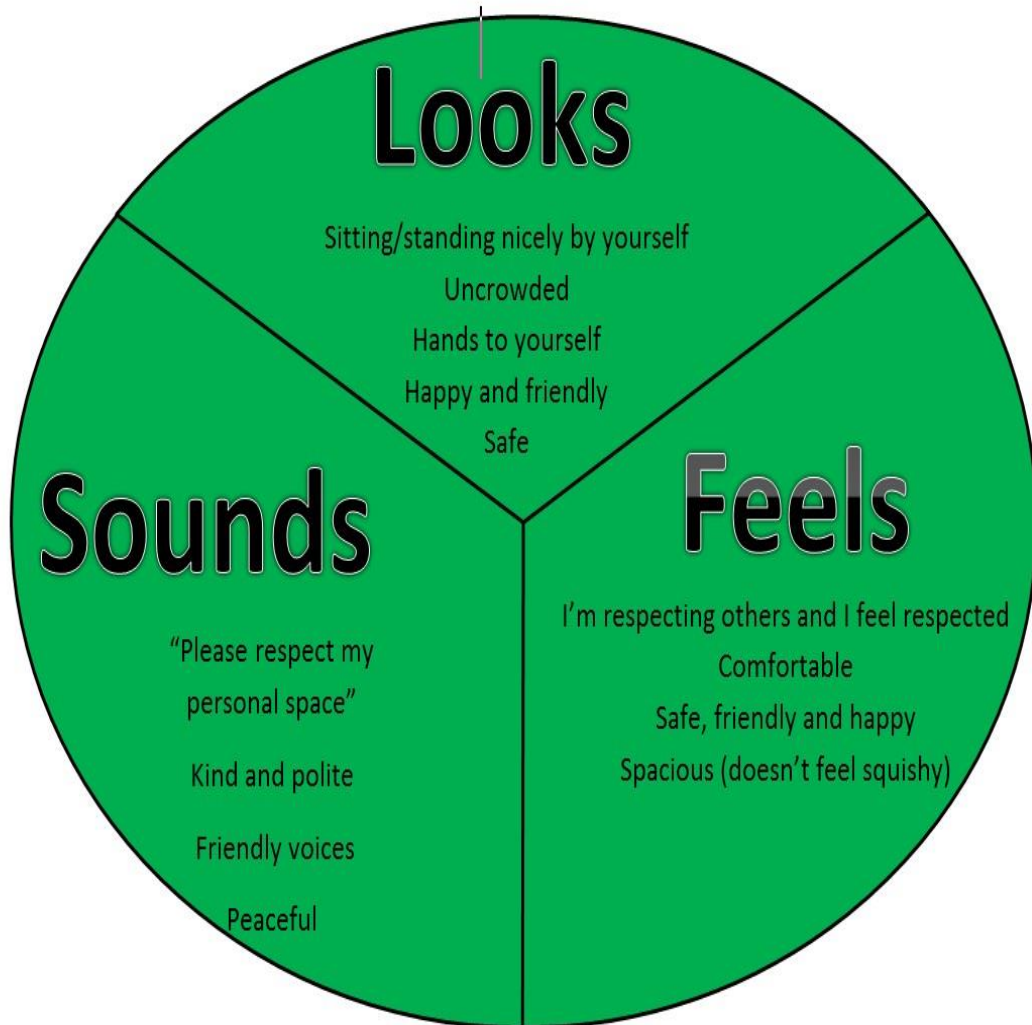
3. My comfort zone: as with Red Light/Green Light, one student is standing across the room and the other children are on the other side. This game works best if you have only one student advance forward toward the student across the room. The student who is demonstrating their space bubble should put their hand up using the "STOP" signal, when the student walking toward them gets close enough. Any closer and the student would be uncomfortable. Look at each student's space bubble as you play. Have student switch places until everyone gets to demonstrate their space bubble.



## Lesson 4: Work Place Manners

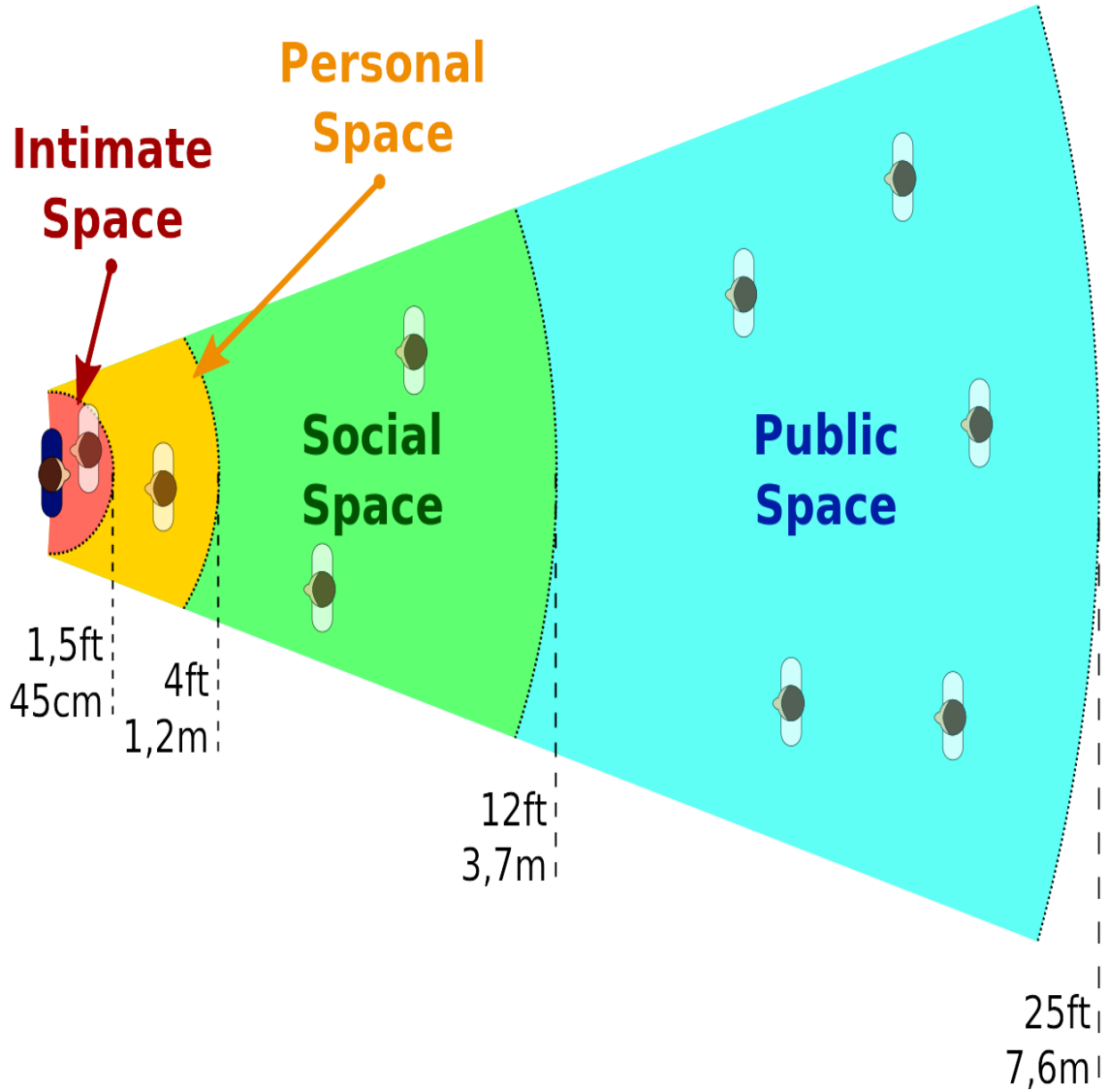
### Respecting Personal Space Worksheet

# RESPECTING PERSONAL SPACE



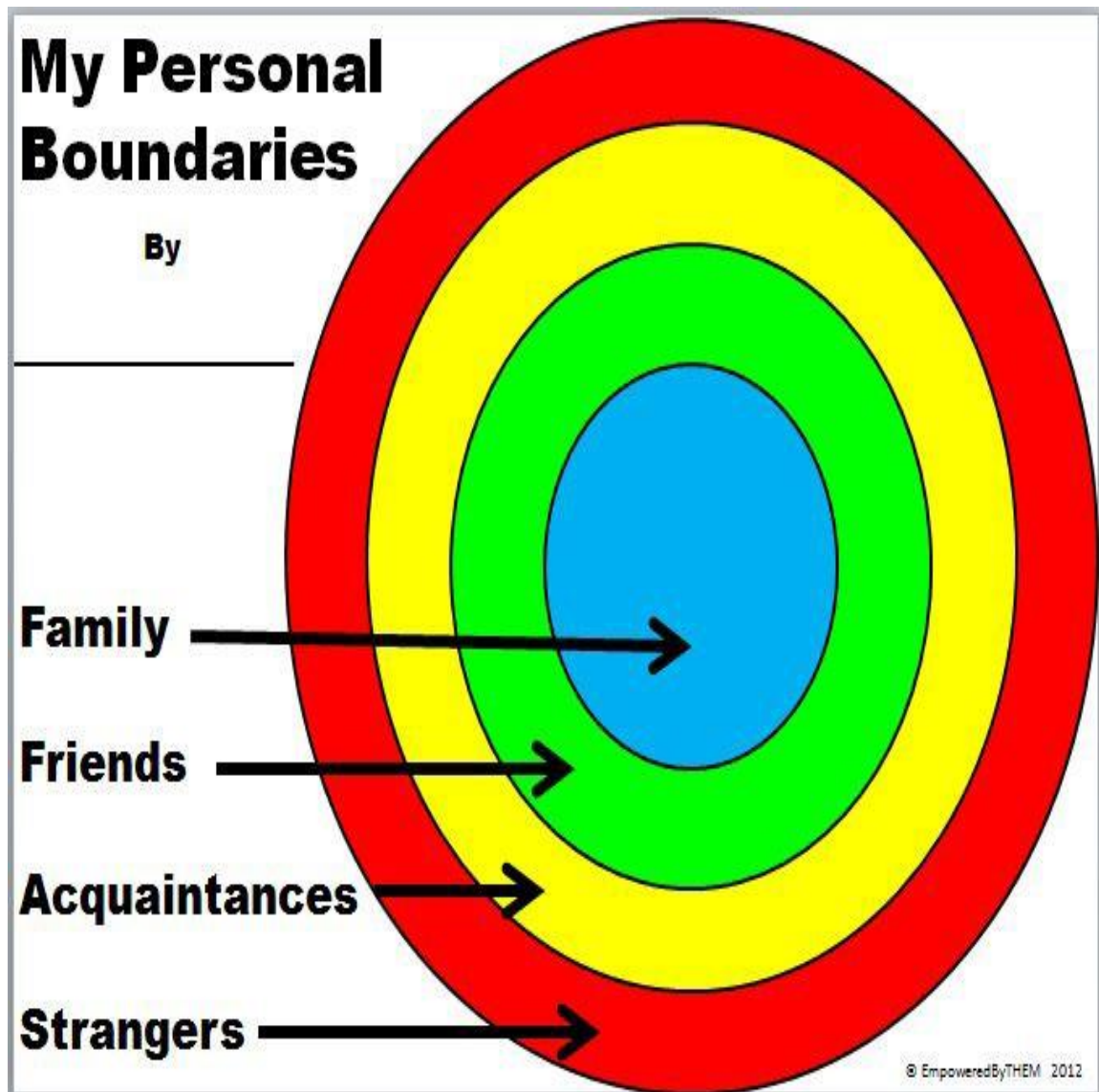
# Lesson 4: Work Place Manners

## Personal Spaces in Proxemics Worksheet



## Lesson 4: Work Place Manners

### Personal Boundaries Worksheet



## Lesson 5: Body Language

### Mastery- Activity

#### 1. Activity-

In a one-to-one discussion with an adult, the student will verbally explain what good workplace manners look like and how he/she will do these at a preferred place of employment.

In that same discussion, the student will demonstrate what good personal space looks like by role-playing with the teacher.

## Lesson 5: Body Language

|   |  |   |
|---|--|---|
| <b>INTRODUCTION</b>   | Objective:<br>Define body language (nonverbal communication) and why it is important in post-secondary settings. | Materials:<br><ol style="list-style-type: none"> <li>1) Lesson plan from Life Planning Education: A Youth Development Program (Chapter 3).<br/><a href="http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1188-lessons">http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1188-lessons</a></li> <li>2) Index Cards or Slips of Paper</li> <li>3) Container to put index cards or slips of paper</li> <li>4) White Board or Chart Paper</li> </ol> |
| <p>Vocabulary: Communication, Non-Verbal Communication, Body Language</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Vocabulary/Discussion and Body Language Game/Discussion</li> </ol> |  |   |
| <b>PRACTICE</b>   | Objective:<br>Enhance the understanding of (Non-Verbal Communication) Body Language                              | Materials:<br><ol style="list-style-type: none"> <li>1) Body Language Activities.<br/><a href="https://www.theatrefolk.com/blog/nonverbal-communication-exercises">https://www.theatrefolk.com/blog/nonverbal-communication-exercises</a></li> </ol>  |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Body language activities</li> </ol>  |  |   |
| <b>MASTERY</b>  | Objective:<br>Demonstrate understanding of (Non-Verbal Communication) Body Language                              | Materials:<br><ol style="list-style-type: none"> <li>1) Rubric</li> </ol>   |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Observation</li> </ol>   |  |   |

## Lesson 5: Body Language

### Introduction- Activity

#### 1. Vocabulary/Discuss and Body Language Game

Define vocabulary and discuss their meanings in an employment context.

#### Body Language Game

Write the adjectives below on index cards. Add any you would like to include: Angry, disappointed, shy, afraid, enraged, exhausted, sad, happy, nervous, embarrassed, excited, bored.

- Place the index cards in the container so volunteers can pick them out one at a time, in Step 4.
- On the board or newsprint, draw a large chart like the one below for use in Step 5.

| NONVERBAL COMMUNICATION |          |
|-------------------------|----------|
| Feeling                 | Behavior |

Procedure:

1. Remind participants that problems may occur in communicating when a sender's actions in some way contradict what she or he says.
2. Ask if anyone knows the term, body language, and what it means. Clarify that body language means expressing feelings through body movement and facial expressions. Ask the group for several examples or give a couple of your own, such as smiling, shrugging shoulders, and rolling the eyes.
3. Explain that this activity will give the group a chance to practice communicating through body language. Go over the following instructions:
  1. I will need 12 volunteers (or one for each index card you have prepared) to play a game that is similar to charades. Who can explain how charades is played? (If no one volunteers, explain how the game works: a person acts out a phrase or title and the teammates try to guess what it is.)
  2. The first volunteer will draw a card with a feeling written on it and act out the feeling without using words.
  3. The rest of the group will guess what feeling is being communicated. Once someone correctly guesses the feeling, the next person in line will draw a card and act out what is written on it, again without words.
  4. The game will continue until there are no more cards or until time is up.
4. Have several volunteers form a line in the front of the room. Each will draw a card from the container when it is her/his turn to act out a word. Help the volunteer if he/she seems to be having trouble acting out the feeling on the card. As each feeling is correctly identified, write it in the left column of the chart and ask the group to list the behaviors that helped them identify that

## Lesson 5: Body Language

feeling. Write those in the right column. (For example, if the feeling is "disappointed," behaviors might include shrugging the shoulders, sighing, and/or hanging the head.)

5. When all the feelings have been acted out, conclude the activity using the discussion points below.

### Discussion Points:

1. Can you give examples of when someone's body language communicated a different message from what he/she actually said?
2. When you are trying to send a message, which is more effective: body language or verbal communication? Why?
3. In what circumstances might the other form of communication be more effective? Why?
4. Sometimes one person is offended by another's body language. How can you work to keep that from happening? (Answers may include but are not limited to: be honest and direct if you want to communicate something to someone; match your nonverbal messages to your verbal ones so the receiver can clearly understand what message you are sending; be aware of cultural attitudes toward various kinds of body language.)
5. Sometimes, cultural differences can mean that body language will offend someone else accidentally. No one can always prevent this from happening because no one can ever know all about other cultures. But, we can be aware of cultural differences and apologize if we have offended. We can also take care to not be offended when people of different cultures accidentally do something that is offensive in our culture. Can you think of examples of this?
6. What are some nonverbal body language messages that are particularly positive? Negative?

### Optional Activity:

Ask one volunteer to leave the room while the group agrees to act out one emotion. Ask the volunteer to return and watch while everyone acts out the same emotion. Ask the volunteer to identify the emotion and to discuss the range of expressions they saw for conveying that one emotion.

## Lesson 5: Body Language

### Practice – Activity

#### 1. Body Language Practice Activities-

<https://www.theatrefolk.com/blog/nonverbal-communication-exercises/>

- **Gestures List.** Ask students: *How do we communicate without words? What are some common gestures?* Divide students into groups and ask each group to come up with as many ways of nonverbal communication as they can in 1 minute (e.g.: *shrug, hands on hips, finger to lips, shake head, nod head, make a face, smile, wink*).
- **Silent Scene.** Divide students into pairs. Have each pair create a one-minute scene that takes place in one location and has a problem that needs to be solved. Neither person in the scene can talk. All communication has to be nonverbal. Can the audience guess the content of the scene without any dialogue to help? Remind students to refer to the gestures list.
- **Nonverbal Communication.** Give students a list of sentences and have them come up with a way to nonverbally communicate them. Remind students to refer to the gestures list.
- **Nonverbal Emotions.** Students choose an emotion by drawing slips of paper out of a hat. Have them present the emotion listed on the slip of paper in a wordless performance where they enter a space, then sit, get up, and leave the space. Their goal is to “show” their emotion well enough that the audience can guess. (*For example: Happiness, Sadness, Anger, Surprise, Fear, Jealousy, Boredom, Disgust, Nervousness, Excitement, Relaxation, Tenseness, Stress, Fatigue*).
- **Nonverbal Picture Prompt.** Show students a picture of a person. What is their body language communicating? Write an inner monologue for this character.
- **Subtext Scene.** Divide students into groups. Create a scene in which at least one character has lines that say one thing while their body language tells another thing (e.g.: *a student tells another student they are happy that they won the contest, but their body language is tense, with arms folded across their body*).
- **Good Listener/Bad Listener.** Have two volunteers come up to the front. Person A has to tell Person B a story. The first time through, Person B is a “good listener.” Ask students what a good listener looks like? How do you communicate engagement nonverbally? Do the scene again with Person B telling Person A a story. This time, Person A is a “bad listener.” What does a bad listener look like? What is their physicality? How do you communicate boredom nonverbally? Ask the audience if they can see the difference.
- **One Talker/One Not.** Divide students into pairs. Have each pair create a one-minute scene that takes place in one location and has a problem that needs to be solved. Person A is allowed to speak their lines but Person B can only use gesture, body language, and other nonverbal communication. Afterwards, switch sides so that Person A is the nonverbal communicator.



## Lesson 5: Body Language

- **Judging.** Ask students: *Have you ever judged someone by what they look like or by how they move before you talk to them? What is it about someone's physicality that affects you?* Have students create a scene in which a character is judged not by what they say but by their nonverbal communication.

## Lesson 5: Body Language

### Mastery– Activity

#### 1. Observation

Conduct observation using the following rubric:

#### Scoring Rubric

Rubric Topic: Body Language – Yourself and Others

|   | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|---|---------------|-----------------|-------------------|---------------|
| Student demonstrates an understanding of the following Vocabulary Terms:<br><b>Communication, Non-Verbal Communication, Body Language</b> |               |                 |                   |               |
| Demonstrates understanding of Non-Verbal Communication and Body Language  |               |                 |                   |               |

## Lesson 6: Supporting Others at Work

|   |  |   |
|---|--|---|
| <b>INTRODUCTION</b>   | Objective:<br>Define and develop an understanding of supporting others on the job. | Materials:<br>1) Copies of Working on the Job Scenario<br>2) Paper or notebook for Journaling |
| <p>Vocabulary: Supportive, Unsupportive, Skills, and Distribution of Work</p> <p>Activity:<br/>1. Vocabulary, Scenario, Discussion<br/>2. Journal Writing</p> |  |   |
| <b>PRACTICE</b>   | Objective:<br>Enhance understanding of supporting others at work.                  | Materials:<br>1) Copies of script-Teamwork on the Job   |
| <p>Activity:<br/>1. Act out a role play.</p>  |  |   |
| <b>MASTERY</b>  | Objective:<br>Demonstrate understanding of supporting others at work.              | Materials:<br>1) Rubric   |
| <p>Activity:<br/>1. Observation</p>   |  |   |

## Lesson 6: Supporting Others at Work

### Introduction – Activity

#### 1. Vocabulary, Scenario and Discussion

Define vocabulary and discuss their use in employment. Then read the following scenario:

#### Working on the Job Scenario

Shawn works at the local grocery store. He and another co-worker, Jodi, have been asked to work together to complete a task. The task that they need to complete together is stocking or putting all the new soup on the store shelf. Shawn has been working at the store for 2 years now while Jodi has only been working at the store for a week. Their boss, Bob, wants Shawn to show leadership skills and train Jodi as they complete and work on this task together. As Shawn and Jodi begin working on this task, Shawn quickly begins to put all the soup on the shelf in the correct locations without explaining to Jodi how he knows where each can of soup should belong. Jodi is confused about the system and instead of working on the task with Shawn, she waits until the job is complete. After 15 minutes, they complete the job and report back to Bob their boss. Bob believes that Shawn has the potential to be a good leader, but feels he is impatient when it comes to working with others.

Discussion Prompts:

- What did Shawn do well?
- What could he have done differently?
- How should Jodi have handled this situation?
- What could she have said to Shawn?
- How should Bob, the boss, handle the situation, knowing that he wants Shawn to improve his skills in supporting and helping those he works with?

## Lesson 6: Supporting Others at Work

### Introduction – Activity

#### 2. Journal Writing

##### Journal Prompt:

Think about a time when you were part of a group/team and needed to support others. Think about a time when things worked really well, and a time when things didn't work out so well. What was the difference?

## Lesson 6: Supporting Others at Work

### Practice – Activity

#### 1. Teamwork on the Job Role Play

Hand out scripts and assign or ask for volunteers for each role. Allow a few minutes for the actors to read through the scene so they know what their character is like. After the scene is read aloud, ask the following questions:

- What was the real problem at the coffee shop?
- What could Jarrod and/or Steffy have done differently?
- Do you agree with how the manager handled the situation?
- What might you have done in this situation?

## Lesson 6: Supporting Others at Work

Play Script:

### The Coffeeshop

Jerrod: I need a tall mocha latte!

Steffy: Ok Sir, coming right up. And a name for your order?

Jerrod: Jerrod.

(a little while later)- This isn't what I ordered! Take it back and give me what I ordered! I want my money back and a new, correctly made, drink for free!

Steffy: I can make you another drink sir, but I am unable to refund you the money, if you do in fact have a drink.

Jerrod: I am the customer! I am always right! I demand to see your manager.

Steffy: Yes Sir, I'll go get him.

(to manager)- hey, this guy is demanding to see you. He doesn't think his order is correct, but I followed the directions and made it just like all the others before. He is demanding his money back and a new drink.

Manager: Okay, I'll handle this.

(to customer)- hello, Sir- how may I help you?

Jerrod: THIS employee of yours is harassing me! first she didn't make the drink I ordered, then she refused to give me my money back!

Manager: No problem sir, we will make your drink and refund the money. We do hope this drink meets your satisfaction.

Jerrod: Well, we will see. I may not ever come back here again.

Manager: Thanks for stopping in, we hope to see you again.

(To Steffy)- Sometimes people are just having a bad day. I know you didn't do anything wrong. Thank you for coming to get me. Next time just tell the customer I will be right back and come get a manager to help you with customers that are upset. Okay?

Steffy- Ok. Thanks.

## Lesson 1: Services and Supports Available

### Mastery – Activity

#### 1. Observation

Observe the student while on the job or work experience setting. It needs to be a time when the student is with a partner demonstrate the ability to support a coworker or group partner as they work to complete a task. Use the rubric to rate the student's performance.

#### Scoring Rubric

Rubric Topic: Supporting Others at Work or in Groups

|   | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|---|---------------|-----------------|-------------------|---------------|
| Student demonstrates an understanding of the following Vocabulary Terms: Supportive, Unsupportive, Skills, and Sharing work responsibilities. |               |                 |                   |               |
| Demonstrates understanding of supporting others at work or in group.  |               |                 |                   |               |



## Lesson 1: Services and Supports Available

|  |  |   |
|--|--|---|
| <b>INTRODUCTION</b>  | Objective: Define both Natural Supports and Provided Supports and Identify the similarities and differences. | Materials: The article, "The Importance of Natural Supports"; Access to Launch My Life ND website |
| Vocabulary- Natural supports, provided supports<br><br>Activity:<br>1. Read & Discussion |  |   |
| <b>PRACTICE</b>  | Objective: Determine individual natural and provided supports needed on the job.                             | Materials:  |
| Activity:<br>1. Read & Discussion  |  |   |
| <b>MASTERY</b>   | Objective: Student will use natural and provided supports at school and on the job.                          | Materials:  |
| Activity:<br>1. Personal List of Supports & Contacts for Supports                        |  |   |

## Lesson 1: Services and Supports Available

### Introduction Activity

#### 1. Read and Discussion

Copies of the article- "The Importance of Natural Supports." Resource-  
launchmylifend.com

Hand out article and read out loud, silently or buddy read. Facilitate group discussion to define natural and provided supports. Then facilitate discussion of some natural and provided supports that may be needed on various jobs. Discussion should include how they might be made available.

## Lesson 1: Services and Supports Available

### Practice Activity

#### 1. Read & Discussion

Resource- [www.Launchmylifend.com](http://www.Launchmylifend.com)

Copies of the article- “The Importance of Natural Supports”

Review the definitions of natural and provided supports. Have each student make a personal list of supports needed on a preferred job. Then have the students list a position on the preferred job that they could go to discuss the supports and how to obtain them.

**Mastery Activity**

1. Personal list of supports & Contacts for supports

Resource- [Lauchmylifend.com](http://Lauchmylifend.com)

Observe student applying natural supports in the school and/or on a job or work experience site using the following rubric:

**Scoring Rubric**

|  | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|--|---------------|-----------------|-------------------|---------------|
| Student demonstrated an understanding of natural and provided supports.          |               |                 |                   |               |
| Student is observed using natural ad provided supports at school and on the job. |               |                 |                   |               |

# The Importance of Natural Supports

Institute for Community Inclusion / UMass Boston (rev. July 2015)

“Natural supports” are methods of inclusion and assistance that exist in any given workplace, and that an employee with a disability can tap into. These supports help the person to perform her role, and also to feel socially included—which is crucial for high performance and job retention.

Natural supports can involve people, procedures, customs, tools, and benefits that are typically available in the workplace, along with individualized supports seen as normative within the setting.

Here are some examples of natural supports:

- An employee with a disability takes part in the typical training and “on-boarding” process that all employees go through, with additional support from human resources personnel to complete forms and review the business handbook.
- Coworkers invite the employee to the usual workplace coffee hour, which happens every Tuesday morning from 8:30 to 9:30.
- The employee’s supervisor goes over the employee’s to-do list every afternoon to keep tabs on what he’s accomplished.
- The employee’s office mate reminds her when it’s time to leave for the afternoon so that she doesn’t miss her bus.

These supports allow an employee with disabilities to engage in social rituals and to become a full member of her workplace. They also help her to strengthen her independence on the job. The supports may be spontaneously generated in the workplace, or they may be facilitated by employment services staff.

All employees (with and without disabilities) seek out help to get their jobs done. For each person, that assistance is based on individualized needs. Figuring out these needs and helping to facilitate appropriate natural supports is imperative as you assist people with disabilities on the job.

## **Social Inclusion: Essential for High Performance**

One key aspect of natural supports is that they increase employees’ social inclusion at the workplace.

This inclusion is critical for professional success. Could you succeed at your own job if you weren’t part of a team, or didn’t communicate effectively with your coworkers? Would you stay at your job if you felt socially excluded?

How well you fit in socially at work goes beyond your job satisfaction. It also influences how your supervisor and coworkers view your job performance, and how they approach solving problems you have on the job.

Establishing a natural support network for a worker with disabilities is an important part of your job as an employment professional. It's also fundamental to fading your own support over time.

### **How Workplace Inclusion Happens**

For many people with significant disabilities, social inclusion at work has been a challenge. While our schools, communities, and workplaces are becoming more inclusive of people with disabilities, we still often make assumptions about what they can and cannot do. Many disabilities, including autism, also affect people's social interactions, and can be misunderstood in the workplace.

The good news is that social connections at work can smooth many bumpy interactions. These connections also affect the formal and informal training and support a worker receives.

Here are some steps you can take to ensure that a person with a disability will be fully included in the workplace:

Create the expectation throughout the job development process that the **employer will provide training and support** for the worker, as they would with any other employee. This can include identifying coworkers who will act as trainers or mentors for the worker with a disability.

If job coaching is part of the support plan, explain to the employer the **role of the job coach**. The job coach is there to supplement, not substitute for, the supports available within the workplace.

Explain to the employer the importance of social inclusion to the **long-term success** of the employee.

Discuss the **specific support needs** of the individual, and how these will be met, in a way that enhances his inclusion, rather than stigmatizing him. Provide functional guidance and information that will invite comfortable interactions. Under what conditions does the new employee do his best work? What are the most effective ways to communicate with him?

Ensure that the area where the person with a disability will be working is not isolated but is **physically integrated into the workplace**.

Design the job so that the worker has **regular contact and interaction** with coworkers.

Have the employee work a **similar schedule to others**, with the same break times, meal times, etc.

### **Basic Principles to Keep in Mind**

Here are some basic principles to help make sure natural supports function well.

**Each workplace has its own culture.** Learn the informal rules and norms of each workplace, along with the features and benefits that the business offers. This will help you assist a worker in developing supports and social connections—in other words, fitting in. This includes learning about opportunities such as tuition reimbursement and gym membership, as well as the social rituals of the workplace (breaks, lunch, parties, etc.), and how the worker can participate.

**Social integration comes first, not second.** Research has shown that new workers first develop social connections, and then master their job responsibilities. It's often those social relationships that help develop natural supports. Social connections also help create the flexibility that allows natural supports to function.

**External support has multiple effects on the workplace.** The presence of agency staff on the worksite, as well as how you define your role there, influences how the employer and coworkers view and interact with the new employee. Role-model positive interactions, being respectful of the individual and choosing the least intrusive ways to provide assistance.

**Ongoing support requires strong business partnerships.** As employers and coworkers play a larger role in training and supporting workers with disabilities, your role shifts as well. You become more of a supplementary resource, providing backup and consultation as needed.

### **Cautions About Natural Supports**

Natural supports can have pitfalls, like any other strategy. Here are some things to watch out for.

**Don't impose a new model upon the business.** Instead, encourage employers to become more involved, starting with the job development process. You'll be there to support both the employer and the worker throughout the tenure of employment.

**Don't use natural supports as an excuse** to provide skimpy services, or to withdraw agency support. Natural supports aren't about dumping all responsibility on the employer. A key feature of supported employment is that agency support is long-term.

**Don't try to turn coworkers into disability services professionals.** Employers and coworkers will often need your expert guidance to understand and interact with a worker with disabilities. They don't need to become disability experts, but they do need to interact with all employees as unique individuals.

### **The Bottom Line**

Natural supports can help you improve the career experience of the employees with disabilities you serve. They can also be useful as you fade your own presence on the job site over time. So make sure to discuss natural supports with job seekers, new hires, and supervisors.



## Lesson 2: Seeking Help for Mental Health and Addiction Issues

|   |  |  |
|---|--|--|
| INTRODUCTION  | Objective:   | Materials:   |
| Activity:   |  |  |
| PRACTICE  | Objective:<br>Understand how and where to get help with mental health and addiction issues     | Materials:<br>-Copy of the “Eight Dimensions of Wellness” from Parents Lead-<br><a href="http://www.parentslead.org/professionals">www.parentslead.org/professionals</a><br>-Computers to access behavioral health sites |
| Activity:<br>1. Eight Dimensions of Wellness<br>2. North Dakota Behavioral Health Resources |  |  |
| MASTERY   | Objective: Identify some mental health and addiction resources and explain how to access them. | Materials:<br>-Student access to computer  |
| Activity:<br>1. Demonstration/Discussion/Observation  |  |  |

## Lesson 2: Seeking Help for Mental Health and Addiction Issues

### Practice- Activity

#### 1. Eight Dimensions of Wellness

Handout a copy of the “Eight Dimensions of Wellness” found on the *Parents Lead* site. Read and discuss each section. Then have students mark their page with a + or – beside the bulleted statements. “+” means, “Yes, I do this consistently”, and, “-“, means, “No, I need to work on this area of my life.” These do not need to be shared with others. It is used as a self-assessment.

Have the students quietly review the areas that they feel strong in and the areas that more work is needed. Then hold a discussion on each statement and where they may access resources.

## Lesson 2: Seeking Help for Mental Health and Addiction Issues

### Practice- Activity

#### 2. North Dakota Behavioral Health Resources

Begin by saying that mental health and addiction needs are varied from person to person. North Dakota has many service options available. Most are on the North Dakota Behavioral Health website.

For addiction- <https://www.behavioralhealth.nd.gov/addiction/resources>

Have the students watch the video, "What is addiction?" and have them explore one of the resources listed on the site with a partner. Then share with the whole group a little about what they learned.

For mental health- <https://www.behavioralhealth.nd.gov/about-us/mental-health>

Use this site to share information with students regarding where to get mental health services in the State. Point out that there are supports and services locally by talking to your school counselor, teacher, and/or primary doctor. Have the students also explore the website and determine other sources for them to seek supports and services.

## Lesson 1: Teamwork/Working with Others

### Mastery- Activity

#### 1. Demonstration/Discussion/Observation

During a discussion on mental health and addiction resources, ask a few questions about where to go to find out about resources and how to access them. You can also ask them to access websites that may provide them with information about resources in their area. Discuss how to access those resources. Use the rubric to evaluate student performance.

### Scoring Rubric

|  | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|--|---------------|-----------------|-------------------|---------------|
| Student demonstrated an understanding of How and Where to get help with mental; health and addiction issues. |               |                 |                   |               |
| Student is observed identifying mental health and addiction resources.                                       |               |                 |                   |               |
| Student is able to explain how to use the resources.   |               |                 |                   |               |

## Lesson 1: Teamwork/Working with Others

|  |  |  |
|--|--|--|
| <b>INTRODUCTION</b>  | Objective:   | Materials:   |
| Activity: Introduction of this skill is done prior to high school.   |  |  |
| <b>PRACTICE</b>  | Objective: Identify teamwork qualities. Then practice using them in various discussions.   | Materials: One puzzle for every four students. Computer to access YouTube videos. Colored paper, card stock, etc. for practice activity #5 |
| Activity: <ol style="list-style-type: none"> <li>1. Motivator</li> <li>2. Apollo 13 Movie Clip</li> <li>3. Brainstorm and Discussion</li> <li>4. Quotes and Discussion</li> <li>5. Create a New Car</li> </ol> |  |  |
| <b>MASTERY</b>   | Objective: Demonstrate understanding of workplace expectations re: teamwork, working with others and cooperation in the school environment and on a job. | Materials:   |
| Activity: <ol style="list-style-type: none"> <li>1. Observation of students in setting where they can display teamwork and cooperation skills</li> </ol>   |  |  |

## Lesson 1: Teamwork/Working with Others

### Practice- Activity

#### 1. Motivator

Before class pick one student per group to be the uncooperative one and talk to that student about what you want them to do. Try to do this without other students hearing what you say. Tell the student to be uncooperative when it is their turn to do the puzzle. They can choose that time to go get a drink, use the hall pass, whine about how much they hate puzzles, “accidentally” knock the puzzle to the floor, or start trading pieces with other groups.

Divide students into teams of 4 and tell them they are going to put a puzzle together as a group. The group who finishes first will get a prize. The rules are: the first 4 minutes everyone in the group will work on the puzzle together. Then for 12 minutes, everyone in the group will take a turn working on the puzzle. When it is someone’s turn no one else in the group may work on the puzzle. They can look at it, point out a piece to try, but no one can touch the puzzle except the person who’s turn it is.

Tell the students to start the puzzle, and then after 4 minutes (when all the pieces are turned over and a few pieces put together) call time and tell them it is time to take turns. Establish the order they will go in—this is important, or they will just skip the uncooperative student. Give each student about 3 minutes and then call time and move to the next student.

NOTE: some students may get very frustrated, monitor them.

Discuss what happened in each group.

How did they feel about the uncooperative student?

What did they want to do about it?

Have you ever worked with someone like that?

How did you feel about that employee?

What are the solutions to the problem?

## Lesson 1: Teamwork/Working with Others

### Practice- Activity

#### 2. Apollo 13 Movie Clip

You Tube Movie Clip- <https://www.youtube.com/watch?v=1cYzkyXp0jg>

Show the movie clip from Apollo 13- The NASA Team is trying to figure out how to fix the ventilation system on the space shuttle. They have to figure out how to connect a circle to a square.

Discuss:

What was the teamwork that happened in this clip?

Why/how were they able to solve the problem?

## Lesson 1: Teamwork/Working with Others

### Practice- Activity

#### 3. Brainstorm and Discussion

Identify qualities that make a good team member- Have students list on the board things they think make a good team member. Discuss how a person can display those qualities.

-Willing to listen

-Self motivated

-Hard working

-Honest

-Trustworthy

-Empathetic

-Can work on their own

-Likes to be around other people



## Lesson 1: Teamwork/Working with Others

### Practice- Activity

#### 4. Quotes and Discussion

Share the following quotes with students:

Helen Keller: “Alone we can do so little; together we can do so much.”

Chinese Proverb: “Behind every able man/woman, there are always other able men/women.”

Discuss their meaning and implications on the job.

## Lesson 1: Teamwork/Working with Others

### Practice- Activity

#### 5. Create a New Car

Resource: Utah Education Network, <https://www.uen.org/lessonplan/view/13116>, created by Shannon Fischio and Amber Williams.

Set up the scene- You are a newly created team for an automobile company. As a team, decide who will take what role, create three ground rules, and design a new automobile that will appeal to new customers. Design your product to the best of your ability as a team. Remember to consider function, design, looks and practicality. Create a strong team atmosphere. Use any of the items on the table to accomplish this.

Items on Table:

Colored paper; Card stock; Marshmallows; Toothpicks; Markers; Glue; Paper clips; Small plastic cups; Brads; Blank transparencies; (anything else you could find that they could use)

Have one person from each group present their product to the class and try to sell them on it. As a class, vote on the best design. Give the winning team a prize.

After you judge the cars and give out the prize, discuss how each group worked as a team. Prompts:

- Did each team member feel needed and necessary? (remember that is what employers want)
- Who decided on the design? How did that make each team member feel?
- Were you able to perform your role in the team?
- Tell about when someone did not obey the ground rules? What happened?

## Lesson 1: Teamwork/Working with Others

### Mastery- Activity

#### 1. Observation

General observation of students displaying teamwork skills, working with others, and cooperating in school and work experience activities.

### Scoring Rubric

|   | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|---|---------------|-----------------|-------------------|---------------|
| Student demonstrates understanding of teamwork.   |               |                 |                   |               |
| Student demonstrates understanding of working with others.                                  |               |                 |                   |               |
| Student demonstrates understanding of cooperation in the school environment and on the job. |               |                 |                   |               |
| Student is able to show teamwork and cooperation skills across settings.                    |               |                 |                   |               |

## Lesson 2: Supervision and Performance Evaluations

|  |   |  |
|--|---|--|
| <b>INTRODUCTION</b>  | Objective:  | Materials:   |
| Activity: Introduction of this skill is prior to high school.  |   |  |
| <b>PRACTICE</b>  | Objective: Understand employer's role in the supervision and how evaluating employee's performance increases positive productivity. | Materials: Self-evaluation form from Activity #28, <i>Soft Skills to Pay the Bills</i> |
| Activity:<br>1. Just the Facts   |   |  |
| <b>MASTERY</b>   | Objective: Demonstrate understanding of employer's role in supervision and the positive productivity increases that result.         | Materials:   |
| Activity:<br>1. Observation of students displaying appropriate responses to supervision suggestions and evaluations of their work. |   |  |

## Lesson 2: Supervision and Performance Evaluations

### Practice- Activity

- Just the Facts

Resource- <https://www.dol.gov/odep/topics/youth/softskills/>

Part of understanding professionalism is figuring out how each of our individual actions impacts the actions and work of others. This activity is designed to give participants a quick way to rate themselves and their own professional actions. It also gives them the opportunity to reflect on the positive behaviors they demonstrate, and how these behaviors impact others. Employers often supervise and evaluate their employees to ensure they are meeting the expectations of the workplace, and to improve skills.

#### Directions

Using Activity 28, participants will rate themselves on workplace behaviors that are typically thought of as “professional” in the workplace. Participants should be encouraged to be honest, as this paper can be kept 100% confidential. The purpose of this activity is to generate discussion and thought related to the workplace soft skills often sought by employers.

#### Conclusion

Ask the group to share the skill of which they feel the proudest. Without asking who wanted to improve, discuss some of the strategies people could use if they wanted to improve a few of these skills (select two or three). Ask the group if there are any additional skills missing from this list. What are they?

#### Journaling Activity

Do you think that the strengths and weaknesses you recognize in yourself are the same as those that others recognize in you? Why or why not? How do you think your behavior impacts those around you?

#### Extension Activity

Using additional copies of the activity sheet, have participants ask three people (preferably adults at school or at the work experience site) who they know and trust to complete the form (about the participant). The forms can be completed anonymously (so to speak). Participants should take some time to determine if how they view themselves is similar to or different from the way others view them. Discussion can then be generated as to why this may be. Participants should pay attention to the answers to the three questions asked at the bottom of the activity. How does this information impact the young person’s original answers to these questions?

## Lesson 2: Supervision and Performance Evaluations

**Mastery- Activity**

- Observation

Observe the student(s) during a supervision period, or during an evaluation meeting at school or a work experience site. Use the following rubric to rate student's performance:

### Scoring Rubric

|  | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|--|---------------|-----------------|-------------------|---------------|
| Student demonstrates understanding of employer's role and how evaluating employees' performance increases positive productivity. |               |                 |                   |               |
| Student demonstrates understanding of employer's role in supervision and the positive productivity increases that can result.    |               |                 |                   |               |

### Lesson 3: Understanding Constructive Criticism

|   |   |  |
|---|---|--|
| <b>INTRODUCTION</b>   | Objective:  | Materials:   |
| Activity: Introduction of this skill is prior to high school. |   |  |
| <b>PRACTICE</b>   | Objective: Determine the differences between criticism, praise, and feedback-not only how to offer it, but how to receive it. | Materials: One set of “Praise/Criticism/Feedback” cards for each group; Or, three pieces of chart paper for each group, each with a word- Praise, Criticism, Feedback. Slips of paper or chart paper with following statements:<br>-Praise- an expression of approval<br>-Criticism- an expression of disapproval based on perceived mistakes or faults<br>-Feedback- information about a person’s performance of a task. It is used primarily as a basis for improvement. |
| Activity:<br>1. Praise/Criticism/Feedback                     |   |  |
| <b>MASTERY</b>  | Objective: Demonstrate understanding of constructive criticism  | Materials:   |
| Activity:<br>1. Observation                                   |   |  |

## Lesson 3: Understanding Constructive Criticism

### Practice- Activity

Resource: Soft Skills to Pay the Bills from the United States Department of Labor. Lesson 21, page 99-100. <https://www.dol.gov/odep/topics/youth/softskills/>

#### 1. Praise/Criticism/Feedback

Discuss the differences between praise, criticism, and feedback and ask participants for examples of each.

- **Praise:** an expression of approval
- **Criticism:** an expression of disapproval based on perceived mistakes or faults
- **Feedback:** information about a person's performance of a task – used primarily as a basis for improvement

Divide the group into pairs. Read the following statements aloud – one at a time. It is suggested that the facilitator use different voice tones to truly help participants differentiate the intended meaning of each sentence (which, by the way, can certainly vary). After each statement, give each pair 10 seconds to decide whether the statement is criticism, praise, or feedback. Someone from each team should hold up the card that represents a collective decision. If chart paper and sentence strips were used, participants could move around the room to match each statement to what they believe to be the correct match.

1. Mr. Jones told me how much he appreciated your thank you note after the job interview. He thought it was a great personal touch.
2. Your desk is such a mess. Are you sure you are not trying to grow your own paper?
3. I noticed that you've been coming in late the last couple of days.
4. How many times do I have to tell you how to file these documents?
5. You look great today.
6. It would work better for me if I could explain my version of the story out loud before you ask questions.
7. You've improved a lot this week.
8. I found it difficult to evaluate this resume because it was messy.
9. I liked it much better when we got to choose the projects instead of being assigned to one.

With the larger group, discuss the different ways people may react or respond to praise, criticism, and feedback. It is inevitable that we will all receive criticism at some point on the job, and the way in which we respond can impact our own attitude and the attitudes of those with whom we work. Discuss with the group how they, personally, respond differently to praise vs. feedback vs. criticism.

#### Conclusion

Take the opportunity to rephrase the way in which any of the above statements were made. How might rephrasing get a different response or reaction?



### Lesson 3: Understanding Constructive Criticism

If you had to make a rule for how you would like to receive feedback and criticism, what would that rule be?

Journaling Activity

How does it make you feel when others criticize the work you do?

Are you able to respond to feedback differently?

Think about a time when you criticized someone else. What happened? How did that situation ultimately make you feel?

**Cards:** Create a card for each student with the following words:

**Praise:** an expression of approval

**Criticism:** an expression of disapproval based on perceived mistakes or faults

**Feedback:** information about a person's performance of a task- used primarily as a basis for improvement

---

### Lesson 3: Understanding Constructive Criticism

#### Mastery- Activity

##### 1. Observation

Observation of student displaying appropriate responses to constructive criticism, positive feedback, and praise in school and in work experience activities.

Conduct Observation using the following rubric:

#### Scoring Rubric

|   | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|---|---------------|-----------------|-------------------|---------------|
| Student displays appropriate responses to constructive criticism in school and work.        |               |                 |                   |               |
| Student displays appropriate responses to positive feedback & praise in school and at work. |               |                 |                   |               |

## Lesson 4: Work Schedule, Breaks, Lunch

|  |  |  |
|--|--|--|
| <b>INTRODUCTION</b>  | Objective: Define terms used in a work schedule  | Materials: Vocabulary  |
| <p>Vocabulary- absent, break, lunch break, call-in, changes, late, overtime, permanent, schedule/scheduled, shift, time off work, vacation, work schedule</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>Define Vocabulary- absent, break, lunch break, call-in, changes, late, overtime, permanent, schedule/scheduled, shift, time off work, vacation, work schedule</li> </ol> |  |  |
| <b>PRACTICE</b>  | Objective: Read a work schedule  | Materials: Vocabulary from introductory activity, Whiteboard or flip chart, lesson plans/worksheets from the <i>North Carolina Network for Excellence in Teaching</i><br><a href="http://www.nc-net.info/ELA/Caldwell">http://www.nc-net.info/ELA/Caldwell</a> . Then click on “Year 2” at top of page and scroll down to “Work Schedule.” |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>Work Schedule Worksheets</li> </ol>  |  |  |
| <b>MASTERY</b>   | Objective: Demonstrate understanding of work schedule/breaks/lunch on a work experience or job site. | Materials:   |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>Observation</li> </ol>   |  |  |

## Lesson 4: Work Schedule, Breaks, Lunch

### Introduction- Activity

#### 1. Define Vocabulary

Facilitate a discussion that defines each of the vocabulary terms (absent, break, lunch break, call-in, changes, late, overtime, permanent, schedule/scheduled, shift, time off work, vacation, work schedule). Then facilitate discussion about their use on the job- i.e. work schedules.

## Lesson 4: Work Schedule, Breaks, Lunch

### Practice- Activity

#### 1. Work Schedule Worksheets

Discussion- Review the vocabulary from the introduction activity. Facilitate a discussion on the importance of knowing how to read and fill-out time sheets and work schedules. Also discuss the importance of letting an employer know if and when you need to make changes to a work schedule.

Worksheet- Print and then hand out Work Schedule Activity #1 spreadsheet from the *North Carolina Network for Excellence in Teaching* tool kit, which can be found online. Explain that this schedule is an example of a permanent weekly work schedule. Have the students work in pairs to answer the questions at the bottom of the page. Then facilitate a discussion about the answers.

Additional Worksheet Activities- Work Schedule Activity #2.

## Lesson 4: Work Schedule, Breaks, Lunch

### Mastery- Activity

#### 1. Observation

Observe students displaying appropriate responses to the presentation of a work schedule while on an employment or work experience site. Inform the supervisor that you would like them to talk with the student to schedule some changes, and explain about breaks and calling in.

#### Scoring Rubric

|   | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|---|---------------|-----------------|-------------------|---------------|
| Student displays appropriate response to the presentation of work schedule                      |               |                 |                   |               |
| Student displays understanding of scheduled breaks  |               |                 |                   |               |
| Student displays understanding of calling into employer when they will be not be attending work |               |                 |                   |               |
| Student displays understanding of discussing schedule changes with employer                     |               |                 |                   |               |

## Lesson 1: Disclosure of Disability

|   |  |  |
|---|--|--|
| <b>INTRODUCTION</b>   | Objective: Define and develop an understanding of what it means to disclose a disability.  | Materials: <i>The 411 on Disability</i> , Unit 2<br>“Disclosure...What it is and why it is important?”       |
| <p>Vocabulary- Confidential, Disclosure, Sensitive Information</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Vocabulary and discussion</li> <li>2. Unit 2 Disclosure Activity from ‘The 411 on Disability’</li> </ol>              |  |  |
| <b>PRACTICE</b>   | Objective: Enhance understanding of advantages and disadvantages of disclosing a disability  | Materials: <i>The 411 on Disability</i> , Unit 3:<br>“Weighing the Advantages & Disadvantages of Disclosure” |
| <p>Vocabulary- Advantages, Disadvantages, Self-Image, Impact, Self-Advocacy</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Vocabulary and discussion</li> <li>2. Unit 3 Disclosure Activity from ‘The 411 on Disability’</li> </ol> |  |  |
| <b>MASTERY</b>  | Objective: Demonstrate ability to define their disability and be able to identify accommodations they will need upon leaving highschool. | Materials: <i>The 411 on Disability</i> , Unit 4: “Rights & Responsibilities Under the Law”                  |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Vocabulary and discussion</li> <li>2. Unit 4 Disclosure Activities ‘The 411 on Disability’</li> </ol>  |  |  |

## Lesson 1: Disclosure of Disability

### Introduction- Activity

#### 1. Define and Discuss Vocabulary

Vocabulary- Confidential, Disclosure, Sensitive Information

Write and present the vocabulary on the board, on cards, or on chart paper. Discuss the definitions of each. Write the definition of each term on the board, card or paper beside the term. Discuss their use on the job.



## Lesson 1: Disclosure of Disability

### Introduction- Activity

2. Unit 2, Disclosure Activity, "The 411 on Disability"

Access and facilitate completion of the Unit 2 activity.

## Lesson 1: Disclosure of Disability

### Practice- Activity

#### 1. Define and Discuss Vocabulary

Vocabulary- Advantages, Disadvantages, Self-Image, Impact, Self-Advocacy

Write and present the vocabulary on the board, on cards, or on chart paper. Discuss the definitions of each. Write the definition of each term on the board, card or paper beside the term. Discuss their use on the job.

## Lesson 1: Disclosure of Disability

### Practice- Activity

2. Unit 3, Disclosure Activity, “The 411 on Disability”

Access and facilitate completion of the Unit 3 activity.

## Lesson 1: Disclosure of Disability

### Mastery- Activity

#### 1. Define and Discuss Vocabulary

Vocabulary-accessible, adult services, compensation strategies, disability (under IDEA), discrimination, eligibility, entitlement, free appropriate public education (FAPE), hidden disabilities, visible disabilities

Write and present the vocabulary on the board, on cards, or on chart paper. Discuss the definitions of each. Write the definition of each term on the board, card or paper beside the term. Discuss their use on the job.

## Lesson 1: Disclosure of Disability

### Mastery- Activity

#### 2. Unit 4, Disclosure Activity, “The 411 on Disability”

Access and facilitate completion of the Unit 4 activity.

## Lesson 2: Understanding Supports and Accommodations

|  |   |  |
|--|---|--|
| <b>INTRODUCTION</b>                          | Objective: Define supports & accommodation and demonstrate understanding of importance of informing teachers and employers of those needed on the job | Materials: Bingo Cards, Bingo Game Directions and Terms, Markers for Cards                     |
| Activity:<br>1. Accommodation/Supports Bingo |   |  |
| <b>PRACTICE</b>                              | Objective: Identify individual supports & accommodations needed for preferred jobs  | Materials: Red, yellow, Green Tape; Red, Yellow, Green Sticky Dots; "Cross the Line" Questions |
| Activity:<br>1. Cross the Line               |   |  |
| <b>MASTERY</b>                               | Objective: Demonstrate understanding of supports & accommodations needed on the job and informing your employer                                       | Materials:   |
| Activity:<br>1. Observation                  |   |  |

## Lesson 2: Understanding Supports and Accommodations

### Introduction- Activity

#### 1. Accommodations/Supports Bingo

Resource- from the ND Division of Vocational Rehabilitation, “The Transition Career Exploration Workshop (TCEW)”, lesson 10

<https://www.nd.gov/dhs/dvr/individual/tcew.html>

#### Bingo Cards-

This activity actually has two components- 1) playing a bingo game using terminology and definitions, and 2) holding a discussion about needed accommodations and supports.

Bingo- Hand out Bingo cards and markers to each student. Present the vocabulary terms and their definitions and hold a discussion about each one.

Hide the term/definition sheet. Provide directions for the Bingo game, if needed. Randomly pick out definitions and students mark the word on their Bingo card that matches. Three marks across, down, or diagonal wins the game.

Discussion- After several games of Bingo, lead a discussion using the following issues:

#### Discussion Issues-

- If you have a disability, you must also consider the supports and services that you may need to be successful in a job or a post-secondary setting.
  - Informed decision making is critical. (Look at this wording – it is about needs – not about discussing the diagnosis.)
  - Learning to disclose your disability-related needs effectively and developing an accommodation plan is a valuable skill.
  - Open communication with employers and professors/instructors can facilitate the process of evaluation, the effectiveness of the accommodation and changes when efforts are not working.
  - In academic settings, you will need to make decisions regarding: where to study, what to study, how to study, whether to attend full-time or part-time, whether to live at home or on campus, whether to commute or enroll on-line.
  - In employment settings, what is most important and helpful is to provide information about how your disability affects your ability to perform the essential functions of the job, what supports you need to provide a most favorable environment for your job or career, and your own accommodation ideas for your situation.
  - Use the following as a Handout or Post it on Board/Chart Paper-
  - Bingo Cards are within this lesson
-

## Lesson 2: Understanding Supports and Accommodations

### Bingo Game Terms and Definitions

|                                 |   |
|---------------------------------|---|
| <b>Accessible:</b>              | Environmentally modified or adjusted so that everyone can use it  |
| <b>Accommodation:</b>           | A modification or adjustment for a particular task or set of tasks. Eliminates a barrier in school, work or community                                   |
| <b>Advantages:</b>              | To choose something because it will lead to a positive result   |
| <b>Assistive Technology:</b>    | Technology that assists people with disabilities in independent living, communication, and access to education, employment, and recreation              |
| <b>Confidential:</b>            | Private and personal information  |
| <b>Disclosure:</b>              | To tell someone about your disability or other important information  |
| <b>Disability:</b>              | A physical or mental condition that makes it more difficult to do one or more of life's major activities. A disability can be either hidden or visible. |
| <b>Essential Functions:</b>     | Tasks necessary to do a job   |
| <b>Goals:</b>                   | Something that you work towards that can be long term or short term   |
| <b>Informed Choice:</b>         | Making a decision when you have and understand all information  |
| <b>Modification:</b>            | A change in an object, environment, or activity to make it available for all to use   |
| <b>Postsecondary Education:</b> | Study or schooling after high school  |
| <b>Respect:</b>                 | A feeling of high regard, desire to take care of people, things, or ideas that are important to you   |



## Lesson 2: Understanding Supports and Accommodations

|                            |   |
|----------------------------|---|
| <b>Responsibility:</b>     | Reliability or trustworthiness  |
| <b>Rights:</b>             | Legal privileges given to you   |
| <b>Self-Accommodation:</b> | To take responsibility to modify your environment rather than request it being done for you |
| <b>Self-Advocacy:</b>      | Speaking up for yourself  |
| <b>Self-Determination:</b> | Making informed decisions through reflecting on and building on your strengths              |
| <b>Values:</b>             | Something that is important to you and that you respect                                     |

## BINGO Game Cards

### B I N G O

|                      |                         |                     |                |
|----------------------|-------------------------|---------------------|----------------|
|                      |                         |                     |                |
| Accommodation        | Self-Determination      | Informed Choice     | Responsibility |
| Assistive Technology | Free Space              | Modification        | Rights         |
| Disclosure           | Postsecondary Education | Self-Advocacy       | Advantages     |
| Confidentiality      | Disability              | Essential Functions | Accessible     |

### B I N G O

|                      |                         |                    |                     |
|----------------------|-------------------------|--------------------|---------------------|
|                      |                         |                    |                     |
| Goals                | Respect                 | Self-Advocacy      | Values              |
| Accessible           | Disability              | Modification       | Rights              |
| Assistive Technology | Informed Choice         | Free Space         | Essential Functions |
| Confidential         | Postsecondary Education | Self-Determination | Accommodation       |

## B I N G O

|               |                    |                      |                    |
|---------------|--------------------|----------------------|--------------------|
|               |                    |                      |                    |
| Values        | Self-Advocacy      | Rights               | Respect            |
| Modification  | Goals              | Free Space           | Disability         |
| Confidential  | Advantages         | Accessible           | Self-Determination |
| Accommodation | Self-Accommodation | Assistive Technology | Responsibility     |

## B I N G O

|                      |                         |            |                     |
|----------------------|-------------------------|------------|---------------------|
|                      |                         |            |                     |
| Responsibility       | Advantages              | Disclosure | Essential Functions |
| Informed Choice      | Postsecondary Education | Respect    | Self-Accommodation  |
| Values               | Free Space              | Accessible | Modification        |
| Assistive Technology | Goals                   | Rights     | Self-Determination  |

## B I N G O

|                      |               |                     |                 |
|----------------------|---------------|---------------------|-----------------|
|                      |               |                     |                 |
| Accessible           | Advantages    | Confidential        | Disability      |
| Goals                | Free Space    | Modification        | Respect         |
| Rights               | Self-Advocacy | Values              | Accommodation   |
| Assistive Technology | Disclosure    | Essential Functions | Informed Choice |

## B I N G O

|                    |            |                         |              |
|--------------------|------------|-------------------------|--------------|
|                    |            |                         |              |
| Informed Choice    | Disability | Postsecondary Education | Confidential |
| Responsibility     | Advantages | Self-Accommodation      | Accessible   |
| Self-Determination | Goals      | Free Space              | Modification |
| Disclosure         | Respect    | Assistive Technology    | Rights       |

# B I N G O

|                      |                     |                |                         |
|----------------------|---------------------|----------------|-------------------------|
|                      |                     |                |                         |
| Self-Determination   | Self-Accommodation  | Responsibility | Postsecondary Education |
| Informed Choice      | Essential Functions | Free Space     | Disclosure              |
| Assistive Technology | Accommodation       | Values         | Self-Advocacy           |
| Rights               | Respect             | Modification   | Goals                   |

# B I N G O

|                         |                    |                    |                 |
|-------------------------|--------------------|--------------------|-----------------|
|                         |                    |                    |                 |
| Essential Functions     | Accommodation      | Disclosure         | Informed Choice |
| Values                  | Self-Determination | Self-Accommodation | Responsibility  |
| Postsecondary Education | Free Space         | Disability         | Confidential    |
| Advantages              | Respect            | Accessible         | Goals           |

## Cross the Line

Place a mark or colored sticker into the corresponding answer.

| Question   | Yes<br>(Green) | Sometimes<br>(Yellow) | No<br>(Red) |
|--|----------------|-----------------------|-------------|
| 1. Can you easily talk to other people about what you are good at doing (your strengths)?                                |                |                       |             |
| 2. Do you know how you learn best? For example, do you know if you learn better by reading, hearing, or doing something? |                |                       |             |
| 3. Do you let your teacher/employer know how you learn best?   |                |                       |             |
| 4. Do you ask for help when you need it?   |                |                       |             |
| 5. Do you set long-term and short-term goals for yourself?   |                |                       |             |
| 6. Do you know how to organize yourself to achieve your goals?   |                |                       |             |
| 7. Do you attend you own IEP meeting?  |                |                       |             |
| 8. Do you participate in your own IEP meeting? Do you talk about what you want for the future?                           |                |                       |             |
| 9. Do you disclose (talk about) your disability to others?   |                |                       |             |
| 10. Are there times you choose not to tell someone about your disability?  |                |                       |             |
| 11. Do you know what "reasonable accommodation" means?   |                |                       |             |
| 12. Do you know the accommodations or (modifications) you may need in school to be successful?                           |                |                       |             |
| 13. Do you know the accommodations or (modifications) you may need on the job to be successful?                          |                |                       |             |

## Practice- Activity

### 1. Cross the Line

Resource- from the ND Division of Vocational Rehabilitation, “The Transition Career Exploration Workshop (TCEW)”, lesson 10

<https://www.nd.gov/dhs/dvr/individual/tcew.html>

### Questions & Record Sheet

Facilitator Notes to present activity- It is very important to know how to best provide the accommodation that you need to get the work done. You really know what works best. What is important is that you know how your disability affects your capacity to learn and perform effectively. Know what you need in the environment, what kind of supports and services you will need to access, participate in, and excel in your job, studies or the community. You decide what and how much of this sensitive information is necessary to reveal to obtain the needed accommodations. It is about accommodation, not diagnosis.

During an interview, remember to focus on your strengths and not your challenges. By understanding your accommodations and being your own expert, you will minimize the employer’s anxiety about being able to do the right thing, and he/she will be able to see that you are the best candidate for the job because of your SKILLS.

Play- ‘CROSS THE LINE’, 25 mins. (very active game). Prepare by putting colored tape on the floor Green, Yellow and Red. Have students begin on one end of the room, and the facilitator reads the questions from the handout aloud. After each question is read, students are to “Cross the Line” or move their body to the line corresponding to the answer (Yes, No, Sometimes or Red, Yellow, Green). Once at the line, give them a sticker the same color as the line. At the end, they will count how many dots of each color they have, to help determine what their needs are.

### Review-

Yes – if you answered yes to many of the questions, you should be proud of yourself! You have a good sense of yourself and your disability. This means you are on the road to be a very self-determined individual. There is always room for improvement, and you can reflect on questions you answered ‘no’ to and create some short-term goals designed to strengthen your areas of limitations.

Sometimes – You possess some very good skills in understanding yourself and your disability, but you have some specific areas that need to be developed. Identify your strengths (green/yes) and list the ones you need to work on (No/reds). Create some short-term goals designed to strengthen your areas of limitations.

No – If many of the questions are No/Red, you are at the beginning stage of understanding yourself and your disability. Take steps to seek out others that you trust, and you know well; ask them to help you sort out your areas of strengths and 27 needs (you probably have more strengths than you realize.) Develop some short-term goals designed to strengthen your areas of limitations.

Review- Reasonable Accommodations:

Read the definition from the federal government: What is a reasonable accommodation? The United States Department of Justice says that: "A reasonable accommodation is any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities." USDOJ (Department of Justice)

Have the students take a notecard and write a specific reasonable accommodation that they may need on a preferred job.



Mastery- Activity

2. Observation

Activity- Observe the student appropriately advocating for needed supports/accommodations at school or on a work experience site.

**Scoring Rubric**

|  | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|--|---------------|-----------------|-------------------|---------------|
| Student displays understanding of needed supports/accommodations.                                |               |                 |                   |               |
| Student advocates for themselves on appropriate supports/accommodations at school.               |               |                 |                   |               |
| Student advocates for themselves on appropriate supports/accommodations on work experience site. |               |                 |                   |               |

### Lesson 3: Interview Preparation

|   |  |   |
|---|--|---|
| <b>INTRODUCTION</b>   | <p>Objective:<br/>Identify what is essential when preparing for an interview</p>                                     | <p>Materials:<br/>-Copy of “Personal Inventory” and “Resume” worksheets from <i>Moving On</i>, Idaho transition binder, March 2013. Copies are included with this lesson.<br/>-Computer to view YouTube clip- First Job Interview- Interviewing Tips, by <i>Clearpoint Credit Counseling Solutions</i>, Published on April 2, 2013. <a href="https://www.youtube.com/watch?v=GmzYrjAsDng">https://www.youtube.com/watch?v=GmzYrjAsDng</a></p> |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Video and Discussion</li> <li>2. Inventory Worksheet</li> <li>3. Resume Worksheet</li> </ol> |  |   |
| <b>PRACTICE</b>   | <p>Objective:<br/>Present yourself and needed accommodations at the interview.</p>                                   | <p>Materials:<br/>-Lesson Plans, M16, from ND Division of Vocational Rehabilitation’s, <i>The Transition Career Exploration Workshop (TCEW)</i>.<br/>-Materials suggested in any of the lessons used. <a href="https://www.nd.gov/dha/dvr/individual/tcew.html">https://www.nd.gov/dha/dvr/individual/tcew.html</a></p>   |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Additional M16 activities</li> </ol>   |  |   |
| <b>MASTERY</b>  | <p>Objective:<br/>Demonstrate appropriate ways to disclose disability and needed accommodations at an interview.</p> | <p>Materials:</p>   |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Observation</li> </ol>   |  |   |

## Lesson 3: Interview Preparation

### Introduction- Activity

#### 1. Video and Discussion

Inform the students that they will be watching a video of students meeting for an interview. They will be expected to participate in a discussion afterwards about the students' preparation for an interview.

Play the video. Then ask the questions, "Who do you think will get the job?" and, "Why?" Facilitate a discussion around these two questions.

## Lesson 3: Interview Preparation

### Introduction- Activity

#### 2. Inventory Worksheet

Introduction- It is important to be prepared for your interview. Being prepared for the expectations of an interview will give you an edge in being hired for the job. Today you will be working on ways to prepare yourselves for an interview. This focus will be on how to share information with others about your experiences and skills. Then you'll work on presenting needed accommodations and supports.

Handout the "Personal Inventory Form" (follows this lesson plan). Explain that it is often difficult to recognize your personal strengths, but that others see them in us. Go through it together and explain each section. Then have each student complete each section with personal information.

Discussion- Facilitate a discussion about the difficulties disclosing positive information at school and to a potential employer.

## Lesson 3: Interview Preparation

### Introduction- Activity

#### 3. Resume Worksheet

Explain that they will be using the Personal Inventory Form from the previous activity, as well as other personal information, to complete a resume worksheet. The resume worksheet will assist them to write a better resume.

Handout the “Resume” worksheet. Ask students to get out their “Personal Inventories that they completed. Discuss each section of the worksheet and how the information from the inventory form can be used to complete sections. Students may not know all of the answers to the guided prompts. They should use other resources applicable including phone books, school records, interviews with school staff, etc.

Facilitate a discussion on using the information from the worksheet when completing an actual resume for a job.

## Lesson 3: Interview Preparation

### Practice- Activity

#### 1. Additional M16 Activities- Interviewing for a Job

Choose activities to identify individual supports and accommodations needed by students on various jobs. The directions and worksheets are included in this curriculum and follow this lesson plan. They are from the ND Division of Vocational Rehabilitation's, *The Transition Career Exploration Workshop (TCEW)*.

## Lesson 3: Interview Preparation

### Mastery- Activity

#### 1. Observation

Conduct an observation of the student participating in a job interview or a meeting with teaching staff, and disclosing positive attributes, as well as supports/accommodations that may be needed. Use the following rubric:

#### Scoring Rubric

|   | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|---|---------------|-----------------|-------------------|---------------|
| Student displays understanding of appropriate information to share in an interview/meeting. |               |                 |                   |               |
| Student displays appropriate manners during an interview/meeting.                           |               |                 |                   |               |
| Student displays preparedness during the interview/meeting.                                 |               |                 |                   |               |

# Getting Started with a Personal Inventory

If you don't know what kind of job you want, then ask yourself what you do well and enjoy doing. Next make a list of those things you do well and enjoy doing. Add to this list your skills, training, talents, and experiences. When completed, this personal inventory should include not only education, training, and Job experience, but also any hobbies, sports, or charitable activities you engage in that display talent or Initiative.

Using a categorized list or **Personal Inventory Form** will allow you to better organize your list and highlight your interests, strengths, and weaknesses. Your personal inventory will be used to build your resume. The purpose of the resume is to convince the employer that you have the skills and abilities to successfully fulfill the job requirements.

## PERSONAL INVENTORY FORM

**Full Name** (First) (Middle) (Last):

**Present Address:**

**Birth Date:**

**Telephone:**

**E-mail:**

---

### Work Experience (Start with your most recent job)

**1. Job title:**

Describe what you did on this job:

What did you like about this job?

What did you dislike about this job?

Accomplishments/awards/honors:



**2. Job title:**

Describe what you did on this job:

What did you like about this job?

What did you like about this job?

Accomplishments/awards/honors:

---

**Education and Training**

**High School:**

In what subjects did you do best?

What subjects did you like most?

What subjects did you like least?

Clubs/organizations-

Honors/awards/accomplishments:

**College/Universities:**

Name, degree; and year completed, or number of years/semesters completed:

In what subjects did you do best?

What subjects did you like most?.

What subjects did you like least?

Clubs/organizations:

1.

Honors/awards/accomplishments:

---

**Additional information**

Hobbies/Interests:

From JAN - Job Accommodation Network <http://www.lan.wvu.edu/>

# Resume Worksheet

Make the information on this worksheet thorough and complete. Save it as a lasting resource; update it as the years pass. Use the information as a "menu" you can use to create a unique resume for each job you seek.

Name: \_\_\_\_\_ Date updated: \_\_\_\_\_

## I. Personal Information

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_

Temporary Address (If different): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_

## II. Education

Elementary School: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Overall GPA: \_\_\_\_\_

High School: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Year graduated, or number of years completed: \_\_\_\_\_ GPA: \_\_\_\_\_

College or University: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Degree: \_\_\_\_\_

Major(s): \_\_\_\_\_ Minor(s): \_\_\_\_\_

Date obtained: \_\_\_\_\_ Major GPA: \_\_\_\_\_ Overall GPA: \_\_\_\_\_

Other schools attended (except high school), training or certifications received. licenses obtained:

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**III. Experience Information** (consider all experience- paid, unpaid, volunteer, etc.) (you should repeat this section for any of the experiences you have had)

Position title: \_\_\_\_\_

Organization name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Dates employed (months & years only) From: \_\_\_\_\_ To: \_\_\_\_\_

Name of supervisor(s): \_\_\_\_\_

Duties and responsibilities: \_\_\_\_\_

---

Quality attributes you found Important and used successfully in this position.

---

Specific performance accomplishments Or contributions you made to this Job:

---

Combine the duties, qualities and accomplishments together and write a strong job description.

**IV. Talents and Skills**

Write your special talents, skills, training, languages (artistic, computer skills special licenses, significant achievements), etc.:

---

**V. Activities**

1. Memberships in clubs or community groups, volunteer & religious organizations. Include name of the association, offices held and the dates. Add any significant activities attributed to your leadership:

2 Awards and Honors (academic, athletic, social, civic. Any scholarship not based on financial need):

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3 Creative professional activities (articles written, Inventions, projects presented or displayed):

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## VI. Personal References

List references on a separate page, not on your resume. Avoid using family and relatives. Generally, three professional or academic references and one personal reference will be sufficient. *Be sure to get permission from any reference before using their name!* Send each a thank you note for volunteering to help you and keep them informed.

1. Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_  
Position: \_\_\_\_\_

2. Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_  
Address: - - - - - City: \_\_\_\_\_ state: \_\_\_\_\_  
Position: \_\_\_\_\_

3. Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: - - - - - City: \_\_\_\_\_ State: \_\_\_\_\_  
Position: \_\_\_\_\_

4. Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_  
Position: \_\_\_\_\_

1. *Make a copy of this blank worksheet before you fill it out.*
2. *Put your completed worksheet in your binder and keep it for future use.*
3. *Use the information here to start to build your resume.*
4. *Update your resume worksheet annually. Go through the past year and consider your experiences and accomplishments, recording them while they are fresh in your mind.*

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# **Transition Career Exploration Workshop Disabilities and Accommodations**

*North Dakota Department of Human Services, Vocational Rehabilitation Division*



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The Transition Career Exploration Workshop is a product of the Maine Department of Labor. The ND Division of Vocational Rehabilitation has permission to add the ND DVR brand to all information.



## Acknowledging Disabilities



### Facilitator Notes:

**LEARNING OBJECTIVE:** In this section, participants will learn about acknowledging and disclosing disabilities, as well as the broad extent and incidence of people with disabilities.

This will introduce the section on Acknowledging Disabilities.

Give participants time to look at all the Clip-Art depictions of people with disabilities.

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## Disabilities- What's Missing?



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### Facilitator Notes:

Have them look at this slide and then ask, "What disabilities are missing?"

This is leading to a conversation about invisible and acquired disabilities.



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## Invisible and Acquired Disabilities

- Invisible Disabilities
  - Learning Disabilities
  - Intellectual (Developmental) Disabilities
  - Mental Health Disabilities - Depression, Bipolar
  - Brain Injury
- Acquired/Accidental Disabilities
  - Debilitating Diseases - MD, MS, Heart Disease
  - Heart Attack/Stroke
  - Spinal Cord Injuries

4

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### Facilitator Notes:

Have some discussion about why these disabilities can't be found on Clipart or in pictures.

What do most people tend to think or picture in their mind when they think about people with disabilities (PWD)?

Is that a problem? Have you or another person been treated differently because of a disability? What happened to you or someone you know?

As much as we would like to think that people have grown and understand disabilities better, there is still some fear of people with disabilities.

## We focus on the Ability in Dis-ability

- **In Vocational Rehabilitation:**
  - We acknowledge people's disabilities and the barriers they present to training & employment.
  - Through self-assessment in this workshop, we are helping you look at your abilities & strengths and how to use those in the classroom & workplace.
  - We will also help you explore **accommodations** for your disabilities in the classroom & workplace.
- **Our long-term mutual goal is Employment!**

### **Facilitator Notes:**

- Stress that we are here to emphasize ABILITY! **Discuss accommodations.**
- Let's talk about some advantages and disadvantages to disclosing your disability:

#### Advantages of Disclosure

It allows you to receive reasonable accommodations, so you can pursue work, school, or community activities more effectively.

It provides legal protection against discrimination (as specified in the Americans with Disabilities Act). It reduces stress, since protecting a "secret" can take a lot of energy.

It gives you a clearer impression of what kinds of expectations people may have of you and your abilities.

It ensures that you are **getting** what you need in order to be successful.

It provides full freedom to examine and question health insurance and other benefits.

It provides greater freedom to communicate should you face changes in your particular situation. It improves your self-image through self-advocacy.

It allows you to involve other professionals (for example, educators and employment service providers) in the learning of skills and the development of accommodations.

It increases your comfort level.

#### Disadvantages of Disclosure

It can cause you to relive bad past experiences that resulted in the loss of a job or negative responses from your peers.

It can lead to the experience of exclusion.

It can cause you to become the object of curiosity.

It can lead to your being blamed if something doesn't go right.

It can lead to your being treated differently than others.

It can bring up conflicting feelings about your self-image.

It can lead to your being viewed as needy, not self-sufficient, or unable to perform on par with peers.

It could cause you to be overlooked for a job, team, group, or organization.

Disclosing personal and sensitive information can be extremely difficult and embarrassing.

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## People with Disabilities: Who are They?

- You may have wondered, "Am I the only person who struggles with a disability?"
  - How many people have disabilities?
  - Do they have successful careers?
- Let's take a look at others with disabilities, some of whom you may know.

6

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### **Facilitator Notes:**

At this point, we would like the participants to understand that there are many people who have disabilities. Some of them have gone on to become very successful. Disabilities affect so many people, and some of them you may be unaware of because you cannot see them (as we learned about in recent slides).

The following is a game for identifying people and what their disability may be. Directions are on the following page.

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## Matching Name Game



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**Facilitator Notes:**

**Projected Time: 10 min.**

**Materials Needed:** Pictures of famous people are located in the PowerPoint presentation.

You will need to print the pictures as slides so that you can show the participants the picture and not the answer.

Directions: Have students match the sentence about the famous individual in the picture. Give everyone a chance to look at the pictures and decide together from the clues who the person is and what their disability is.

Facilitators will have the answers on the slides in the facilitator manual.

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## Guess Who?



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### Facilitator Notes:

#### Howie Michael Mandel II:

He is a Canadian comedian, actor and game show host. He has been diagnosed with OCD (obsessive compulsive disorder) and ADHD (attention deficit hyperactive disorder). He does not shake hands with anyone due to mysophobia, the fear of dirt and germs. He also shaves his head because it helps him to feel cleaner. You may have seen him on *Deal or No Deal* or *America's Got Talent*.

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## Guess Who?



18

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### **Facilitator Notes:**

#### **Walt Disney:**

He did not do well in school and could not read until well past the fourth grade. The one thing he could do well was draw. How do you think that skill worked out for him?

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## Cross the Line

Red equals, "No"

Yellow equals, "Sometimes"

Green equals, "Yes"

ii

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**Facilitator Notes:**                      **Projected Time: 25 mln.** (very active game)

**Materials Needed:** Red, Yellow & Green tape; index cards and sticky dots in Red, Yellow and Green (there is a copy in the Participant Handbook and Activity Book.)

After each question is read, you are to "Cross the Line" or move to the line corresponding to the answer (Yes, No, Sometimes or Red, Yellow, Green). Once at the line, give them a sticker the same color as the line. At the end, they will count how many dots of each color they have to help determine what their needs are.

### **Review:**

**Yes** - if you answered yes to many of the questions, you should be proud of yourself! You definitely have a good sense of yourself and your disability. This means you are on the road to being a very self-determined individual. There is always room for improvement, and you can reflect on questions you answered 'no' to and create some short-term goals designed to strengthen your areas of limitations.

**Sometimes** - You possess some very good skills in understanding yourself and your disability, but you have some specific areas that need to be developed. Identify your strengths (green/yes) and list the ones you need to work on (No/reds). Create some short-term goals designed to strengthen your areas of limitations.

**No** - If many of the questions are No/Red, you are at the beginning stage of understanding yourself and your disability. Take steps to seek out others that you trust, and you know well; ask them to help you sort out your areas of strengths and

needs (you probably have more strengths than you realize.) Develop some short-term goals designed to strengthen your areas of !imitations.



## Cross the Line

Place a mark or colored sticker into the corresponding answer.

| Question  | Yes<br>(Green) | Sometimes<br>(Yellow) | No<br>(Red) |
|---|----------------|-----------------------|-------------|
| 1. Can you easily talk to other people about what you are good at doing (your strengths)?                                 |                |                       |             |
| 2. Do you know how you learn best? For example, do you know if you learn better by reading, hearing , or doing something? |                |                       |             |
| 3. Do you let your teacher/employer know how you learn best?  |                |                       |             |
| 4. Do you ask for help when you need it?  |                |                       |             |
| 5. Do you set long-term and short-term goals for yourself?  |                |                       |             |
| 6. Do you know how to organize yourself to achieve your goals?  |                |                       |             |
| 7. Do you attend you own IEP meeting?   |                |                       |             |
| 8. Do you participate in your own IEP meeting? Do you talk about what you want for the future?                            |                |                       |             |
| 9. Do you disclose (talk about) your disability to others?  |                |                       |             |
| 10. Are there times you choose not to tell someone about your disability?   |                |                       |             |
| 11. Do you know what "reasonable accommodation" means?  |                |                       |             |
| 12. Do you know the accommodations or (modifications) you may need in school to be successful?                            |                |                       |             |
| 13. Do you know the accommodations or (modifications) you may need on the job to be successful?                           |                |                       |             |

# Accommodations

What is an accommodation?

- An accommodation is essentially any strategy that gets rid of or lessens the effect of a barrier to performing the job-related task.



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## Facilitator Notes:

### LEARNING OBJECTIVE:

Understanding an accommodation will help participants to understand the rationale for accommodations and its connection with the rights & responsibilities of persons with disabilities.

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## **Accommodations are NOT:**

- Accommodations are NOT Intended to justify or compensate for a lack of knowledge, skills or abilities necessary to succeed.
- Accommodations are based on the need to perform a task and for further development of existing skills and capabilities.

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### **Facilitator Notes:**

Accommodations are NOT intended to justify or compensate for a lack of knowledge, skills or abilities necessary to do the job or succeed at school.

Accommodations are based on the need to perform a task and for further development of existing skills and capabilities.

## Lesson 4: Common Questions in Interviews

|   |   |  |
|---|---|--|
| <b>INTRODUCTION</b>                     | Objective: Identify most common questions that are asked in an interview.       | Materials: Handout- "Most Common Interview Questions and Answers." From <a href="http://www.inc.com">www.inc.com</a> . |
| Activity:<br>1. Discussion              |   |  |
| <b>PRACTICE</b>                         | Objective: Identify appropriate answers to the most common interview questions. | Materials: Handout- "Most Common Interview Questions and Answers." From <a href="http://www.inc.com">www.inc.com</a> . |
| Activity:<br>1. Discussion and Practice |   |  |
| <b>MASTERY</b>                          | Objective: Appropriately answer most common interview questions.                | Materials:   |
| Activity:<br>1. Mock Interview          |   |  |

## Lesson 4: Common Questions in Interviews

### Introduction- Activity

#### 1. Discussion

Facilitate a discussion on what students believe are the most common questions at an interview. Use jobs that they identified as preferences.

Write questions that the students come up with on the board or chart paper. Provide a copy of handout with the questions for each student. Then compare the list to those on the handout from [www.inc.com](http://www.inc.com).

## Lesson 4: Common Questions in Interviews

### Practice- Activity

#### 1. Discussion and Practice

Facilitate a discussion where students answer the most common questions. Write them all on the board or chart paper. Provide a handout of both questions and answers to each student. Compare student answers to those on the handout.

Then pair up students and have them practice giving answers to questions. Have them take turns asking and answering.

## Lesson 4: Common Questions in Interviews

### Mastery- Activity

#### 1. Mock Interview

Conduct or setup a mock interview for each student. Have the interviewer incorporate some of the most common questions. Provide feedback to student at end of mock interview.

#### Mock Interview Feedback Sheet

##### **Before the Interview**

##### 1. You did very well at this:

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##### 2. Some things you need to work on:

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##### **During the Interview**

##### 1. You did very well at this:

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##### 2. Some things you need to work on:

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While some job interviewers take a fairly unusual approach to interview questions, most job interviews involve an exchange of common interview questions and answers. (Including some of the most often-asked behavioral interview questions.) Here are some of the most common interview questions, along with the best way to answer them:

## 1. "Tell me a little about yourself."

If you're the interviewer, there's a lot you should already know: The candidate's resume and cover letter should tell you plenty, and LinkedIn, Twitter, Facebook and Google can tell you more.

The goal of an interview is to determine whether the candidate will be outstanding in the job, and that means evaluating the skills and attitude required for that job. Does she need to be an empathetic leader? Ask about that. Does she need to take your company public? Ask about that.

If you're the candidate, talk about why you took certain jobs. Explain why you left. Explain why you chose a certain school. Share why you decided to go to grad school. Discuss why you took a year off to backpack through Europe, and what you got out of the experience.

When you answer this question, connect the dots on your resume so the interviewer understands not just what you've done, but also *why*.

## 2. "What are your biggest weaknesses?"

Every candidate knows how to answer this question: Just pick a theoretical weakness and magically transform that flaw into a strength in disguise!

For example: "My biggest weakness is getting so absorbed in my work that I lose all track of time. Every day I look up and realize everyone has gone home! I know I should be more aware of the clock, but when I love what I'm doing I just can't think of anything else."

So, your "biggest weakness" is that you'll put in more hours than everyone else? Great...



A better approach is to choose an actual weakness, but one you're working to improve. Share what you're doing to overcome that weakness. No one is perfect but showing you're willing to honestly self-assess and then seek ways to improve comes pretty darned close.

### **3. "What are your biggest strengths?"**

I'm not sure why interviewers ask this question; your resume and experience should make your strengths readily apparent.

Even so, if you're asked, provide a sharp, on-point answer. Be clear and precise. If you're a great problem solver, don't just say that: Provide a few examples, pertinent to the opening, that *prove* you're a great problem solver. If you're an emotionally intelligent leader, don't just say that: Provide a few examples that prove you know how to answer the unasked question.

In short, don't just claim to have certain attributes -- *prove* you have those attributes.

### **4. "Where do you see yourself in five years?"**

Answers to this question go one of two basic ways. Candidates try to show their incredible ambition (because that's what they think you want) by providing an extremely optimistic answer: "I want your job!" Or they try to show their humility (because that's what they think you want) by providing a meek, self-deprecating answer: "There are so many talented people here. I just want to do a great job and see where my talents take me."

In either case you learn nothing, other than possibly how well candidates can sell themselves.

For interviewers, here's a better question: "What business would you love to start?"

That question applies to any organization, because every employee at every company should have an entrepreneurial mind-set.

The business a candidate would love to start tells you about her hopes and dreams, her interests and passions, the work she likes to do, the people she likes to work with ... so just sit back and listen.

## **5. "Out of all the other candidates, why should we hire you?"**

Since a candidate cannot compare himself with people he doesn't know, all he can do is describe his incredible passion and desire and commitment and ... well, basically beg for the job. (Way too many interviewers ask the question and then sit back, arms folded, as if to say, "Go ahead. I'm listening. Try to convince me.")

And you learn nothing of substance.

Here's a better question: "What do you feel I need to know that we haven't discussed?" Or even "If you could get a do-over on one of my questions, how would you answer it now?"

Rarely do candidates come to the end of an interview feeling they've done their best. Maybe the conversation went in an unexpected direction. Maybe the interviewer focused on one aspect of their skills and totally ignored other key attributes. Or maybe candidates started the interview nervous and hesitant, and now wish they could go back and better describe their qualifications and experience.

Plus, think of it this way: Your goal as an interviewer is to learn as much as you possibly can about every candidate, so don't you want to give them the chance to ensure you do?

Just make sure to turn this part of the interview into a conversation, not a soliloquy. Don't just passively listen and then say, "Thanks. We'll be in touch." Ask follow-up questions. Ask for examples.

And of course, if you're asked this question ... use it as a chance to highlight things you haven't been able to touch on.

## **6. "How did you learn about the opening?"**

Job boards, general postings, online listings, job fairs ... most people find their first few jobs that way, so that's certainly not a red flag.

But a candidate who continues to find each successive job from general postings probably hasn't figured out what he or she wants to do -- and where he or she would like to do it.

He or she is just looking for a job; often, *any* job.

So, don't just explain how you heard about the opening. Show that you heard about the job through a colleague, a current employer, by following the company ... show that you know about the job *because you want to work there*.

Employers don't want to hire people who just want a job; they want to hire people who want a job with *their* company.

## **7. "Why do you want *this* job?"**

Now go deeper. Don't just talk about why the company would be great to work for; talk about how the position is a perfect fit for what you hope to accomplish; both short-term and long-term.

And if you don't know why the position is a perfect fit ... look somewhere else. Life is too short.

## **8. "What do you consider to be your biggest professional achievement?"**

Here's an interview question that definitely requires an answer relevant to the job. If you say your biggest achievement was improving throughput by 18 percent in six months but you're interviewing for a leadership role in human resources ... that answer is interesting but ultimately irrelevant.

Instead, talk about an underperforming employee you "rescued," or how you overcame infighting between departments, or how so many of your direct reports have been promoted....

The goal is to share achievements that let the interviewer imagine you in the position -- and see you succeeding.

## **9. "Tell me about the last time a co-worker or customer got angry with you. What happened?"**

Conflict is inevitable when a company works hard to get things done. Mistakes happen. Sure, strengths come to the fore, but weaknesses also rear their heads. And that's OK. No one is perfect.

But a person who tends to push the blame -- and the responsibility for rectifying the situation -- onto someone else is a candidate to avoid. Hiring managers would much rather choose candidates who focus not on blame but on addressing and fixing the problem.

Every business needs employees who willingly admit when they are wrong, step up to take ownership for fixing the problem, and, most important, learn from the experience.

## **10. "Describe your dream job."**

Three words describe how you should answer this question: relevance, relevance, relevance.

But that doesn't mean you have to make up an answer. You can learn something from every job. You can develop skills in every job. Work backward: Identify things about the job you're interviewing for that will help you if you do land your dream job someday, and then describe how those things apply to what you hope to someday do.

And don't be afraid to admit that you might someday move on, whether to join another company or, better, to start your own business. Employers no longer expect "forever" employees.

## **11. "Why do you want to leave your current job?"**

Let's start with what you *shouldn't* say (or, if you're the interviewer, what are definite red flags).

Don't talk about how your boss is difficult. Don't talk about how you can't get along with other employees. Don't bad-mouth your company.

Instead, focus on the positives a move will bring. Talk about what you want to achieve. Talk about what you want to learn. Talk about ways you want to grow, about things you want to accomplish; explain how a move will be great for you *and* for your new company.

Complaining about your current employer is a little like people who gossip: If you're willing to speak badly of someone else, you'll probably do the same to me.

## **12. "What kind of work environment do you like best?"**

Maybe you love working alone ... but if the job you're interviewing for is in a call center, that answer will do you no good.

So, take a step back and think about the job you're applying for and the company's culture (because every company has one, whether intentional or unintentional). If a flexible schedule is important to you, but the company doesn't offer one, focus on something else. If you like constant direction and support and the company expects employees to self-manage, focus on something else.

Find ways to highlight how the company's environment will work well for you -- and if you can't find ways, don't take the job, because you'll be miserable.

## **13. "Tell me about the toughest decision you had to make in the last six months."**

The goal of this question is to evaluate the candidate's reasoning ability, problem-solving skills, judgment, and possibly even willingness to take intelligent risks.

Having no answer is a definite warning sign. Everyone makes tough decisions, regardless of their position. My daughter worked part-time as a server at a local restaurant and made difficult decisions all the time -- like the best way to deal with a regular customer whose behavior constituted borderline harassment.

A good answer proves you can make a difficult analytical or reasoning-based decision -- for example, wading through reams of data to determine the best solution to a problem.

A great answer proves you can make a difficult interpersonal decision, or better yet a difficult data-driven decision that includes interpersonal considerations and ramifications.

Making decisions based on data is important, but almost every decision has an impact on people as well. The best candidates naturally weigh all sides of an issue, not just the business or human side exclusively.

## **14. "What is your leadership style?"**

This is a tough question to answer without dipping into platitudes. Try sharing leadership examples instead. Say, "The best way for me to answer that is to give you a few examples of leadership challenges I've faced," and then share situations where you dealt with a problem, motivated a team, worked through a crisis. Explain *what* you did and that will give the interviewer a great sense of how you lead.

And, of course, it lets you highlight a few of your successes.

## **15. "Tell me about a time you disagreed with a decision. What did you do?"**

No one agrees with every decision. Disagreements are fine; it's what you do when you disagree that matters. (We all know people who love to have the "meeting after the meeting," where they've supported a decision in the meeting, but they then go out and undermine it.)

Show that you were professional. Show that you raised your concerns in a productive way. If you have an example that proves you can effect change, great -- and if you don't, show that you can support a decision even though you think it's wrong (as long as it's not unethical, immoral, etc.).

Every company wants employees willing to be honest and forthright, to share concerns and issues ... but to also get behind a decision and support it as if they agreed, even if they didn't.

## **16. "Tell me how you think other people would describe you."**

I hate this question. It's a total throwaway. But I did ask it once and got an answer I really liked.

"I think people would say that what you see is what you get," the candidate said. "If I say I will do something, I do it. If I say I will help, I help. I'm not sure that everyone likes me, but they all know they can count on what I say and how hard I work."

Can't beat that.

## **17. "What can we expect from you in your first three months?"**

Ideally the answer to this should come from the employer: They should have plans and expectations for you.

But if you're asked, use this general framework:

- You'll work hard to determine how your job creates value -- you won't just stay busy, you'll stay busy doing the right things.
- You'll learn how to serve all your constituents -- your boss, your employees, your peers, your customers, and your suppliers and vendors.
- You'll focus on doing what you do best - you'll be hired because you bring certain skills, and you'll apply those skills to make things happen.
- You'll make a difference -- with customers, with other employees, to bring enthusiasm and focus and a sense of commitment and teamwork.

Then just layer in specifics that are applicable to you and the job.

## **18. "What do you like to do outside of work?"**

Many companies feel cultural fit is extremely important, and they use outside interests as a way to determine how you will fit into a team.

Even so, don't be tempted to fib and claim to enjoy hobbies you don't. Focus on activities that indicate some sort of growth: skills you're trying to learn, goals you're trying to accomplish. Weave those in with personal details. For example, "I'm raising a family, so a lot of my time is focused on that, but I'm using my commute time to learn Spanish."

## **19. "What was your salary in your last job?"**

This is a tough one. You want to be open and honest, but frankly, some companies ask the question as the opening move in salary negotiations.

Try an approach recommended by Liz Ryan. When asked, say, "I'm focusing on jobs in the \$XXXX range. Is this position in that range?" (Frankly, you should already know -- but this is a good way to deflect.)

Maybe the interviewer will answer; maybe she won't. If she presses you for an answer, you'll have to decide whether you want to share or demur. Ultimately your answer won't matter too much, because you'll either accept the salary offered or you won't, depending on what you think is fair.

## **20. "A snail is at the bottom of a 30-foot well. Each day he climbs up three feet, but at night he slips back two feet. How many days will it take him to climb out of the well?"**

Questions like these have become a lot more popular (thanks, Google) in recent years. The interviewer isn't necessarily looking for the right answer but instead a little insight into your reasoning abilities.

All you can do is talk through your logic as you try to solve the problem. Don't be afraid to laugh at yourself if you get it wrong -- sometimes the interviewer is merely trying to assess how you deal with failure.

## **21. "What questions do you have for me?"**

Don't waste this opportunity. Ask smart questions, not just as a way to show you're a great candidate but also to see if the company is a good fit for you -- after all, you're being interviewed, but you're also interviewing the company.

Here goes:

## **22. "What do you expect me to accomplish in the first 90 days?"**

If you weren't asked this question, ask it yourself. Why? Great candidates want to bit the ground running. They don't want to spend weeks or months "getting to know the organization." They



don't want to spend huge chunks of time in orientation, in training, or in the futile pursuit of getting their feet wet,

They want to make a difference -- and they want to make that difference right now.

### **23. "If you were to rank them, what are the three traits your top performers have in common?"**

Great candidates also want to be great employees. They know every organization is different -- and so are the key qualities of top performers in those organizations. Maybe your top performers work longer hours. Maybe creativity is more important than methodology. Maybe constantly landing new customers in new markets is more important than building long-term customer relationships. Maybe the key is a willingness to spend the same amount of time educating an entry-level customer as helping an enthusiast who wants high-end equipment.

Great candidates want to know, because (1) they want to know if they will fit in, and (2) if they do fit in, they want to know how they can be a top performer.

### **24. "What *really* drives results in this job?"**

Employees are investments, and you expect every employee to generate a positive return on his or her salary, (Otherwise why do you have them on the payroll?)

In every job some activities make a bigger difference than others. You need your HR team to fill job openings, but what you really want is for them to find the right candidates, because that results in higher retention rates, lower training costs, and better overall productivity.

You need your service techs to perform effective repairs, but what you really want is for those techs to identify ways to solve problems and provide other benefits -- in short, to build customer relationships and even generate additional sales.

Great candidates want to know what truly makes a difference and drives results, because they know helping the company succeed means they will succeed as well.

## **25. "What are the company's highest priority goals this year, and how would my role contribute?"**

Is the job the candidate will fill important? Does that job matter?

· Great candidates want a job with meaning, with a larger purpose -- and they want to work with people who approach their jobs the same way.

Otherwise a job is just a job.

## **26. "What percentage of employees was brought in by current employees?"**

Employees who love their jobs naturally recommend their company to their friends and peers. The same is true for people in leadership positions -- people naturally try to bring on board talented people they previously worked with. They've built relationships, developed trust, and shown a level of competence that made someone go out of their way to follow them to a new organization.

And all of that speaks incredibly well to the quality of the workplace and the culture.

## **27. "What do you plan to do if...?"**

Every business faces a major challenge: technological changes, competitors entering the market, shifting economic trends. There's rarely one of Warren Buffett's moats protecting a small business.

So while some candidates may see your company as a stepping-stone, they still hope for growth and advancement. If they do eventually leave, they want it to be on their terms, not because you were forced out of business.

Say I'm interviewing for a position at your ski shop. Another store is opening less than a mile away: How do you plan to deal with the competition? Or you run a poultry farm (a huge industry in my area): What will you do to deal with rising feed costs?

Great candidates don't just want to know what you think; they want to know what you plan to do and how they will fit into those plans.

## Lesson 5: Initial Presentation

|   |   |  |
|---|---|--|
| <b>INTRODUCTION</b>   | Objective:  | Materials:   |
| Activity:   |   |  |
| <b>PRACTICE</b>   | Objective:<br>Learn about initial presentation of self as it pertains to employment | Materials: Computer to access YouTube video- “10 Job Interview Tips For (and By) Young People with Disabilities” by INCLUDEnyc, Published March 3, 2017; <i>Interviewing Tips</i> , handout from the Job Accommodation Network- <a href="http://www.JAN.wvu.edu">www.JAN.wvu.edu</a> ; “10 Point Checklist” handout from Tropicana Employment- <a href="https://www.tropicanaemployment.ca/2015/08/14/your-10-point-checklist-for-personal-hygiene">https://www.tropicanaemployment.ca/2015/08/14/your-10-point-checklist-for-personal-hygiene</a> |
| Activity:<br><ol style="list-style-type: none"> <li>1. Video and Discussion</li> <li>2. Interview Tips</li> <li>3. Checklist</li> </ol> |   |  |
| <b>MASTERY</b>  | Objective:  | Materials:   |
| Activity:<br><ol style="list-style-type: none"> <li>1. Observation</li> </ol>   |   |  |

## Lesson 5: Initial Presentation

### Practice- Activity

#### 1. Video and Discussion

Pose the following questions:

- Have you ever gone on a job interview?
- Do you know what an employer is looking for in a job candidate?
- Do you know what to wear?
- What social skills to use?

Then tell them that they will watch a video to begin thinking about how to present themselves to employers in the best way.

Play the video from INCLUDEnyc. Facilitate a discussion on how what we wear, what we say and how we handle ourselves impact success of the interview.

## Lesson 5: Initial Presentation

### Practice- Activity

#### 2. Interviewing Tips

Review the Interviewing Tips handout with students. Read the “Do’s” tips first; then the Don’t’s” tips. Ask two participants to volunteer to practice greeting an employer for a job interview. Focus on maintaining eye contact, shaking hands, using the employers name in the conversation, and speaking clearly and distinctly.

## Lesson 5: Initial Presentation

### Practice- Activity

#### 3. 10 Points

Hand out the “10 Point Checklist for Personal Hygiene” to students. Go through each tip and discuss its importance to an interview, as well as to keeping a job.

## Lesson 5: Initial Presentation

### Mastery Activities

#### 1. Observation

Observe personal appearance, greeting and answers of student in a mock interview.

### Scoring Rubric

|   | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|---|---------------|-----------------|-------------------|---------------|
| Students appearance was appropriate for job interview |               |                 |                   |               |
| Student displays appropriate manners during interview |               |                 |                   |               |
| Student displays appropriate answers during interview |               |                 |                   |               |

Comments:

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# 10 Point Checklist for Personal Hygiene

While appearance isn't everything, it is important to your career. At the very least, you need to practice good hygiene. Here are 10 quick tips that will help you ensure that you don't lose an opportunity because of the way that you smell:

**Brush your teeth.** Always make sure that you brush your teeth after eating or smoking. Bad breath is a HUGE turnoff!

**Shower.** Shower every day and definitely after exercising or cooking with strong smelling foods.

**Take care of your clothing.** Your clothes should always be clean and pressed. If you have any doubts; don't wear it.

**Trim your nails.** Fingernails need to be trimmed and clean. If you are wearing polish, make sure that it's not chipped and that the color is subtle.

**Pluck your eyebrows.** If you have a uni-brow or you have any stray hairs, clean them up!

**Wear deodorant.** Every. Single. Day.

**Wash your hands.** You don't want to be the person with dirty, clammy, or sticky hands. Also, washing your hands regularly is one of most effective ways of preventing illness.

**Cover your mouth and nose when coughing or sneezing.** The people around you will thank you for it.

**Your face should be freshly shaved.** Or facial hair should be neatly trimmed. (men)

**Make up should be subtle.** And look natural. (women)

It is important that you always practice proper personal hygiene when you are at work. Since most managers are extremely uncomfortable talking about personal hygiene, they appreciate employees who do not put them in that position.

*(Written by Karen Bivand, Image Courtesy of iosphere at FreeDigitalPhotos.net)*

# Interviewing Tips

## DO

- ▶ Take identification (driver's license, state ID card, Social Security card, or passport) and extra resumes.
- ▶ Arrive at least 15 minutes early.
- ▶ Smile.
- ▶ Greet everyone in a polite and friendly manner.
- ▶ Shake hands firmly.
- ▶ Try to relax.
- ▶ Be polite and friendly.
- ▶ Show enthusiasm for the opportunity to work.
- ▶ Speak clearly and distinctly.
- ▶ Allow the employer to finish what he or she is saying without interruption.
- ▶ Listen carefully.
- ▶ Maintain eye contact.
- ▶ Tell the interviewer that you are willing to work hard.
- ▶ Use the interviewer's name in the conversation.
- ▶ At the end of the interview, ask when you might hear about a decision.
- ▶ Thank the interviewer for his/her time.
- ▶ Send a thank you letter expressing your interest in the job and the company.

## DON'T

- ▶ Chew gum or use tobacco before or during the interview.
- ▶ Slouch.
- ▶ Fidget.
- ▶ Be late.
- ▶ Be rude or present a negative attitude.
- ▶ Mumble.
- ▶ Stare off into space.
- ▶ Forget the name of the interviewer.
- ▶ Go to the interview without doing research about the company.

# Job Interview Checklist

## Preparation. Two or three days before the interview

- I have collected information about the business.
- I know the first and last name of the person(s) who will be interviewing me.
- I know why I want to work for the business.
- I have read through some common interview questions.
- I have prepared some answers to common interview questions. I know how I am going to answer these questions, and/or I have created a cheat sheet.
- I have prepared a list of questions that I would like to ask the interviewer.
- I have an up-to-date resume with complete references ready to take to the interview.
- I know exactly where the interview will take place and how long it will take me to get there.
- I have decided what to wear to the interview.
- I have scheduled a full night's sleep before the interview.

## **The Day of the Interview, Did You Remember to Bring...**

- I have a copy of my resume, references, letters of recommendation.
- I have paper and pen for notes.
- I have, my pad that contains the company research I have done and/or my list of questions.
- I have paid special attention to personal hygiene and my choice of clothing.

## **The Interview - Travel time and Arrival**

- I am leaving early in case of traffic jams or unforeseen problems. I do not arrive more than 10 minutes early.
- I am relaxed, friendly, and business-like with everyone I meet.
- I introduce myself to the receptionist and confirm my appointment.

## Lesson 6: Asking Questions

|                                |  |   |
|--------------------------------|--|---|
| <b>INTRODUCTION</b>            | Objective: Know when to ask questions during interview.                        | Materials:  |
| Activity:<br>1. Discussion     |  |   |
| <b>PRACTICE</b>                | Objective: Identify questions to ask at end of the interview.                  | Materials: Handout-“Top 12 Best Questions to ask at the end of the Job Interview” |
| Activity:<br>1. Best Questions |  |   |
| <b>MASTERY</b>                 | Objective: Demonstrate asking of appropriate questions at end of an interview. | Materials:  |
| Activity:<br>1. Observation    |  |   |

## Lesson 6: Asking Questions

### Introduction Activities

#### 1. Discussion

Facilitate a discussion that addresses asking questions at an interview. Focus on the appropriate time in the interview to do so. Also ask students to identify several questions that would be appropriate to ask at an interview.

## Lesson 6: Asking Questions

### Practice Activities

#### 1. Best Questions

Facilitate a discussion in which the students identify a list of questions that they think are appropriate to ask at an interview. Or use the list of questions identified in the introductory activity for this lesson.

Provide the handout, “Top 12 Best Questions to Ask at the End of the Job Interview,” from [www.biginterview.com](http://www.biginterview.com). Facilitate a discussion that compares the ones the students listed with those on the handout. Include when to ask the questions, as well as why it is important to ask some questions at the interview.

Pair students and have them practice asking questions to one another. One takes the role of the interviewee and the other is the interviewer.

## Lesson 6: Asking Questions

### Mastery Activities

#### 1. Observation

Observe the student asking questions in a mock interview. Are the questions appropriate to the job? Does the student ask them at an appropriate time?

#### Scoring Rubric

|   | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|---|---------------|-----------------|-------------------|---------------|
| Student displays understanding of when to ask questions of potential employers. |               |                 |                   |               |
| Student asks questions that are appropriate and pertaining to the job.          |               |                 |                   |               |

Comments:

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# Top 12 Best Questions to Ask at the End of the Job Interview

www.biginterview.com

**An interview is a two-way street.** Your potential employer is asking you questions to learn about you and your skills. In return, you need to prepare questions to ask your potential employer about the position, your boss, and the company in order to be sure that this is the right job for you.

In addition, if you don't prepare smart questions, you run the risk of the interviewer assuming you aren't interested or haven't prepared.

Your opportunity to ask questions usually comes at the end of the interview. You must prepare at **least two questions** that demonstrate your interest in the position, your drive to excel in the role, and the fact that you've done some homework (*researched company, industry, department*).

So how do you come up with these smart questions that show you're the perfect hire? As you conduct your **pre-interview research**, make note of topics that you'd like to ask about.

Keep in the mind that the best questions to ask are focused, open-ended question.

**Avoid yes or no questions** and avoid questions that are so broad that they are difficult to answer. You don't want to stump the interviewer when you're trying to make a good impression and develop rapport.

Still not sure what to ask? We have some proven examples of good questions to ask during a job interview:

## **1. Can you tell me more about the day-to-day responsibilities of this job?**

This is your chance to learn as much as possible about the role, so you can decide whether this is a job you really want. By learning more about the day-to-day tasks, you will also gain more insight into what specific skills and strengths are needed and you can address any topics that haven't already been covered.

## **2. What do you think are the most important qualities for someone to excel in this role?**

This question can often lead to valuable information that's not in the job description. It can help you learn about the company culture and expectations, so you can show that you are a good fit.

## **3. What are your expectations for this role during the first 30 days, 60 days, year?**

Find out what your employer's expectations are for the person in this position.

## **4. Describe the culture of the company.**

Are you a good fit for this particular organization? Make sure you are comfortable with the culture and the dynamic of the company.



**5. Where do you think the company is headed in the next 5 years?**

If you plan to be in this role for several years, make sure the company is growing so you can grow with the company.

**6. Who do you consider your top competitor, and why?**

You should already have an idea of the company's major competitors, but it can be useful to ask your interviewer for their thoughts. Naturally, they will be able to give you insight you can't find anywhere else.

**7. What are the biggest opportunities facing the company/department right now?**

This question shows your drive to seize opportunity and may help you learn more about where the company will be focusing over the next several months.

**8. What are the biggest challenges facing the company/department right now?**

On the flip side, you may want to ask about challenges. This question can help you uncover trends and issues in the industry and perhaps identify areas where your skills could save the day.

**9. What do you like best about working for this company?**

Ask about your interviewer's personal experience for additional insight into the company's culture.

**10. What is the typical career path for someone in this role?**

This question can help you learn whether the company promotes from within, and how career advancement works within the organization. By asking the question, you show your interest in growing with the organization - just be careful not to phrase it in a way that sounds too self-serving (i.e. When can I expect a raise and a promotion?).

**11. How do I compare with the other candidates you've interviewed for this role?**

This is a slightly risky choice. You don't want to put the interviewer in an awkward position. However, if things are going well and you've built a strong rapport, this question can help you see if there are any concerns or issues that you could address to show why you're the best person for the job.

**12. What are the next steps in the interview process?**

This question shows that you are eager to move forward in the process. It will also help you gain important information about the timeline for hiring so that you can follow up appropriately.

**Remember:** Don't ask about salary or benefits just yet. Wait until you are in the final steps of the interview process to negotiate with the hiring manager or an HR representative.

## Lesson 7: Telling About Yourself

|   |   |  |
|---|---|--|
| <b>INTRODUCTION</b>   | Objective:<br>Develop understanding of appropriate information to share with a potential employer | Materials: video at <a href="https://www.themuse.com/advice/a-simple-formula-for-answering-tell-me-about-yourself">https://www.themuse.com/advice/a-simple-formula-for-answering-tell-me-about-yourself</a>  |
| Vocabulary- Past, Present, Future<br><br>Activity:<br>1. Video and Discussion     |   |  |
| <b>PRACTICE</b>   | Objective:<br>Enhance understanding of appropriate ways to tell somebody about yourself           | Materials: Questions from Marc Gold and Associates<br><a href="https://www.marccgold.com/publications/">https://www.marccgold.com/publications/</a>  |
| Vocabulary- Personal profile<br><br>Activity:<br>1. Discussion & Personal Profile |   |  |
| <b>MASTERY</b>  | Objective:<br>Demonstrate ability to show yourself to a potential employer in a positive light    | Materials: Access to various websites:<br><ol style="list-style-type: none"> <li>1. <a href="https://24slides.com/presentbetter/how-make-visual-resume-powerpoint/">https://24slides.com/presentbetter/how-make-visual-resume-powerpoint/</a></li> <li>2. <a href="http://www.marccgold.com/publications">www.marccgold.com/publications</a> <ol style="list-style-type: none"> <li>a. "Using a Visual Resume for Job evelopment," by Ellen Condon</li> <li>b. "Visual Resume Example," by Ellen Condon</li> </ol> </li> <li>3. <a href="https://Pacer.org/Transition">https://Pacer.org/Transition</a>, PACER's National Parent Center on Transition and Employment: "Building a Resume: Tips for Youth with Disabilities"</li> </ol> |
| Vocabulary- Resume, Visual Resume<br><br>Activity:<br>1. Visual Resume            |   |  |

## Lesson 7: Telling About Yourself

### Introduction Activity

#### 1. Video and Discussion

Define vocabulary as it pertains to telling information about yourself. Then have students watch video on answering the question, “Tell Me About Yourself”. Facilitate a discussion about comfort levels in talking about oneself, and the importance of doing so while in an interview.

## Lesson 7: Telling About Yourself

### Practice Activity

#### 1. Discussion and Personal Profile

Note- This lesson may need to be extended over several class periods.

Provide a copy of the Marc Gold handout to each student. Explain that the answers to the questions will assist them to develop a personal profile that can then be used to develop a resume or video resume.

Facilitate a discussion about the questions emphasizing that the answers to all of them do not need to be included in a video resume. Then lead them in a discussion that pinpoints those in each section that they believe are most important to tell about themselves. Write these on the board or on chart paper. Students can then refer to them as they do the next step.

Students should write answers to the questions identified. Explain how these answers will be used to develop a video resume.

## Lesson 7: Telling About Yourself

### Mastery Activity

#### 2. Video Resume

Review the personal profiles that students developed in the practice lesson. Facilitate a discussion about transferring the information to develop a video resume.

Access the various websites that have information about video resumes. Facilitate a discussion about developing a video resume and assign a timeline to complete one about themselves. Provide support as they work independently on their personal video resume.

# MG&A

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## *Topics for Discover Yourself*

### **1. Who are you?**

- a. *Where do you live?*
- b. *Who do you live with?*
- c. *Who do you spend the most time with?*
- d. *Who do you consider your closest friends?*
- e. *Where in your town i your home?*
- f. *Describe your home/bedroom.*
- g. *What parts of your community do you spend the most time in?*
- h. *Where do you shop for groceries?*
- i. *Where **do** you shop for clothes?*
- j. *Where do you shop for household items?*
- k. *Where **do** you shop for convenience items?*
- l. *Do you have an organization/club/church that you are a member of?*
- m. *If so, how often do you meet/attend?*
- n. *If so, who are the people you associate with?*
- o. *Is your home close to or far away from most of your activities?*
- p. *Where do you go to school?*
- q. *Where do the people you live with work?*
- r. *How do you earn spending money?*

### **2. How do you spend your time?**

- a. *What are your weekday routines? (list variations, as appropriate for specific days)*
- b. *What is your Saturday routine?*
- c. *What is your Sunday routine?*
- d. *What is the best pan of your day/week?*
- e. *What is the toughest/most challenging part of your day/week?*
- f. *How do you wake up in the morning?*
- g. *How do you decide what to wear each day?*
- h. *When are you the most engaged/interested during the day/week?*
- i. *When are you the most bored during the day/week?*
- j. *List daily tasks that you need assistance doing?*
  - *waking up*
  - *bathing*
  - *dressing*
  - *preparing breakfast/lunch/dinner*
  - *planning for the day*
- k. *What are the most important times of your day week?! (church, clubs, school)*
- l. *What friends or relatives do you see on a regular basis?*

## MG&A

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### 3. *Your Personal History*

#### You & Home

- a. *How long have you lived at your current home?*
- b. *Where did you live before that and for how long?*
- c. *What are the important events of your life?*
- d. *Who were the most important adults in your life? (other than parents)*

#### School

- a. *What other schools have you attended?*
- b. *Did you graduate from high school?*
- c. *How many years of school did you attend/have you attended so far?*
- d. *Who were your favorite teachers?*

#### Employment

- a. *What have you done to earn spending money when young?*
- b. *What short term jobs have you done?*
- c. *What regular jobs have you held?*
- d. *What have been your favorite employment experiences? (describe)*
- e. *Do you have a service that you charge others for? (pet sitting, lawn mowing, etc.)*
- f. *What tasks did you perform at work?*
- g. *What work skills do you have that might be offered to potential employers?*

### 4. *What are your Responsibilities?*

- a. *What household tasks do you do without being asked? (When?)*
- b. *What household/home tasks do you do as an expectation of your family? (When?)*
- c. *What household/home tasks would you like to do, if possible?*
- d. *What are your most important responsibilities? Why & When?*
- e. *What tasks/activities do you do to support others, outside your home? (When?)*
- f. *What household/home tasks are you expected to do that you do not do?*
- g. *What are your most/least enjoyable tasks that you are expected to do?*

### 5. *How do you get around your community? (Transportation)*

- a. *How do you get around the community?*
- b. *Does a bus come within 5 blocks of your home?*
- c. *Who in your family has a car?*
- d. *When is the ca,'(s) at home?*

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## MG&A

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- e. *Do you ride a bicycle outside your neighborhood?*
  - f. *Do you have friends or relatives who provide you with rides?*
6. *What are your Informal and Organized Activities?*
- a. *What activities do you do when alone? (TV, reading, computer, etc.)*
  - b. *What activities do you do with your immediate family at home?*
  - c. *What activities do you do by yourself in your neighborhood, outside your home?*
  - d. *What activities do you do with others in your neighborhood, outside your home?*
  - e. *What activities do you do in your community by yourself?*
  - f. *What activities do you do in your community with others?*
7. ***Skills for living and working*** (List tasks that you can currently do in these areas. You might want to ask others to help you identify your skills. Also, describe any support that you might need to perform these tasks.)
- a. *Domestic skills:* (examples: describe tasks you can do associated with cleaning, cooking, maintenance, lawn care, sewing/knitting, etc.)
  - b. *Community functioning skills:* (examples: describe tasks you can do associated with shopping, travel, negotiating, asking for assistance, directions, traffic and safety, etc.)
  - c. *Recreation/leisure skills:* (examples: describe tasks you can do associated with organized games and sports, arts/crafts, individual games and personal activities, hobbies, etc.)
  - d. *Academic skills"-Reading, Math, Time, Money:* (Examples: describe tasks you can do associated with the application of academic skills in life such as setting and using an alarm clock, setting and using a wrist watch, paying and receiving change from a sales interaction, reading a menu, being on- time for meetings-, etc.)
  - e. *Motor/mobility skills:* (examples: describe tasks you can do associated with movement and mobility such as riding a bicycle, jogging around the block, walking around the mall, shooting targets at an archery range, etc.)
  - f. *Sensory skills:* (examples: describe your tasks/abilities associated with sensing your environment such as matching socks, smelling a fire burning, seeing a car approaching etc.)
  - g. *Communication skills:* (examples: describe tasks you can do such as talking to others on the telephone, placing an order for pizza, letting someone know that you are ill, explaining how to start a lawn mower, giving someone a compliment, etc.)
  - h. *Social interaction skills:* (examples: describe tasks you can do such as participating in a group conversation, helping others perform a task, planning a social event, talking a friend into going to a movie, letting someone else have their way, etc.)



## MG&A

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- t. *Physical health related skills and information:* (examples: describe tasks you can do such as taking your temperature, taking the correct dosage of aspirin for a headache, letting someone know when you are ill, making an appointment with a dentist/doctor, relate to a nurse your medical history, etc.)
- j. *Vocational skills:* (examples: describe tasks that you can do that might be seen as a contribution by potential employers such as making copies on a copy machine, backing up a hard drive to a ed., telling someone the features of a product, cross-cutting 2 x 4's on a miter saw, etc.)

### 8. *Who do you know? (Connections)*

- a. *If in school, who are your teachers, assistants, principals and other staff that you see frequently?*
- b. *If in a One-Stop center, who is your assigned employment services counselor, VR counselor, receptionist and other staff you see frequently?*
- c. *Who are neighbors that you or your family knows well?*
- d. *"What businesses do you or your family frequent in your community for groceries, clothing, auto repair, home services and other purchases?*
- e. *Who is the owner or contact person a-teach of these businesses?*
- f. *Do you have any family members who own businesses or who are involved in politics, government services or other public positions?*
- g. *Are there friends of the family who own local businesses or who are involved in politics, government services or other public positions?*
- h. *Do you have a mentor or important person in your life who might know others?*

### 9. *What are your Interests and Hobbies?*

- a. *What life activities do you do most often?*
- b. *What life activities do you have the most information about?*
- c. *What life activities do you have the most skills in?*
- d. *What life activities do you do with others, outside your family?*
- e. *What life activities do you plan your schedule around?*
- f. *When asked "What is your favorite activity, hobby or interest area?" what is your response?*
- g. *What skills not listed in #7 do you have regarding 'hobbies and interest areas?*

**10. What activities require personal assistance, adaptations and additional training in order for you to participate?**

- a. What life activities do you need personal assistance to perform?
- b. What life activities would be improved/made possible for you to perform with an adaptation?

**11. Personal assessment**

- a. In what setting do you feel you are at your best?
- b. At what time period of day do you feel you are at your best?
- c. What is the best way for you to learn new information for performance?
- d; What types of tasks do you feel most competent performing?
- e. What instructional strategies seem to work best for you?
- f Describe the amount of time it usually takes you to learn performance tasks?
- g. Describe the amount of support that you typically need to learn new tasks.
- h. What environments, times and tasks should be avoided?
- i. Describe any technology, accommodations or accessibility needs that you have.
- j. Do you have any habits, important routines or personal idiosyncrasies that need to be accommodated in order to successfully participate in community activities?
- k. Do you have any physical or health restrictions on tasks and performance activities?
- l. Do you feel that someone might need to negotiate, explain or "smooth the way" for you in order to participate in community activities such as employment?

*The last questions to be considered:*

- m. What works/What doesn't work for you, in general
- n. What are your conditions for a job at this time?
- o. What are your areas of interest related to employment in terms of general direction to the labor market?
- p. What are your potential contributions to offer to employers?
  - My best personality characteristics (include a description)
  - My current skills related to employment
  - My past employment experiences/jobs
  - My credentials from training, school and courses
  - Personal recommendations from employers, professionals, etc.
- q. What tasks do I want to offer to a potential employer?
- r. Which employers do I want to call on for a job?
- s. Who might help me connect with each employer?

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## Lesson 1: Driver's License

|   |  |  |
|---|--|--|
| <b>INTRODUCTION</b>                                 | Objective:<br>Determining what types of accommodations you need to obtain your driver's license. | Materials:<br><ol style="list-style-type: none"> <li>1) <a href="https://www.dmv.com/nd/north-dakota/disabled-drivers">https://www.dmv.com/nd/north-dakota/disabled-drivers</a></li> <li>2) <a href="https://www.carsdirect.com/car-buying/disabled-driving-how-to-get-your-drivers-license">https://www.carsdirect.com/car-buying/disabled-driving-how-to-get-your-drivers-license</a></li> </ol>   |
| Activity:<br>1. Websites                            |  |  |
| <b>PRACTICE</b>                                     | Objective: To learn the information in the ND Driver's Manual and pass the permit test.          | Materials:<br><ol style="list-style-type: none"> <li>1) <a href="http://www.dot.nd.gov/divisions/driverslicense/docs/class_c1.pdf">http://www.dot.nd.gov/divisions/driverslicense/docs/class_c1.pdf</a></li> <li>2) <a href="http://www.dot.nd.gov/divisions/driverslicense/noncommercial-audio.htm">http://www.dot.nd.gov/divisions/driverslicense/noncommercial-audio.htm</a></li> <li>3) <a href="http://www.dmv.com/practice-tests">http://www.dmv.com/practice-tests</a></li> </ol> |
| Activity:<br>1. Website and Driver's License Manual |  |  |
| <b>MASTERY</b>                                      | Objective: To obtain a driver's license  | Materials:<br><ol style="list-style-type: none"> <li>1) <a href="http://www.dot.nd.gov/divisions/driverslicense/driver.htm">http://www.dot.nd.gov/divisions/driverslicense/driver.htm</a></li> </ol>   |
| Activity:<br>1. Enroll in Driver's Education        |  |  |

## Lesson 1: Driver's License

### Introduction – Activity

1 Website 1 – <https://www.dmv.com/nd/north-dakota/disabled-drivers>  
Website 1 is from the DMV and talks about the different types of disabilities and if you will be considered a person with a disability who can apply for that status. Teacher and student will go through the website as a group and discuss the information that pertains to the specific student.

2 Website 2 - <https://www.carsdirect.com/car-buying/disabled-driving-how-to-get-your-drivers-license>  
This website describes what accommodations you would need to make to your vehicle. This would only be talked about if your student is physically handicapped. Teacher will discuss with students who would need modifications done to a vehicle in order for the student to drive.

3 Accommodations –  
Teacher and student will go over the accommodations that the student is currently receiving in the school and decide which would pertain to obtaining a license. Teacher and student will make a list of appropriate accommodations. Student will be able to verbally tell the teacher what types of accommodations they would need in order to obtain a drivers' license.

## Lesson 1: Driver's License

### Practice – Activity

1. Website 1 - [http://www.dot.nd.gov/divisions/driverslicense/docs/class\\_c1.pdf](http://www.dot.nd.gov/divisions/driverslicense/docs/class_c1.pdf)

## Lesson 1: Driver's License

This website is from NDDOT. It is the manual for obtaining a driver's license. Teacher will review the ND Driver's License Manual with student in preparation for the student to take his/her permit. An audio version of this is on website #2. The student needs to obtain their permit before taking the driving portion while in driver's education.

2. Website 2 - <http://www.dot.nd.gov/divisions/driverslicense/noncommercial-audio.htm>

This website is from NDDOT, it is the manual that is auditory in presentation. The student can follow along with the paper manual and listen to it being read to them.

3. Website 3 - <http://www.dmv.com/practice-tests>

This website is from DMV. It is practice tests. You need select which state you want to take practice tests from. Teacher will help student take practice tests on the website.

## Lesson 1: Driver's License

### Mastery – Activity

#### 1. Enrollment to Driver's Education Program

Student must enroll in Driver's Education through the school or other agencies. Student will advocate for himself or herself by explaining to the instructor what types of accommodations he/she needs in order to participate in the class.

## Lesson 1: Driver's License

### Mastery- Activity

2. Website 1 - <http://www.dot.nd.gov/divisions/driverslicense/driver.htm>  
Website is from the NDDOT, it gives the user information about driver's license information. Teacher and student will go through the information on website. Teacher will help student pick the closest Driver's License Department.



## Lesson 2: Community Services – Bus, Taxi, etc.

|  |   |   |
|--|---|---|
| <b>INTRODUCTION</b>  | Objective: Learn the different types of Public Transportation in the area.          | Materials: <ol style="list-style-type: none"> <li>1. <a href="https://www.dot.nd.gov/divisions/localgov/transit.htm">https://www.dot.nd.gov/divisions/localgov/transit.htm</a></li> <li>2. <a href="https://www.minotnd.org/294/City-Transit">https://www.minotnd.org/294/City-Transit</a></li> <li>3. <a href="https://www.youtube.com/watch?v=L1x1SkoIT5I">https://www.youtube.com/watch?v=L1x1SkoIT5I</a></li> </ol> |
| <p>Vocabulary: Public Transportation, Bus Transit, Bus Schedule, Taxi or Taxicab, Uber</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Websites</li> <li>3. Role Play</li> </ol> |   |   |
| <b>PRACTICE</b>  | Objective: Learn on how to access public transportation.                            | Materials: <ol style="list-style-type: none"> <li>1) <a href="https://www.wikihow.com/Use-Taxis">https://www.wikihow.com/Use-Taxis</a></li> <li>2) <a href="https://www.wikihow.com/Ride-a-Public-Transportation-Bus">https://www.wikihow.com/Ride-a-Public-Transportation-Bus</a></li> <li>3) <a href="https://www.wikihow.com/Use-Uber">https://www.wikihow.com/Use-Uber</a></li> </ol>                               |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Websites</li> </ol>   |   |   |
| <b>MASTERY</b>   | Objective: Show by demonstration that the student can access public transportation. | Materials: <ol style="list-style-type: none"> <li>1) <a href="https://www.pacer.org/transition/resource-library/publications/NPC-59.pdf">https://www.pacer.org/transition/resource-library/publications/NPC-59.pdf</a> (Page 9-10)</li> </ol>   |
| <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Website</li> </ol>  |   |   |

## Lesson 2: Community Services – Bus, Taxi, etc.

### Introduction- Activity

#### 1. Vocabulary:

Public Transportation - Buses, trains, subways, and other forms of transportation that charge set fares, run on fixed routes, and are available to the public.

Bus Transit - A transit bus (also big bus, commuter bus, city bus, town bus, stage bus, public bus or simply bus) is a type of bus used on shorter-distance public transport bus services.

Bus Schedule - A chart showing the departure and arrival times of buses.

Taxi or Taxicab - A car licensed to transport passengers in return for payment of a fare, usually fitted with a taximeter.

Uber - A car licensed to transport passengers. Riders are quoted the fare that they will pay before requesting the ride. Uber uses a dynamic pricing model; prices vary based on projected time and distance as well as the time of day and the supply and demand for rides at the time the ride is requested.

Lyft – An on-demand transportation means much like Uber.

Teacher will do an informal assessment to check for understanding to see if students understand the different types of transportation.

## Lesson 2: Community Services – Bus, Taxi, etc.

### Introduction- Activity

#### 1. Websites

**Website 1** - <https://www.dot.nd.gov/divisions/localgov/transit.htm>

Teacher will go to the website and help student pick which county they live in. The student will be able to see what the transit schedule looks like for their given county.

**Website 2** - <https://www.minotnd.org/294/City-Transit>

Teacher will go to the website and go through the bus schedule for the Minot area. Minot was picked because it is the closest larger populated area with a bus transit. Class will watch YouTube video: <https://www.youtube.com/watch?v=L1x1SkoIT5I> on how to ride a bus. If at all possible take student on a field trip to ride a real public bus.

## Lesson 2: Community Services – Bus, Taxi, etc.

### Introduction- Activity

#### 1. Role Play

Role Play - Student will role-play a call to transit and will set up a pick up and drop off in town. Teacher will set up a scenario where there is a phone and a script for the student to follow to set up a scheduled transit ride.

Student: Dials number for transit provider.

Teacher: (Teacher answers the phone) Divide County Transit – How can I help you?

Student: I would like to set up a ride to the grocery store.

Teacher: Ok. Where would you like me to pick you up?

Student: I need to be picked up at my house.

Teacher: What is your address?

Student: 123 1<sup>st</sup> SE

Teacher: What time do you want to be picked up?

Student: 12:00

Teacher: Ok. I will be at your house at 12:00. Will you need a ride home?

Student: Yes, I will.

Teacher: How long will you be at the grocery store?

Student: I think I will be at the store for 30 minutes.

Teacher: Ok. I will come and get you at 12:00 and take you to the store and bring you back home.

Once student has a good understanding of how to make the phone call and ask the appropriate questions then the student will make a real call to Transit and set up a scheduled pickup and drop off.

## Lesson 2: Community Services – Bus, Taxi, etc.

### Practice – Activity

#### 1. Websites

**Website 1** - <https://www.wikihow.com/Use-Taxis>

Teacher will go to the website and go over the steps in using a taxi as a means of transportation.

**Website 2** - <https://www.wikihow.com/Ride-a-Public-Transportation-Bus>

Teacher will go to the website and go over the steps in using the public bus system as a means of transportation.

**Website 3** - <https://www.wikihow.com/Use-Uber>

Teacher will go to the website and go over the steps in using Uber as a means of transportation.

## Lesson 2: Community Services – Bus, Taxi, etc.

### Mastery – Activity

#### 1. Website

**Website-** <https://www.pacer.org/transition/resource-library/publications/NPC-59.pdf>

Teacher will go to the website and go over the different apps for using public transportation. Teacher will simulate a transportation situation in which the child needs to use one of the apps to secure transportation.

Simulation–Teacher asks student to find transportation to and from a destination in their city. The student needs to access one of the apps, whichever one is applicable.

### Scoring Rubric

|  | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|--|---------------|-----------------|-------------------|---------------|
| Student is able to seek out what community transportation services are available |               |                 |                   |               |
| Student is able to access the community transportation available                 |               |                 |                   |               |
| Student is able to use transportation to get to destination                      |               |                 |                   |               |

Comments:

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## Lesson 1: Refusal

|   |   |  |
|---|---|--|
| <b>INTRODUCTION</b>   | Objective:  | Materials:   |
| Activity:   |   |  |
| <b>PRACTICE</b>   | Objective: Students will understand how to escape unhealthy situations using refusal strategies/skills.   | Materials: A copy of student handouts for each student 'Interpersonal Communication Refusal Skills' from Health Skill Models- <a href="http://www.rmc.org/healthskills">www.rmc.org/healthskills</a> |
| Vocabulary- Peer pressure, consequence, trusted adult, assertive, aggressive, passive, communication, internal refusal, external refusal, self-statements |   |  |
| Activity:   |   |  |
| 1. Role Play  |   |  |
| <b>MASTERY</b>  | Objective: Student demonstrates how to escape unhealthy situations using refusal strategies/skills in the school environment and/or on the job. | Materials:   |
| Activity:   |   |  |
| 1. Observation  |   |  |

## Lesson 1: Refusal

### Practice- Activity

#### 1. Role Play

Do the Sample Role Play as a whole group with two volunteers to read the script. Facilitate a discussion using the reflective questions. Teacher then guides the students in a discussion about the steps of refusal using the handout from Health Skill Models as a guide.



## Lesson 1: Refusal

### Sample Role Play

**Scenario:** Two friends, Alex and Jo, are at the football game. Alex's friend stopped at the dispensary and picked up some weed. He is trying to get Jo to smoke it with him.

**Alex:** Hey, Jo, do you think we are going to win this game?

**Jo:** I don't know. The other team is pretty good.

**Alex:** It really doesn't matter though. You believe this, but Shawn scored some really good weed and he gave me some of it.

**Jo:** Are you kidding? There is no way I would do that--especially since we are on school property. If we get caught, we would be suspended for sure.

**Alex:** There is no way we will get caught. Look at all the people here. We are going to do it after the game.

**Jo:** Alex, would you listen to me. It doesn't matter where we do it, it is illegal. And besides that, if we did get caught, my dad would go ballistic.

**Alex:** What's the big deal? No one cares about it anymore now that it is legal.

**Jo:** How many times do I have to tell you. No. Smoking weed is not something I want to do. There are other things I want to do tonight. Getting high is not one of them.

**Alex:** You never want to do stuff that's really fun. Getting high is not so bad. I thought you were my friend.

**Jo:** Let's finish watching the game and then you can go do what you want to do. I can't go get high, but I still want to go boarding with you tomorrow.

**Alex:** Okay, but you don't know what you are missing.

**Jo:** I know, but I am going to stay here and finish the game and then hang out with some of the other guys.

### Reflection:

How realistic was the role play? How did Jo demonstrate his assertiveness? What techniques did Jo use to say no? Did Alex get the message? Are they still friends? How did Jo handle the pressure that from Alex?

[www.rmc.org/healthskills](http://www.rmc.org/healthskills)

Lesson 1: Refusal

# Interpersonal Communication Refusal Skill Scenarios

## Refusal Skills Organizer

### Step 1: Describe the conflict/pressure you are experiencing.

Examples of conflict/pressure situations.

- \* Theft
- \* Assault
- \* Threats
- \* Plagiarism

Describe the Conflict

- \* Bullying
- \* Cheating
- \* Shoplifting \* Lying
  
- \* Sexuality Situations
- \* Using Alcohol, Tobacco or Other Drugs \* Vandalism/Trespassing

Describe the Pressures (Internal, external)

### Step 2: Determine the consequences.

| Internal Consequence<br>Feelings | School<br>Consequence | Family<br>Consequence | Community<br>Consequence |
|----------------------------------|-----------------------|-----------------------|--------------------------|
|                                  |                       |                       |                          |

## Lesson 1: Refusal

Health Skill Models: [www.rmc.org/healthskills](http://www.rmc.org/healthskills)

### Step 3: Use strategies to say 'No'.

|                     |                     |                               |                       |                      |
|---------------------|---------------------|-------------------------------|-----------------------|----------------------|
| Leave the situation | Repetition of "No". | Suggest something else to do: | Make a joke out of it | Reverse the pressure |
| Firmly say "No."    | Make an excuse      | Change the subject            | Use a self-statement  | Yes-No- Yes Message  |
| o Other             |                     |                               |                       |                      |

### Step 4: Handle the pressure.

If pressure continues how will you handle the pressure?

### Step 5: Leave the door open.

If you need to leave, and you want to leave the door open to keep your friend. What will you say to keep your friend so they know it is not them but the behavior you don't agree with. What will you say to leave the door open?

### Step 6: Reflection

1. Which refusal strategy is effective for me and why?
2. Discussion- one or two outcomes of your refusal strategy.
3. Were you happy with the outcome of using the refusal strategy? Why or why not?
4. If you were not happy with the outcome, what would you do differently?
5. Did the outcome impact anyone else? Explain.

Health Skill Models: [www.rmc.org/healthskills](http://www.rmc.org/healthskills)



## Lesson 1: Refusal

### Mastery- Activity

#### 1. Observation

Set up role playing situations where students would need to use their refusal skills to respond. Observe for appropriate use of refusal skills.

### Scoring Rubric

|  | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|--|---------------|-----------------|-------------------|---------------|
| Student is able to describe the conflict/pressure they are feeling |               |                 |                   |               |
| Student is able to communicate the consequences                    |               |                 |                   |               |
| Student demonstrates the appropriate strategy                      |               |                 |                   |               |

Comments:

## Lesson 2: Safety Guidelines at Work

|   |  |  |
|---|--|--|
| <b>INTRODUCTION</b>   | Objective:<br>Develop understanding of safety at work              | Materials: Definitions worksheet-<br><a href="http://www.businessdictionary.com/definition/workplace-safety">www.businessdictionary.com/definition/workplace-safety</a>  |
| <p>Vocabulary- safety, safety precautions, safety procedures</p> <p>Activity:<br/>1. Vocabulary &amp; Discussion/Safety Look-up</p> |  |  |
| <b>PRACTICE</b>   | Objective:<br>Enhance understanding of safety at work              | Materials: “Top 10 Safety Tips” worksheet- <a href="https://www.arbill.com/arbill-safety-blog/bid/182469/top-10-workplace-safety-tips-every-employee-should-know">https://www.arbill.com/arbill-safety-blog/bid/182469/top-10-workplace-safety-tips-every-employee-should-know</a> |
| <p>Activity:<br/>1. Discussion</p>  |  |  |
| <b>MASTERY</b>  | Objective:<br>Demonstrate knowledge of workplace safety guidelines | Materials: Access to various job descriptions, worksheet   |
| <p>Activity:<br/>1. Comparison of safety guidelines for several different categories of jobs</p>                                    |  |  |

## Lesson 2: Safety Guidelines at Work

### Introduction Activity

1. Define vocabulary

Have a small group of students use a computer to look up the definitions of each of the terms (safety, safety procedures, safety precautions). Have another small group look up the safety procedures for several preferred jobs. Then facilitate a discussion to clarify the definitions. Include the importance of job safety.

## Lesson 2: Safety Guidelines at Work

### Practice Activity

#### 1. Discussion

Hand out worksheet- “Top 10 Safety Tips”. Read each definition and facilitate a discussion about its importance. Highlight importance for jobs preferred by students.

## Lesson 2: Safety Guidelines at Work

### Mastery Activity

#### 2. Comparison

Direct students to use the worksheet to compare the important safety guidelines for two different preferred jobs. Hold a short conference with each student and have them explain the importance of each guideline for that particular job.

#### Comparison of safety guidelines at work

| Safety Guidelines<br>↓<br>List guidelines below | Job 1: | Job 2: |
|---|--------|--------|
| 1.  |        |        |
| 2.  |        |        |
| 3.  |        |        |
| 4.  |        |        |



## **Definitions**

[www.businessdictionary.com/definition/workplace-safety.html](http://www.businessdictionary.com/definition/workplace-safety.html)

### **What is safety in a workplace?**

Describes policies and procedures in place to ensure the safety and health of employees within a workplace. Involves hazard identification and control according to government standards and ongoing safety training and education for employees.

### **What are the safety precautions?**

An action taken in advance to protect against possible danger, failure, or injury; a safeguard: followed safety precautions when using heavy machinery.

### **What are the safety procedures?**

Safe work practices are generally written methods outlining how to perform a task with minimum risk to people, equipment, materials, environment, and processes. Safe job procedures are a series of specific steps that guide a worker through a task from start to finish in a chronological order.

# TOP 10 WORKPLACE SAFETY TIPS EVERY EMPLOYEE SHOULD KNOW

Posted by Julie Copeland, CEO

<https://www.arbill.com/arbill-safety-blog/bid/182469/top-10-workplace-safety-tips-every-employee-should-know>

Workplace safety cannot exist on best practice guidelines and policies alone, A safe working environment is based on how well the people, in both management and on the factory floor, adhere to -- and communicate about - safety standards.

The foundation of any successful workplace safety effort is the everyone encourages employees to identify unsafe behaviors and opportunities for improvement while also making well-informed safety decisions during daily routine tasks.

Here's the *Top 10 Workplace Safety Tips Every Employer Should Know* to help you inform your own workers and create a workplace safety environment based on shared responsibility:

## 1) Be Aware of Your Surroundings

This step requires knowing the particular hazards of your job or workplace. Once you've learned these risks, you can be able to keep clear of potentially hazardous areas, and potential hazardous situations. Also, always be alert of machinery.

## 2) Keep Correct Posture to Protect Your Back

If you work at a desk, keep your shoulders in line with your hips to avoid back problems. If you're picking things up, use correct form so your back doesn't get hurt. Avoid stooping and twisting. If possible, always use ergonomic designed furniture and safety equipment so everything you need is within easy reach.

### **3) Take Regular Breaks**

So many work-related injuries and illnesses occur because a worker is tired, burned out and not alert to their surroundings. Taking regular breaks helps you stay fresh on the job. One trick to staying alert is to schedule the most difficult tasks when your concentration is best, like first thing in the morning.

### **4) Use Tools and Machines Properly**

Take the proper precautions when using tools, and never take shortcuts. Taking shortcuts is one of the leading causes of workplace injury. It's a huge safety risk to use scaffolding as a ladder or one tool in place of another for a specific job. Using tools the right way greatly reduces the chance of workplace injury.

### **5) Keep Emergency Exits Easily Accessible**

In case of an emergency, you'll need quick, easy access to the exits. It's also recommended to keep clear access to equipment shutoffs in case you need to quickly stop them from functioning.

### **6) Report Unsafe Conditions to Your Supervisor**

Your supervisor needs to be informed about any workplace safety hazards or risks. They are legally obligated to ensure their employees have a safe working environment and will take care of the unsafe conditions and make them safe for you and your coworkers.

### **7) Use Mechanical Aids Whenever Possible**

Instead of attempting to carry or lift something that's really heavy in an attempt to save a sliver of time during your workday, take the extra minute to use a wheelbarrow, conveyor belt, crane or forklift. Too many injury risks are involved with trying to lift something that weighs too much.

### **8) Stay Sober**

Around three percent of workplace fatalities occur due to alcohol and drugs. When a worker's ability to exercise judgment, coordination, motor control, concentration or alertness is compromised, this leads to any number of risks for workplace injury and fatalities.

## **9) Reduce Workplace Stress**

Stress can lead to depression and concentration problems. Common causes of workplace stress include long hours, heavy workload, job insecurity and conflicts with coworkers or managers. Take your concerns about workplace stress to your supervisor to see how they might help you address them.

## **10) Wear the Correct Safety Equipment**

If you're not wearing the correct safety equipment for a task, you may get injured. Depending on the job, equipment like earplugs, earmuffs, hard hats, safety goggles, gloves or a full-face mask greatly reduce the risk of workplace injury.

It's up to facility managers and business owners to get their employees onboard with workplace safety efforts, encouraging them to become active members in the process. Share with them the workplace injury statistics and the inherent risks their job presents to them on a daily basis. Provide incentives that reward them for exemplifying great workplace safety behavior. These simple initiatives really do make all of the difference.

### Lesson 3: Law Enforcement and First Responders

|   |   |   |
|---|---|---|
| <b>INTRODUCTION</b>   | Objective:  | Materials:  |
| Activity:   |   |   |
| <b>PRACTICE</b>   | Objective: Understand rights and responsibilities when dealing with law enforcement and first responders                | Materials: Emergency contact sheet & calling 911 handout from <a href="http://www.kidshealth.org">www.kidshealth.org</a> ; "Interacting with Law Enforcement" article from <a href="http://www.autismspeaks.org">www.autismspeaks.org</a> ; Handout, "Graduating into an Adult World Your Legal Rights and Responsibilities" from the State Bar Association of North Dakota |
| Activity: <ol style="list-style-type: none"> <li>1. Brainstorm and Discussion</li> <li>2. Calling 911</li> <li>3. Disclosing disability</li> <li>4. Responsibilities to follow law</li> </ol> |   |   |
| <b>MASTERY</b>  | Objective: Demonstrate appropriate behaviors when dealing with law enforcement and/or first responders, and calling 911 | Materials:  |
| Activity: <ol style="list-style-type: none"> <li>1. Observation</li> </ol>  |   |   |

## Lesson 3: Law Enforcement and First Responders

### Practice- Activity

#### 1. Brainstorm and Discussion

To prepare students for the topic of dealing with law enforcement and first responders, it is first important to discuss situations when you would most likely be interacting with emergency personnel.

1. Brainstorm when you would encounter law enforcement and make a list on the board (traffic violation, accident, unlawful behavior, if you make a 911 call, in an unsafe situation, when you need help, etc.)
2. Brainstorm when you would encounter an emergency first responder and make a list on the board (if you are in an accident, when there is a fire, if you are hurt, etc.)

Facilitate a discussion around how you and others should act when encountering these situations.

## Lesson 3: Law Enforcement and First Responders

### Practice- Activity

#### 2 Calling 911

Provide kidshealth.org handouts and discuss when to call 911, as well as what to expect when you do.

## Lesson 3: Law Enforcement and First Responders

### Practice- Activity

#### 3. Disclosing Disability

Have students read the handout from [autismspeaks.org](http://autismspeaks.org). Facilitate a discussion on how and when to disclose their disability to law enforcement and/or first responders.



## Lesson 3: Law Enforcement and First Responders

### Practice- Activity

#### 4. Responsibilities to Follow the Law

Have students read or read as a group, the handout from the State Bar Association of North Dakota. Facilitate discussion on each item/section. Key concepts to review and explore:

- Arrest
- Driving, Registration, and Licensing
- Driving under the Influence
- Minor and Possession
- Sex and Minors

## Lesson 3: Law Enforcement and First Responders

### Mastery Activity

#### 1. Observation

Set up role play situations in which law enforcement and first responders are encountered. Observe students for appropriate behaviors.

Set up a situation in which 911 will need to be called. Have each student make a mock 911 call. Observe for appropriate behaviors.

### Scoring Rubric

|  | Beginner<br>1 | Developing<br>2 | Accomplished<br>3 | Advanced<br>4 |
|--|---------------|-----------------|-------------------|---------------|
| Student is able to demonstrate when it is appropriate to call 911. |               |                 |                   |               |
| Student demonstrates ability to call 911.                          |               |                 |                   |               |
| Student demonstrates ability to talk to emergency personnel.       |               |                 |                   |               |

Comments:

# Emergency Contact Sheet

**FOR EMERGENCY SERVICES: DIAL 911**

The best time to prepare for an emergency is before it happens. Fill out this sheet and keep it near each phone. Update the sheet when necessary, and be sure to let family, babysitters, and others know that it is available.

---

### EMERGENCY NUMBERS

---

Polson Control Center: **1-800-222-1222**

Hospital Name: Phone:

Doctor's Name: Phone:

Dentist's Name: Phone:

Pharmacy Name: Phone:

Health Insurance Plan:  
Policy #; Phone:

---

### FAMILY CONTACT NUMBERS

---

Parents' Names:

Kids' Names:

Address:

City: State: Zip:

Home Phone:

Mom Cell#: Mom Work#:

Dad Cell#: Dad Work#:

Emergency Contact 1

Name:

Relationship:

Phone:

Emergency Contact 2

Name:

Relationship:

Phone:



In an emergency, call 911 or your child's doctor. Before your child gets sick, speak with your doctor about the best way to handle an injury, illness, or emergency.

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**KidsHealth**  
From Nemours

**KidsHealth.org**  
The most-visited site  
devoted to children's health  
and development

## How to Use 911

Emergencies don't happen very often. But when they do, you want to get help fast. No one wants to spend time looking up the phone number. That's why 911 was created - to make it easy. In the United States and Canada, dialing 911 on your phone is the fastest way you can get help for yourself or someone else.

Not too many years ago, people had to find the right phone number in an emergency. If there was a fire, people phoned the fire department. If there was a crime, people called the police. If someone got hurt, an ambulance had to be called. Finding a number for any of these emergency workers could be very confusing - especially if a person was in a hurry or in an unfamiliar area.

### Fire, Police, or Ambulance

Today, it's as simple as dialing 911. With those three numbers, you can reach the fire department, the police, or an ambulance. When you call 911, an emergency operator - called a dispatcher - immediately connects you to the person you need.

Other countries may use another three numbers. In Great Britain, for instance, it's 999. If you're not sure which emergency number is used in your area, check your phonebook.

### When to Call 911

The only time you **should** call 911 is if a person is badly hurt or in danger *right now!*

- Can you call 911 if there's been a car accident? Yes
- Should you call if you see a crime, like someone hurting someone else or breaking into a person's house? Of course
- What if someone suddenly seems very sick and is having a hard time speaking or breathing or turns blue? Call right away!
- What if someone collapses or passes out? Absolutely
- What if someone's house is on fire? Definitely call!

Sometimes people are confused about when to call an emergency number like 911. These are examples of when **not** to call:

- you can't find your favorite toy or your homework from last night
- your cat got into a fight with another cat
- your brother or your friend dares you to call
- you have a nasty hangnail

**NEVER** call 911 as a joke or just to see what might happen. When the emergency dispatcher has to take the time to talk to people who don't have a real emergency, other people who call and do need help right away might have to wait. And when you call 911, the operator can tell where you're calling from.

Before an emergency happens, talk to your parents or another adult about when you should call 911. If you're not sure whether there's a real emergency and there are no adults around, it's a good idea to make the call. You could save someone's life.

### 911 in an Emergency

The best way to handle an emergency is to be prepared before one happens. In the United States and Canada, the dispatcher will know where you are calling from because of a system called "E 911," which means your address is known to the dispatcher right **away**, just by you calling 911.

It's still a good idea to know the address and phone number you are calling from in case the call is being made from a place outside of the U.S. or Canada, or in case you are calling from a cell phone. The 911 operator must know exactly where you are and how to reach you. The police, firefighters, or ambulance crew need to know where you are to provide help for the emergency.

It's important to make sure you are safe before you call 911. If your home is on fire, for instance, leave the house before calling 911. You can always call from someone else's house or from a cell phone.

You may feel scared or nervous If you have to call 911, That's OK, the emergency operators who answer the phone talk to a lot of people, including adults, who are nervous or worried when they call. And they are used to talking to kids, Just stay as calm as you can, **If** you talk too fast, the operator may have trouble understanding what's wrong and what kind of help you need,

Speak slowly and clearly when you explain what's happening, the 911 emergency dispatcher may ask you what, where, and who questions such as these:

- What Is the emergency?
- What happened?
- Where are you?
- Who needs help?
- Who Is with you?
- Are you safe where you are?

### **Don't Hang Up!**

If you do have to call 911 In an emergency, be sure to stay on the phone. Do not hang up until the 911 operator tells you It's OK to do so, that way, you can be sure that the operator has all the Information to get help to you fast!

Many fast-thinking kids have called 911 to get help for someone, one 9-year-old boy called 911 when his mother was having a seizure. Help arrived, and his mother Is fine now,

Even animals have been heroes by dialing 911, A dog named Faith dialed 911 when her owner (who's In a wheelchair) fell and needed help, Faith Is a service dog, which means she was specially trained to help someone who's handicapped, She had been taught to use a speed-dial function on the phone In case of emergency. That's one good pup!

**Reviewed by:** Steven Dowshen, MD

Date reviewed: April 2013

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Note: All information on KldsHealth® is for educational purposes only, For specific medical advice, diagnoses, and treatment, consult your doctor.

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## When It's Just You in an Emergency

"Mom!" you yell down the stairs. "Where's my math book? I can't find it and the bus is coming. Please help me ... it's an emergency!"

It is kind of an emergency with the bus coming and all, but what about a **medical emergency**? That kind of emergency is usually more serious. If you don't have your math book or miss the bus, that would be bad. But a medical emergency means someone needs care from a doctor right away. Let's find out the right thing to do.

### Quick Thinking: What Would You Do?

Liz and her little brother Jamie are out for a walk. Jamie decides to race ahead down a very steep hill. He's running pretty fast when he suddenly trips. Over and over he falls, rolling down the hill at high speed until he's sprawled out on the sidewalk at the bottom.

Liz rushes to her brother's side, hoping that he's OK. Then she sees some blood on the pavement. And Jamie isn't moving at all. What should she do? First things first: Liz should look around for a grown-up and call him or her to help right away. If no one is close by, she should make a phone call either on a cell phone or from the closest phone.

**Calling for help is the most important thing a kid can do in an emergency.**

If you're going to be the one making the emergency phone call, here's what to do:

- Take a deep breath to calm down a little.
- Call 911.
- Tell the operator there's an emergency.
- Say your name and where you are (the exact address if you know it).
- Explain what happened and how many people are hurt. (The operator will need all the information you can provide, so give as many details as you can.)
- Follow all of the operator's instructions carefully.
- **Stay on the line** until the operator says it's OK to hang up.

After calling for help, your first thought might be to rush over to the person who's injured. But **stop and look** before you do, make sure the scene is safe. If it's not, wait in a safe spot until a grown-up or an emergency team arrives.

If the scene is safe, and as soon as Liz is sure someone is calling 911 - or she has called it herself - she could return to her brother and wait until help arrives. (She shouldn't move her brother at all because he could have a neck or other bone injury. Moving someone who has that sort of injury can make it much worse.) She can help him feel calm by being calm herself.

### In Case of Emergency

The best way to handle an emergency is to be prepared for one. Knowing what to do ahead of time can help you stay in control so that you can help. Here are some suggestions on how to be ready to help in an emergency:

- When you're outdoors, make sure you're in an area where you can call out for help even if you don't have a phone with you.
- Know how to dial **911** or your local emergency number (in most areas in the United States, it's 911).
- If you have one, carry a cell phone or know how to use your parent's cell phone.
- Learn first aid. Look for basic first-aid classes with your local Red Cross, the YMCA or YWCA, the Boy or Girl Scouts, 4-H clubs, your local hospital, and other organizations. Or ask your school nurse to have a first-aid class just for students in your school.

It's scary to think about someone getting hurt. But the truth is that accidents can and do happen, they happen when people are being careless and when they're careful. Sometimes, kids are the ones who get hurt. Sometimes, grown-ups get hurt. Either way, it's good to know what to do if someone needs emergency medical help. Even though you're a kid, you can make a big difference by doing the right thing.

**Reviewed by:** Steven Dowshen, MD  
Date reviewed: January 2014

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Interacting with Law Enforcement

## Interacting with Law Enforcement

While out in the community, individuals with autism may find themselves in situations in which they need to talk to or deal with law enforcement professionals. These officers may not have knowledge or prior training on how to deal effectively with individuals with autism. As a result, it is essential to teach our loved ones how to interact with law enforcement professionals in safe and productive ways. The information below from autism safety expert Dennis Debbaudt provides tips to teach your loved ones the best way to interact with law enforcement.

"Persons with autism who are able to navigate the community without assistance should strongly consider developing personal handouts, along with the skills and resiliency necessary to appropriately disclose their need for accommodations. Remember that the initial uninformed contact with police presents the highest potential for a negative outcome.



What can and should the individual with autism expect during sudden or even expected interactions with law enforcement, customs and immigration employees, first responders such as fire rescue personnel, paramedics, hospital emergency room professionals or other security professionals?

With few exceptions, law enforcement officers and other first responders will have had little or no training about how to recognize, communicate and respond well when interacting with individuals on the spectrum during field contacts. There may be little understanding of the significance of the words Asperger Syndrome (AS), or autism when they hear them.

You can expect a higher level of scrutiny from law enforcement and security personnel when traveling in the 21st century community. Expect public or private scrutiny at:

- Airports
- Security checkpoints such as government buildings, schools and other secured facilities
- Drive-up or walk-up guard shacks
- Building entrances
- Campuses
- Shopping malls or districts
- In these days of heightened security? Anywhere!

So, what are the best options for the individual during a sudden interaction with a law enforcement officer during an emergency or non-emergency situation? Should you disclose your autism or Asperger Syndrome? When? To whom?

### Disclosure Tools and Options

What's the best tool to use when you decide to disclose your autism or Asperger Syndrome to a police officer? A handout card.

- Develop a handout card that can be easily copied and laminated.
- Remember that the handout card is replaceable. You can give it away to the officer on the scene.
- Carry several at all times.
- The handout card can be generic or specific to you.
- Work with an autism support organization to develop a generic handout.
- Work with persons whose opinions you trust and value to develop a person-specific handout.

What's the best way to tell the officer that you have a handout?

- Avoid making sudden movements to reach for the handout card.
- Obtain permission or signal your intentions before reaching into your coat or pants pockets, briefcases or bags, or in to glove compartments of vehicles.
- Verbally let the officer know that you have autism or Asperger Syndrome and have an Information card for them to read. If nonverbal, or if sudden interactions render you nonverbal or mute, consider using a medical alert bracelet for an officer to read that alerts them to your condition and the fact that you have an Information card.

### Disclosure to a Police Officer

The decision to disclose your diagnosis to a police officer will always be yours to make. If you have learned through experience that disclosure would be helpful in the particular situation, you may decide to disclose to a police officer.

Law enforcement officers report that they make their best decisions when they have their best information. A good, strong autism or Asperger Syndrome diagnosis disclosure that includes the use of an Information card, contact information for an objective professional, and proof of diagnosis should be considered (Debbaudt, 2006b).



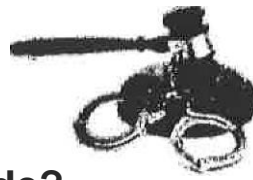
Plan your response and practice with others for a sudden encounter. They will happen to all of us. Careful preparation is your best chance to have a successful interaction with law enforcement.

- Discuss these risks with people that you trust.
- Develop a hard person-specific disclosure handout.
- Develop a personal plan as to how you will use the handout.
- Practice through role playing with people you know and trust.
- Adapt and amend disclosure handouts. They are only paper. They are not written in stone,

#### **Further Suggestions to Consider During Sudden Interactions with Police**

- Do not attempt to flee.
- Do not make sudden movements.
- Try to remain calm.
- If you are a victim or are reporting a crime, you may want the police to contact a family member, advocate or friend who can help you through the interview process.
- Carry the phone number of an advocacy organization or personal advocate, relative or friend (*Debbaudt, 2006 b*).

*Author Dennis Debbaudt is the parent of a young man who has autism, an author, law enforcement trainer and producer of autism-related videos and curriculum for law enforcement agencies. His materials are in use by law enforcement agencies in the U.S., Canada and the United Kingdom. Dennis can be reached via his website [www.autismriskmanagement.com](http://www.autismriskmanagement.com) or by calling 772-398-9756.*



## When may an arrest be made?

# ARREST

A police officer who has an arrest warrant *may* arrest the person named in the warrant at any time. There are other situations where an officer may arrest someone without a warrant. For example, an officer may arrest someone who is committing or has committed a felony. Examples of felonies include aggravated assault, burglary and many sex crimes.

An officer may arrest someone who is committing a misdemeanor if the officer sees it happen. Examples include a minor in possession, DUI, disorderly conduct and simple assault. For a few misdemeanors, an officer may arrest someone even if he did not see the crime being committed. Examples include domestic violence, violation of a protection order and shoplifting.

Anyone who takes concealed merchandise past the last checkout without paying for it is presumed to have stolen that merchandise. Suspected shoplifters may be held by store employees until the police arrive.

## What are my rights if I am arrested?

An officer may search you for weapons and handcuff you as part of an arrest. If you resist, the officer may use whatever force is necessary to bring you under control. Police may photograph and fingerprint you. The arrest processing may be videotaped without your consent.

The officer may ask you questions about your identity such as name, address and date of birth. However, once you are taken into custody an officer may not question you about a crime without first advising you of your Miranda rights. These are rights guaranteed by the Constitution. You have the right to remain silent and to consult an attorney before questioning, you have the right to know anything you say may be used against you in a court of law. You have the right to an attorney even if you cannot afford one. If an officer does not question you, the officer does not have to inform you of these rights.

You also have the right to be brought before a judge without unreasonable delay. This usually means within 24 hours of your arrest unless you are arrested on a weekend, in which case your first court appearance will usually be held the next business day.

## What are penalties for the possession or delivery of illegal drugs?

Illegal drugs including many synthetic drugs, are called "controlled substances" in the law. Penalties for possession or delivery of controlled substances vary depending on the kind of drug and the amount involved. For example, possession of more than one ounce of marijuana is a felony punishable by up to five years in prison. Possession of less than one ounce of marijuana is a misdemeanor punishable by up to 30 days in jail.

Penalties for drug possession or delivery are much stiffer if the crime occurs within 300 feet of a school. For example, first time possession of methamphetamine carries a maximum penalty of 360 days in jail but if that possession occurs within 300 feet of a school, the maximum possible prison time increases to five years.

Drug offenses can also carry fines up to \$20,000. In addition, state law allows police to keep or sell property and money connected with a drug crime.

## Is possession of drug paraphernalia illegal?

Possession, manufacture or delivery of drug paraphernalia is a crime. Drug paraphernalia includes all equipment, products and materials used, or intended for use, in producing or using controlled substances. Examples include pipes, bong, syringes and scales. Even items that have legitimate and legal uses can be considered drug paraphernalia if they contain drug residue or are used to manufacture or consume illegal drugs.

## How can I be a smart consumer?

If you are in the market for any product or service—such as a car, clothes, stereo system or educational course—there are several simple rules to keep in mind. If you follow them your dollars will go farther, and you will be more satisfied with the results.

- > **Shop and compare.** Compare products on the basis of features, warranty protection and price. The best buy is not always the cheapest. Use online searches and magazines like Consumer Reports to help you.
- > **Do not fall for deceptive advertising.** Advertisements can provide useful information. Too often though, ads appeal to your emotions rather than your intelligence. While there are laws against deceptive advertising, it is still best to avoid a problem by watching out for deceptive ads rather than getting snared by them and having to rely on a law or someone else to get you out of a mess.
- > **Ask for promises in writing.** Contracts do not have to be in writing to be binding. However, it is easier to make someone stick to something in writing rather than something based on your recollection of an agreement. If a salesperson makes important claims about a product that are not in your contract or warranty, get it in writing.
- > **Read the terms of your contract or warranty carefully.**



## **What penalties can I receive for violating the laws mentioned above?**

For minor offenses you may have points assessed against your driving record. For example, disregarding a stop sign carries two points. If you are under 18 and accumulate six points your license may be canceled. This means you have to start over by taking a driver's education class, passing a written and driving test, and paying a fee for a new license. If you are 18 or older your driving privileges may be suspended if you accumulate 12 points. Points assessed against your driver's license are reduced at the rate of one point for every three months without a violation.

Some of the offenses and points for violating them include: Speeding less than 10 mph over the speed limit [0 points]; Violating the Provisions of a Restricted License [2 points]; Careless Driving (6 points); Drag Racing [10 points]; Speeding more than 35 mph over the speed limit [12 points]; Driving without liability insurance [12 points]; Leaving the scene of an accident [14 points]; and Fleeing from police [24 points].

## **What do I have to do after purchasing a vehicle?**

If you own a new or used vehicle, you must have it properly licensed through the department of transportation. If the vehicle already has North Dakota plates on it, you must transfer registration to your name.

## **What other requirements are there before I can drive my vehicle in North Dakota?**

You must maintain liability insurance on your car. If you fail to do so, not only can your driving privileges be suspended but you can be charged with a crime. If you obtain a loan to buy the vehicle the bank or loan company will require you to purchase insurance and may require comprehensive or collision coverage in addition to liability insurance.

## **Do I need a special license to drive a semi or motorcycle?**

*Yes.* There are different licenses for cars, motorcycles, buses and large trucks. You can arrange to take tests for these additional vehicles by contacting your local department of transportation office,



## **DRIVING UNDER THE INFLUENCE**

### **What does state law say about DUI?**

It is illegal to drive a motor vehicle while under the influence of drugs or alcohol or when you have a blood alcohol level of .08 or greater. A driver can be found guilty even if no blood or breath test is given. Being under the influence simply means that the consumption of drugs or alcohol has impaired the ability to drive. It is unnecessary to show the driver violated a traffic law or was driving in an

unsafe manner.

A person can be arrested for DUI even if the person was not actually driving, but merely behind the wheel. Even if the key is out of the ignition a driver may be charged with an actual physical control (APC) of the vehicle. The penalties for APC and DUI are the same.

## **What procedures are followed in a DUI stop?**

Most DUI cases start when a driver violates a traffic law, such as speeding, failing to use a turn signal or running a stop sign. Another common reason for a stop is to investigate a vehicle with faulty equipment, such as burned out tail light or no light over rear license plate. After a traffic stop if the officer has a reason to believe (bloodshot eyes, odor of alcohol from the driver's breath or car, slurred speech, etc.) driver's body contains alcohol or another drug the officer can request the driver to take some tests. An officer may ask the driver to perform field sobriety tests such as the HGN (Horizontal Gaze Nystagmus), walk-and-turn, and one-leg stand tests. Additionally, the officer can request the driver take an onsite screening test. This test is conducted with a handheld breath instrument that measures the amount of alcohol in the body. A driver has the statutory right to refuse the screening test. However, if the driver refuses to take the screening test they may be arrested for the crime of refusal which is treated like a DUI. At the conclusion of the roadside investigation, the officer will consider the results of all these tests (or refusal of the screening test), and their personal observations in deciding whether or not to arrest the driver for DUI.

Upon being arrested for DUI (or refusing the screening test), the officer will offer the driver an additional chemical test of the driver's blood, breath or urine. It is the officer's choice of which test will be offered. Again, a driver has a statutory right to refuse additional chemical tests after being arrested but refusal of the chemical test will be treated similarly to a DUI, submitting to a chemical test after being arrested will allow the driver to "cure" any previous refusal of the screening test. Failure to provide a chemical test will result in criminal prosecution for the refusal and additionally your license may be revoked by the Department of Transportation for up to three years. For a first-time refusal, driving privileges are suspended for one year.

## **What rights does the driver have if arrested for DUI?**

The driver arrested for DUI has the right to remain silent, to refuse to answer questions, and to contact an attorney. If the driver is under 18 he or she may contact a parent or guardian. After arrest, a driver has the right to consult with an attorney before deciding to take any additional tests. The right to speak to an attorney after being arrested but before deciding to take a test is a limited one. The request to speak with an attorney must not interfere with the officer's ability to conduct the tests within two hours of the time of driving.

## **How old must I be to possess or drink alcohol?**

# Minor in Possession

In North Dakota you are an adult at age 18 for most things. However, to possess or consume alcoholic beverages you must be at least 21 years old.

## What is the penalty for Minor in Possession?

If convicted of possessing or consuming alcoholic beverages while under 21, you may be sentenced up to 30 days in jail and fined up to \$1,500. Most first-time offenders do not go to jail but may have to pay a fine, pay court fees, do community service, and/or attend an alcohol education class. Repeat offenders can expect a tougher sentence including jail time. They may be required to get an addiction evaluation and follow through with addiction treatment, which they must pay for out of their own pocket.

Alcohol is a drug and the costs to your health can exceed the costs to your checking account.

## Could I be arrested for Minor in Possession if I am just "along for the ride," and there is alcohol in the car?

*Yes.* If you are in actual or constructive possession of an alcoholic beverage, you will likely be arrested. You are in actual possession if the alcoholic beverage is in your hand, purse or coat. You are in constructive possession of an alcoholic beverage when you can exercise control over it. Constructive possession depends on the circumstances involved. Some factors that police, prosecutors, and courts usually consider are:

How close were you to the beverage?

Did you smell like you consumed an alcoholic beverage or show signs that you had been drinking?

What statements did you or others make about owning or possessing alcoholic beverages?

Did you make any attempt to leave when you learned alcoholic beverages were present?

## If I am under 18 and charged with Minor in Possession, will my parents find out?

*Yes.* A parent or guardian will be notified by law enforcement when a juvenile is cited for Minor in Possession.

## **SEX & MINORS**

### **What if I decide to have sex with a person under the age of 18 years?**

Depending on your age and the age of the other person, you may be charged with a crime, which can include Gross Sexual Imposition, Sexual Assault or Fornication. Whether you can be charged with a crime depends on whether the other person is under age 15 and whether you are less or more than 3 years older than the other person. The maximum penalty for Gross Sexual Imposition is life Imprisonment. In addition, you may be ordered to register as a sex offender for minimum of 15 years which may also become a lifetime registration requirement. Your name, address and photo may be included on the sex offender's website maintained by the state attorney general.

### **What if my under-age partner consents or agrees to have sex with me?**

Such consent or agreement will have no legal significance. North Dakota law does not permit a person under age 18 to consent or agree.

### **If I am under 18, can I still be charged with these crimes?**

Yes. The juvenile court has jurisdiction over delinquent acts or crimes committed by persons under age 18. However, just because you are under 18, does not mean that you will remain in juvenile court. Your case can be transferred to adult court. If the case is transferred to adult court, then you will be subject to the maximum adult penalty.

### **Can I give a pornographic magazine to a minor?**

No. It is a crime to provide or allow a minor to have pornographic videos, magazines or photographs. The maximum penalty for the offense is five years in jail and a \$5,000 fine.

## **SOCIAL SERVICES**

### **Where does one go who feels they may need aid in paying for daily living expenses, food, rent or fuel?**

North Dakota state and county government offices offer services and support for needy families and individuals. These programs include:

- > **Basic Child Care Assistance Program (BCAP)**
- > **Child Care Assistance Program (CCAP)**
- > **Supplemental Nutrition Assistance (SNAP)**, formerly known as the Food Stamp Program
- > **Healthy Steps Children's Health Insurance**