



Work Place Readiness Skills Curricular Guide- Lesson Plans and Activities



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Focus populations of the guide are 11th and 12th grade students enrolled in Career Technical Education (CTE) courses at the two West Fargo high schools; and, 18 to 21-year-old students enrolled in the West Fargo Transition Academy. Targeted audiences are students identified with Intellectual Disabilities, Autism Spectrum Disorders and Emotional Disabilities.





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Unit 1

Work Place Behavior, Relationships and Social Skills

Essential Skill- Confidentiality of Communications

Time:

- One 50 minute class period

Materials:

N/A

Directions:

N/A

Goals:

- This lesson will introduce students to the concept of confidentiality and the importance of maintaining privacy.
- Define confidentiality and privacy
- Explain the roles and responsibilities of keeping information at your place of employment
- Recognize the need of keeping all information confidential

Essential Skill- Active Listening Skills: Talking + Listening

Time:

- One 50-minute class period

Materials:

- Resource- “Two Way Communication”
- Overhead projector/Smartboard
- 8.5 x 11 sheet of paper for each student

Directions:

1. Give each student one sheet of paper.
2. Spread students out so they cannot see one another or blindfold in some manner.
3. Give directions – (Adapted from *Skills to Pay the Bills*).
 - a. Pick up your sheet of paper and hold it in front of you.
 - b. Close your eyes and listen carefully to my directions.
 - c. The rules are: (1) no peeking and (2) no questions.
 - d. The first thing I want you to do is to fold your sheet of paper in half. (Pause)
 - e. Now, tear off the upper right-hand corner. (Pause)
 - f. Fold the paper in half again and tear off the upper left-hand corner of the sheet. (Pause)
 - g. Fold it in half again. (Pause)
 - h. Now tear off the lower right-hand corner of the sheet. (Pause)
4. Have students reconvene and collect all folded sheets of paper.
5. Pin each student’s folded sheet up in front of the room so students can see all of the folded papers.
6. Discuss results with students:
 - a. All your papers should look exactly the same, right?
 - b. No, why not?
 - c. Student answers should include- they were not allowed to ask questions or look at an example, the directions were too vague, etc.
 - d. Next, ask students what would have helped to make everyone’s paper look the same.
 - e. Discuss answers with a focus on two-way communication.
7. Hand out Resource- “Two Way Communication,” and have students complete in groups of two or three.
8. After completing the first six questions, show students the short YouTube video (Link is on Resource 1) that demonstrates poor two-way communication from the Big Bang Theory.
9. Students should list how both Sheldon and Leonard demonstrated poor communication and listening.

Goals:

- Students become stronger communicators in the workplace by understanding the importance of listening for effective communication to take place

Resource- Active Listening Skills

Two Way Communication

1. Did your sheet look exactly like your classmates?
2. If you followed the directions well, why didn't your sheet look the same?
3. What changes could have been made to the directions to make sure everyone's final sheet looked the same?
4. What does two-way communication look and sound like?
5. Make a list of what it takes to be both a good listener and a good communicator:

Good Listener:

- 1.
- 2.
- 3.

Good Communicator:

- 1.
- 2.
- 3.

6. What is more important, communicating in a way that is easy for you OR communicating in a way so that others can understand you? Explain...
7. While viewing the video on communication <https://www.youtube.com/watch?v=-O18rYBieww>, list ways in which each character was a poor communicator or listener.

Sheldon:

- 1.
- 2.
- 3.

Leonard:

- 1.
- 2.
- 3.

8. What could each character have done to improve their communication with one another?

Sheldon:

Leonard

Essential Skill- Demonstrating Respect/Value of Others: Teamwork

Time:

- One 50-minute class period

Materials:

- Resource- “Quick Tips”

Directions:

1. Explain that 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.
2. Using Resource- “Quick Tips,” 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.
3. Ask the group to share the skill of which they feel most proud. Discuss some of the strategies people could use if they wanted to improve a few of these skills (select two or three).
4. Ask the group if there are any additional skills missing from this list. What are they?
5. 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?

Goals:

- Students will begin to understand how skills, strengths, and needs impact coworkers both positively and negatively.

Resource- Demonstrating Respect/Value for Others

Quick Tips

Here are some quick tips to being a good employee...and a good team player. Determine which of your skills are “on target” and which might need improvement by choosing “Always,” “Sometimes,” or “Never.”

1. I get to work on time. If I am going to be late, I call and let my boss know. [Always • Sometimes • Never]

2. I rarely miss work. If I am going to miss work, I let my boss know ahead of time (or call if I am sick). [Always • Sometimes • Never]

3. I work as hard as I can. [Always • Sometimes • Never]

4. I pay close attention to my work. [Always • Sometimes • Never]

5. I do my work as I am told. If I am unable to do something or have questions, I ask my supervisor or co-workers. [Always • Sometimes • Never]

6. I am friendly on the job. [Always • Sometimes • Never]

7. I try to solve problems that come up. [Always • Sometimes • Never]

8. I follow safety and company rules. [Always • Sometimes • Never]

9. I use materials and equipment properly [Always • Sometimes • Never]

10. I behave professionally. [Always • Sometimes • Never]

NOW, ANSWER THE FOLLOWING QUESTIONS:

Based on the descriptions above, I am most proud of my ability to:

One area I'd like to improve:

Some strategies I might use as I work to improve this skill:

Essential Skill- Work Place Manners: Ethics

Time:

- One 50-minute class period

Materials:

- Resource- “Workplace Ethics Scenarios”

Directions:

1. Discuss the concept of ethics with students and give the following examples to start discussions:
 - a. Companies want employees that behave ethically. That means they know the difference between right and wrong.
 - b. Who has heard the saying, “An ethical person does the right thing when no one is looking?” What do you think this saying means?
 - c. Discuss student answers.
 - d. If an employee found a \$20 bill on the floor at work when no one else was around, what is the ethical thing to do? Discuss answers.
 - e. If an employee was paid an additional \$200.00 on their paycheck that they did not earn, what is the ethical thing to do? Discuss answers.
2. Divide students into groups of two and hand out Resource 1- “Workplace Ethics Scenarios” to each group.
3. Explain the assignment:
 - a. You will read five scenarios that involve people needing to make an ethical decision.
 - b. After each scenario answer the four following questions:
 - i. What is the ethical issue?
 - ii. What are facts? – What facts in the scenario are important to making an ethical decision?
 - iii. What are some possible solutions? – Whether you think they are right or wrong, write down two or three possible solutions for the people in the scenarios.
 - iv. What are you going to do? – Write down what you would do in this situation.
4. After each is completed, discuss each scenario as a class. Put an emphasis on what the ethical choice would be in each scenario and how making poor choices could affect them.

Goals:

- Students will gain perspective on the concept of ethics through the scenario examples and make good decisions in the workplace.

Resource- Work Place Manners

Workplace Ethics Scenarios

Case 1: LaKeisha is an administrative assistant in the Human Resources Department. Her good friend Michael is applying for a job with the company and LaKeisha has agreed to be a reference for him. Michael asks for advice on preparing for the interview. LaKeisha has the actual interview questions asked of all applicants and considers making him a copy of the list so he can prepare.

- What is the ethical issue?
- What are facts? – What facts in the scenario are important to making an ethical decision?
- What are some possible solutions? – Whether you think they are right or wrong, write down two or three possible solutions for the people in the scenarios.
- What are you going to do? – Write down what you would do in this situation.

Case 2: Emily works in the Quality Control Department. Once a year, her supervisor gives away the company's used computers to the local elementary school. The company does not keep records of these computer donations. Emily really needs a computer. Her supervisor asks her to deliver 12 computers to the school.

- What is the ethical issue?
- What are facts? – What facts in the scenario are important to making an ethical decision?
- What are some possible solutions? – Whether you think they are right or wrong, write down two or three possible solutions for the people in the scenarios.
- What are you going to do? – Write down what you would do in this situation.

Case 3: Marvin is an assistant in the Building Services Department. He has just received a new work computer and is excited to try it out. His supervisor has a strict policy about computer usage (for business purposes only), but Marvin wants to learn the email software. He figures one way to do this is to send emails to his friends and relatives until he gets the hang of it. He has finished all of his work for the day and has 30 minutes left until his shift is over. His supervisor left early.

- What is the ethical issue?
- What are facts? – What facts in the scenario are important to making an ethical decision?

- What are some possible solutions? – Whether you think they are right or wrong, write down two or three possible solutions for the people in the scenarios.
- What are you going to do? – Write down what you would do in this situation.

Case 4: Jennie was recently hired to work as a receptionist for the front lobby. As a receptionist, she is responsible for making copies for the people in her office. Her son, Jason, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key, nor do they keep track of copies made by departments.

- What is the ethical issue?
- What are facts? – What facts in the scenario are important to making an ethical decision?
- What are some possible solutions? – Whether you think they are right or wrong, write down two or three possible solutions for the people in the scenarios.
- What are you going to do? – Write down what you would do in this situation.

Case 5: Nonye works in the Customer Service Support Department and spends a lot of his day responding to email. One day he got a message from an email address he didn't recognize. It said, "I'd like to get to know you better, outside of work." Nonye had no idea who sent it, so he deleted it. A few days later, he received another message from the same source. Nonye ignored the message again, thinking they would stop. He mentioned these emails to one of his co-workers, who responded, "You're lucky to have a fan." The messages continue to come every few days and are making Nonye uncomfortable.

- What is the ethical issue?
- What are facts? – What facts in the scenario are important to making an ethical decision?
- What are some possible solutions? – Whether you think they are right or wrong, write down two or three possible solutions for the people in the scenarios.
- What are you going to do? – Write down what you would do in this situation.

**Retrieved from: Skills to Pay the Bills*

Essential Skill- Work Place Manners

Time:

- One 50-minute class period

Materials:

- Resource- “Empathy Scenarios”

Directions:

1. Discuss what it means to be an empathetic employee (Kimbrell & Vineyard, 2008).
 - a. Ask your coworkers about their goals and interests.
 - b. Try to see a situation from their point of view.
 - c. Pay attention to coworkers’ body language (facial expressions, how they are moving, etc.). Even though they may say positive things, their body language might be saying something different.
 - d. Avoid trying to “Win” disagreements. An empathetic person takes the other person’s ideas into consideration and tries to compromise so both can accomplish what they need to get done.
 - e. Listen! An empathetic person takes the time to listen and understand what the other person is trying to communicate.
2. Put students into groups of three and hand out Resource 1- “Empathy Scenarios” to each group.
3. Tell each group to read the first scenario and decide what the empathetic solution would be for the characters.
4. After all groups have completed this, discuss the first scenario as a class. Emphasize how the characters do not show empathy and how they could show empathy.
5. Continue in this manner until all scenarios are complete.

Goals:

- Students will develop the social skills necessary to be an empathetic employee that values their coworkers and supervisors.

Resource- Work Place Manners

Empathy Scenarios

Scenario 1: A group of students is milling about in the hall. Micah teases Adam, a younger student, about not making the soccer team, and Adam argues back. The argument escalates to a shouting match.

Scenario 2: You are excited to go out with your friends on Friday night, but your mom wants you to go out to dinner with the family. You refuse, your mother grounds you, and you storm to your room.

Scenario 3: Sarah is telling Jeanne how hurt she is by her recent break-up with her boyfriend, but Jeanne is not really paying attention and keeps changing the subject. Sarah eventually yells at Jeanne for not listening to her.

Scenario 4: The bell is about to ring, and everyone is rushing to their next class. In the rush, Samantha accidentally knocks books out of Dan's hands. Everyone laughs and keeps moving while Dan turns red and scurries to pick up his books.

Scenario 5: You get your math test back only to discover you received a low grade. You are not surprised because you have been really busy getting ready for the school play, but when your friend picks up the test and starts showing everyone, you feel angry and embarrassed. You rip the test out of his hand and stomp away.

Scenario 6: You have a big date this weekend and really want to borrow one of your sister's sweaters. When you ask her to borrow it, she says no because she does not want it to get ruined. You beg her, explaining that the date is very important, but she will not budge.

Adapted from: http://kidshealth.org/classroom/9to12/personal/growing/empathy_handout1.pdf

Essential Skill- Body Language

Time:

- One 50-minute class period

Materials:

- Resource- “Body Language Do’s and Don’ts”

Directions:

1. Ask participants if they have ever rolled their eyes at a teacher, parent, co-worker, or supervisor and been caught? Ask for a show of hands. Whether you rolled your eyes intentionally or didn’t even realize you did it, how do you think your action was interpreted? Answers will vary but might include: I’m bored, you are really annoying, yeah right, and I’m so not interested in what you are saying or doing.
2. There are all types of communication. Believe it or not, the type that uses no words is the kind that is the most important. When it comes to communication, what people SEE is often more memorable than what they read or hear. This is often referred to as body language. Body language includes facial expressions, eye movement, gestures, posture, and more. Body language can express your emotions, feelings, and attitudes. It can even contradict what you say verbally!
3. People in different cultures may understand some global non-verbal expressions, while other expressions may be culture specific.
4. If the participants are from many different cultures, ask if they can give an example of non-verbal communication cues specific to their culture.
5. Hand out Resource 1- “Body Language Do’s and Don’ts.” Create a list of “Do’s” and “Don’ts” for common body language mistakes at work

Goals:

- Students will gain a better understanding of how non-verbal communication (both intended and unintended) can be interpreted by others; as well as, the impact and effect it has.

Resource- Body Language

Body Language Do's and Don'ts

Facial Expressions:

Do's:

1.

2.

Don'ts:

1.

2.

Body movement and posture:

Do's:

1.

2.

Don'ts:

1.

2.

Gestures:

Do's:

1.

2.

Don'ts:

1.

2.

Eye contact:

Do's:

1.

2.

Don'ts:

1.

2.

Touch:

Do's:

1.

2.

Don'ts:

1.

2.

Space:

Do's:

1.

2.

Don'ts:

1.

2.

Voice (This includes tone, pitch, volume, inflection and rate):

Do's:

1.

2.

Don'ts:

1.

2.

Thoughts and Ideas:

- Think of an example when your actions might speak louder than your words and describe it below.
- Describe one non-verbal communication act you know should be avoided either in school or at a workplace.

Unit 2

Independent Living/Decision Making Skills

Essential Skill- Services and Supports at Work

Time:

- One 50-minute class period

Materials:

- Resource- “Common Employer Complaints About New Workers”

Directions:

1. Exposing students to common employer complaints about new employees can prepare them to be better decision makers when in an actual job setting. Talking about these complaints in the controlled setting of the classroom with guidance from teachers and peers allows students to work through potential consequences of the decisions they make in the classroom without the potential repercussions of a real work setting.
2. For this lesson, students will discuss three common workplace complaints and come up with ways to avoid these complaints.
3. Divide students into equally sized groups.
4. Give instructions to students:
 - a. Employers want new workers who can follow directions well, stay on task, and avoid any behavior that negatively affects their work. You could be promoted or get a raise for good decisions, or you could be possibly suspended for bad decisions.
 - b. Today, in your groups, you need to discuss common workplace complaints that employers have about new employees. The complaints you are going to read about are real issues that many employees have difficulty managing. Taking the time now to understand these issues will better prepare you if, and when, you experience them in your own job.
 - c. Hand out Resource- “Common Employer Complaints About New Workers.”
 - d. Explain to students that they will need to write down how they will resolve or avoid three complaints that employers have about new employees.
 - e. Students will then work in the groups to complete the activity. After completing, each group will present how they will manage and avoid the three common workplace complaints in front of the classroom.
 - f. Discuss each complaint as a large group.

Goals:

- Students will avoid common workplace negative behaviors by exposing them to the consequences of these behaviors in the classroom setting.

Resource- Services and Supports at Work

Common Employer Complaints About New Workers

Three Common Complaints That Employers Have About New Employees

(How will you manage and avoid these issues?)

1. **Cell Phone Use:** Many employees, not just new employees, use their cell phones while they are at work. Cell phone use includes texting, taking pictures, using social network applications, making personal calls, playing games, listening to music, watching programs, and using the internet.

Why do employers complain about cell phone use? Why is it a problem? Name FIVE reasons.

- 1.
- 2.
- 3.
- 4.
- 5.

When would it be appropriate to use your cell phone at work?

What are FIVE ways you can manage your cell phone use at work?

- 1.
- 2.
- 3.
- 4.
- 5.

2. **Personal Conversations with Coworkers:** Many employees have personal conversations with their coworkers while at work about topics that are not related to work. This may be allowed if you can stay on task and be appropriate, but other times it can negatively affect your work. These topics may include dating, TV shows or movies, gossip, video games, or any other unrelated to work.

Why do employers complain about their employees having conversations that are not related to work? Why is this a problem? Name FIVE reasons.

- 1.
- 2.
- 3.
- 4.
- 5.

When would it be appropriate to have a personal conversation at work?

What are FIVE ways you can avoid having personal conversations at work?

- 1.
- 2.
- 3.
- 4.
- 5.

- 3. Complaining About Tasks That Are Not Their Job:** When you begin working for a company, there are usually a set of tasks that you were hired to complete. Sometimes businesses can get really busy or have people call in sick, which requires managers to often ask their employees to take on tasks that are not normally part of their job. Employers often struggle with employees who complain about having to do these other tasks.

Why do employers complain about employees who grumble about doing tasks that are not normally part of their jobs? Why is this a problem? Name FIVE reasons.

- 1.
- 2.
- 3.
- 4.
- 5.

When would it be appropriate for an employee to complain about a job task that is not part of their normal set of tasks?

What are FIVE ways you can positively handle a manager asking you to do a task that is not normally part of your job?

- 1.
- 2.
- 3.
- 4.
- 5.

Essential Skill- Seeking Help for Mental Health & Substance Abuse Issues

Time:

- One 50-minute class period

Materials:

- Find easy access to mental health and suicide prevention resources by entering, “mental health” or “Suicide prevention” into a search engine. The federal government, states, tribal communities, local communities, health agencies, health organizations, advocacy agencies and hospitals all have information that can be accessed.

Directions:

- Direct students to develop a list of resources within their community. Ask them to post that list for reference when needed. Ask them to include the following:

If you or someone you care about is in crisis and needs immediate help, call the Access and Crisis Line at (888) 724-7240. The phone lines are answered by trained professionals available 24/7; the call is free and confidential. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital.

Goal:

- Students will be able to reference sources to gain information about mental health and addiction issues.

Unit 3

Understanding Work Place Expectations

Essential Skill- Teamwork/Working with Others/Cooperation

Time:

- One 50-minute class period

Materials:

- Chart paper or sentence strips with markers, and/or Resource- “Teamwork Quotes,” printed out for each participant

Directions:

1. The purpose of this activity is to enrich participants’ understanding of what it means to be part of a team and why being a good team player is important for career success. Choose and display five “teamwork” quotes. This can be done on chart paper, using the accompanying worksheet, writing quotes on sentence strips, or reading each quote aloud. What is important here is the quote – and not necessarily who said the quote.
2. Ask participants to choose the quote they like best. Divide the larger group into smaller groups according to the chosen quote (i.e., all participants who liked quote #1, etc.).
3. Participants should spend time discussing the quote and coming to consensus on the reason they liked it the best.
4. One member of each team should be prepared to offer the group’s feedback and reflection.
5. For another, more hands-on version of this activity, write each of the quotes on sentence strips. Cut the sentence strips into individual words or manageable chunks/phrases. Have groups work together to arrange the words/phrases into the correct order.
6. Tell participants that employers rate the ability to be a “team player” as one of the most important qualities and characteristics of their current (and future) employees (i.e., the job candidate). Ask why this might be so. Elicit responses and an interactive discussion.
7. Discuss this scenario: A friend comes to you seeking advice. He got into trouble at work for not being a team player. He really likes his job and isn’t quite sure what to do. What suggestions would you give to your friend to help him improve? How might he respond to his boss?

Goals:

- Students will begin to value the importance of teamwork and how it can affect both their own job performance and the job performance of others.

Resource- Teaming/Working with Others/Cooperation

Teamwork Quotes

“Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work.” - Vince Lombardi (football coach)

“Coming together is a beginning. Keeping together is progress. Working together is success.” - Henry Ford (pioneer of the assembly-line production method)

“There is no such thing as a self-made man. You will reach your goals only with the help of others.” - George Shinn (former owner of Charlotte, now New Orleans, Hornets basketball team)

“It is amazing what can be accomplished when nobody cares about who gets the credit.” - Robert Yates (politician in the 1700s)

“Teamwork divides the task and multiplies the success.” - Author Unknown

“I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual, is the ultimate champion.” - Mia Hamm (retired American soccer player)

“Respect your fellow human being, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help one another achieve it.” - Bill Bradley (American hall of fame basketball player, Rhodes scholar and former three-term Democratic U.S. Senator from New Jersey)

“Talent wins games, but teamwork and intelligence wins championships.” - Michael Jordan (former American basketball player, businessman and majority owner of the Charlotte Bobcats)

“Alone we can do so little; together we can do so much.” - Helen Keller (American author, political activist, lecturer, and the first deafblind person to earn a Bachelor of Arts degree.)

“The strength of the team is each individual member...the strength of each member is the team.” - Phil Jackson (widely considered one of the greatest coaches in the history of the NBA)

“Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.” - Mattie Stepanek (advocate on behalf of peace, people with disabilities, and children with life-threatening conditions who died one month before his 14th birthday)

“Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.” - Oprah Winfrey (American television host, actress, producer, and philanthropist)

“Finding good players is easy. Getting them to play as a team is another story.” - Casey Stengel (baseball hall of famer)

Essential Skill- Supervision and Performance Evaluations

Time:

- One 50-minute class period

Materials:

- Resource- “Performance Improvement Notice”
- Resource- “Accepting Feedback”

Directions:

1. Explain to students that they will be watching two job performance reviews. One review will demonstrate how an employee can handle feedback in a positive way and the other review will be an example of how an employee handles feedback in a negative way.
2. Explain that a performance review is used by employers to:
 - a. Discuss job performance issues they want the employee to improve on.
 - b. Give constructive feedback to an employee on how to improve his/her job.
 - c. Discuss consequences if the employee fails to make the improvement.
 - d. Highlight positives.
3. Hand out Resources- “Performance Improvement Notice” and “Accepting Feedback” to all students.
4. Give directions:
 - a. During each review, you will write down how the employee, John, responds to the feedback in the areas of attitude, body language, voice tone, facial expressions, and how defensive or accepting his words are.
5. You will need another teacher or paraprofessional for acting out the job performance review. One should be the supervisor and the other the employee.
6. Perform the review in the front of the students. It helps to set up a desk with chairs for each role.
7. Teacher and Para educator act out by reading the review:
 - a. First scenario should have John being over the top negative to the feedback:
 - i. Bad attitude by ignoring, sighing, etc.
 - ii. Poor body language in the form of slouching, looking down, looking at phone, etc.
 - iii. Voice tone is very defensive or indifferent.
 - iv. Facial expression should look angry or smirking.
 - v. Defensive and indifferent language like “Whatever”, “Who Cares”, “This is dumb”, etc.
 - b. Second Scenario should have John being very receptive to the Mike’s feedback:
 - i. Great attitude in the form smiling or looking concerned.
 - ii. Positive body language by sitting straight and leaning forward.
 - iii. Voice tone should be concerned and genuine.
 - iv. Facial expressions should also include smiles when appropriate and nodding yes to show understanding.
 - v. Language should show that you understand and want to improve.
8. After completing both scenarios, discuss what students wrote down for how John handled feedback in each scenario.

Goals:

- Students will be better equipped with the necessary skills to handle feedback in a constructive manner during a job review.

Resource- Supervision and Performance Evaluations

Performance Improvement Notice (PIN)

Employee Name: John

Position Title: Custodial

Department: Maintenance

Date notice issued: 6/7/2018

Type of Notice: Written

1) Previous Coaching Sessions held: One previous verbal notice for not following directions on cleaning lockers.

2) This Performance Improvement Notice is necessary because of the following reason/s:

John continues to only wash the outside of the lockers he believes are already clean on the inside. John has been told twice that he needs to clean both the inside AND outside of all the lockers to assure they are completely cleaned.

3) This is in violation of: (List policy, procedure, job description or previous coaching sessions)

John is not fulfilling his duty of cleaning lockers as a custodian here at Family Wellness.

4) Expectations and how to correct the problem:

John will need to have his supervisor look over the lockers after cleaning each day to assure that he is completing his duties.

5) Specific and reasonable time to correct this problem:

Within 5 days of approved cleaning of the lockers, John will be able to work without direct supervision again. Failure to do so, will result in a 5 day unpaid suspension.

6) Consequences if the expectations are not met:

Failure to comply with this or other Family Wellness policies and expectations will result in further disciplinary action up to and including termination.

I have received, read, and understand why I am receiving this Performance Improvement Notice and I understand what is expected of me for future performance.

Employee

Date

Supervisor

Date

Witness

Date

Resource- Supervision and Performance Evaluations

Accepting Feedback

Directions: Accepting feedback from a manager can be very difficult. Sometimes we can be defensive and not want to listen to what the manager has to say. It is important to remember that they are giving you this feedback because they want you to be the best employee you can be!

Watch both scenarios in your class and write down how the employee responded in each scenario. You should pay attention to the employees: Attitude, Body Language, Voice Tone, Facial Expressions, Defensive/Accepting Language.

Scenario 1: Employee John receiving feedback from his supervisor, Mike.

Attitude:

Body Language:

Voice Tone:

Facial Expressions:

Defensive/Accepting Language:

Scenario 2: Employee John receiving feedback from his supervisor, Mike.

Attitude:

Body Language:

Voice Tone:

Facial Expressions:

Defensive/Accepting Language:

Essential Skill- Understanding Constructive Criticism

Time:

- One 50-minute class period

Materials:

- Resource- “Praise, Feedback, Criticism”

Directions:

1. Ask students to give examples of when a teacher, parent, or other close adult told them that they were doing something incorrectly. After each example, ask each student how that made them feel. Examples may include frustrated, angry, sad, wanted to quit, etc.
2. Next, ask the class if they believe these people told them things just to make them sad. Discuss.
3. Explain to students what they received was feedback. Discuss:
 - a. Feedback is information given to you to improve the way you are doing a task.
 - b. All employees receive feedback at work.
 - c. It is VERY important to listen to feedback from coworkers and supervisors, so you can improve your job performance.
 - d. It is also important to ASK for feedback from your coworkers and supervisors, so you can improve as an employee.
4. It's important to recognize the difference between feedback, criticism, and praise:
 - a. Feedback is constructive advice given to you, so you can improve.
 - b. Criticism is hurtful and does not offer any way for you to improve.
 - c. Praise is recognition for a job well done. Praise says you're doing your job correctly and/or you have improved your performance.
5. Put students into groups of two and hand out Resource- “Praise, Feedback, Criticism.”
6. Each group should read each scenario and determine if it is feedback, criticism, or praise.
7. Tell them to be prepared to explain their answers!

Goals:

- Students often have difficulty accepting feedback in a constructive manner. This assignment will help them to be more receptive to feedback in a workplace setting.

Resource- Understanding Constructive Criticism

Praise

Feedback

Criticism

Directions: Understanding the difference between Praise, Feedback and Criticism will be extremely important at your job. Listen to the below statements and decide which category each one belongs to. Be sure to listen the speaker's tone and also pay attention to their body language.

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.
10. Hi John. I've noticed you've been punching in almost 30 minutes before your shift starts. Make sure you punch in no more than 10 minutes early.
11. How would tone change the meaning of one of the above statements? (Pick one statement to talk about.)
12. How would body language change the meaning of one of the above statements? (Pick one statement to discuss.)

Retrieved from: <http://www.ncwd-youth.info/wp-content/uploads/2016/11/softskills.pdf>

Essential Skill- Work Schedule/Breaks and Lunch

Time:

- One 50-minute class period

Materials:

- Resource- “Hours Worked and Pay”

Directions:

1. Explain the following regarding work hours and pay:
 - a. It will be important for you to understand hourly pay, the hours you work, and the amount you get paid.
 - b. If you are not sure how your workplace comes up with the amount of money on your paycheck, there is a chance you could be under or overpaid. Both things are very important to notice for you to be a good employee.
 - c. If you are overpaid on your check and you do not notice, you could get in trouble for accepting too much pay.
 - d. If you are underpaid, you are not getting paid for all the hours you worked. It is important that you are paid for the work you do.
2. Hand out Resource- “Hours Worked and Pay” to all students.
 - a. Using an overhead projector/Smartboard or a dry erase board work through all the pay scenarios one at a time.
 - b. Tell students to complete the first scenario independently. Follow-up by completing the scenario on the board.
 - c. Prompt students to help solve the necessary math components of each scenario.
 - d. Go through each scenario in this manner until completed.

Goals:

- Students will gain an understanding of how the hours they work and their hourly pay equate to the amount of money on their paycheck. This understanding will increase their ability to self-advocate regarding their paycheck.

Resource- Work Schedules/Breaks and Lunch

Hours Worked & Pay

Directions: An important part of your job will be understanding how your hours add up at work AND how much you will be paid for those hours. Look at the below scenarios and figure out how many total hours each person worked and what they can expect to be paid.

Scenario #1: Jeff works as a stock person at Hornbachers. His wage is \$9.50 per hour. Jeff gets paid every two weeks. His hours worked are below:

Week #1:

Monday: 3:00pm to 9:00pm

Wednesday: 3:00pm to 9:00pm

Friday: 3:00pm to 9:00pm

Saturday: 8:00am to 3:00pm with 1 hour lunch break

Sunday: 10:00am to 5:00pm with 1 hour lunch break

Week #2:

Tuesday: 3:00pm to 9:00pm

Thursday: 3:00pm to 9:00pm

Saturday: 8:00am to 3:00pm with 1 hour lunch break

Sunday: 10:00am to 5:00pm with 1 hour lunch break

How many total hours did Jeff work?

What will Jeff's paycheck be?

Scenario #2: Andrea works as a dog groomer for PetSmart. She has a very consistent schedule. She works Monday through Fridays from 8:30am to 4:30pm every day. She gets an unpaid 45 minute lunch break that she needs to punch out for. Andrea is paid \$12.50 per hour.

How many hours will Andrea work over two weeks?

What will Andrea's paycheck be?

Scenario #3: Bill works weekends as a cashier at Scheel's Hardware. Occasionally, his boss calls him in to work extra hours during the week to help when it's busy. Bill's wage is \$11.25 per hour. Here's Bill's work hours over the past two weeks:

Week #1:

Monday: 3:30pm to 7:00pm

Wednesday: 5:30pm to 7:30pm

Saturday: 8:30am to 5:00pm with a 30 minute lunch break

Sunday: 12:00pm to 7:30pm with a 30 minute break

How many hours did Bill work over these two weeks?

What will Bill's paycheck be?

Week #2:

Tuesday: 4:00pm to 7:30pm

Thursday: 5:00pm to 7:15pm

Saturday: 8:30am to 5:00pm with a 30 min lunch break

Sunday: 12:00pm to 7:30pm with a 30 min break

Unit 4

Interview Skill Building

Essential Skill- Disclosure of Disability

Time:

- One 50-minute class period

Materials:

- Resource- “Disclosure of Disability” (from “The 411 on Disability Disclosure” by the National Collaborative on Workforce and Disability.

Directions:

1. Discuss Resource- “Disclosure of Disability,” with students regarding the importance of disclosing elements of their disability with employers.
2. Go through all seven examples and discuss if they think they should disclose their disability and if so, which accommodations would benefit them.
3. Split students into groups of three.
4. Explain directions for activity one and have each group decide who will be the scribe, and who will be the person to explain their results to the rest of the class.
5. After each group has completed the activity, allow each group to discuss their results with the class. Support individuals as needed to encourage deeper discussions as they explain their results.

Goals:

- Students will gain an understanding of how important it is to decide whether to discuss and disclose their disability with their employer and how that decision can affect their job.

Resource- Disclosure of Disability

Disclosure of Disability

DISCUSSION



When you tell someone something that was **previously unknown**, you are practicing **disclosure**. Disclosure comes from the word “disclose,” which means **to open up, to reveal, or to tell**. The term “disclosure” is used in different ways by different groups of people. For example, if you want to buy a house and need a loan, or if you need a loan for your college education, you must disclose, or share, your personal financial information with a loan officer at the bank. This information might include your income, savings and checking account information, any property you own, any debt you have, and any other relevant financial information.

When you disclose, **you are intentionally releasing personal information about yourself for a specific purpose**. Some personal information, such as your Social Security number, banking records, or medical records may be important to keep **confidential**. It is important to keep in mind that your decision to disclose, is personal and should be helpful to you. Remember that it is not essential to divulge specific personal information about your disability. What is most important and helpful is to provide information about 1) how your disability affects your capacity to learn and perform effectively, and 2) the environment, supports, and services you’ll need in order to access, participate in, and excel in your job, studies, and community. You must decide what and how much of this **sensitive information** is necessary to reveal in order to obtain the needed accommodations.

Here are some examples of disclosure. First, you might disclose your disability to a

One of the most personal decisions you will make as a person with a disability is whether or not to tell someone about your disability.

potential employer in order to receive needed job accommodations. Second, you might disclose your disability to new friends who have invited you to a concert because you need accessible seating close to the stage in order to see. Third, you might disclose your disability to your track coach because your math tutoring sessions overlap with track practice after school. Fourth, if you are applying for Social Security benefits, it is crucial for you to have your personal information related to your disability in order and ready to share with your benefits counselor. This may mean having your medical records, educational records, and recommendation letters organized. On the other hand, if you are applying for a disabled parking permit, you do not need to disclose all your medical and disability-related paperwork, but you only need to have a verification form completed by your medical doctor.

Let’s look at some examples in which an individual made the informed decision to disclose his or her disability in order to receive needed accommodations:

- Joe is deaf and will need an interpreter for a college interview.
- Joan, who is on the track team, has insulin-dependent diabetes and might need the

help of her teammates if her blood sugar is low.

- Carlo, who has attention deficit disorder (ADD), needs directions in written form because he misses steps when they are presented orally.
- Stephanie uses a wheelchair and has a personal assistant, who helps her with filing paperwork in vertical filing cabinets, to facilitate her job as a chief financial officer.
- Colleen has schizophrenia (which is currently controlled with medication) and needs a private workspace or dividers in her work area to limit distractions and make her time at work more productive.
- Justin is autistic and needs a highly structured learning environment that focuses on his individual needs, which include development of social skills, language, and self-help.
- Melanie has dwarfism and needs a lower locker at school.

ACTIVITY



Effective disclosure occurs when you are knowledgeable about your disability and are able to describe both your disability-related needs and your skills and abilities clearly. Answering the questions below will help you effectively disclose your disability should the time come when you've decided disclosure is the best action.

Describe your disability-related needs: What needs related to your disability must be accommodated in order for you to be successful? For example, Sally needs all the written material at school and work to be in large print to accommodate her visual disability.



Describe your skills and abilities (think about what you do well at school, at home, at work, and in the community):

Scenario: Jesse has chosen to share information about his disability with his mentor at the manufacturing plant. He has decided to tell his mentor, Joe, about his poor reading skills and difficulty comprehending the new equipment training manuals. Jesse believes it is essential he tell Joe because he will need to miss work to attend training sessions that demonstrate use of the new equipment and verbally present the new information.

Now, think about **what** it is about yourself or your disability that may need to be revealed to the following people AND **why** it would be important to reveal information to this person about your disability:

College professor: _____

Potential employer: _____

New friend: _____

d. Community member (store owner, bank teller, police officer, etc.): _____

e. Family member: _____

Disability support service worker or coordinator: _____

NOTES





Essential Skill- Understanding Supports and Accommodations

Time:

- One 50-minute class period

Materials:

- Resource- “Job Accommodations Research”
- Overhead Projector/Smartboard
- Computer for each student

Directions:

1. Discuss accommodations in the workplace with students (Lara & Osborn, 2013).
 - a. Ask students to give examples of accommodations received in school.
 - b. Examples might include; having a test read, using text to speech technology, having assignments broken into smaller pieces, extended time on assignments and/or tests, etc.
 - c. Write their examples on the board under the header, “School Accommodations.”
 - d. Write the header, “Workplace Accommodations” on the board to the right of the “School Accommodations” header.
 - e. As a class, go through each example under the “School Accommodation” header and come up with examples of what each would look like in the workplace and write their examples under the “Workplace Accommodations” header.
 - f. Examples:
 - School-Extended time on tests; Work-Additional time for training or learning new tasks
 - School- Noise reducing headphones; Work- Noise reducing headphones at work
 - School- Writing a paper instead of giving a speech ; Work- Writing an email instead of verbal explanation
 - School- Para educator to provide support; Work- Job coach to provide work support
2. Emphasize the following details regarding accommodations at work:
 - a. Employers may not automatically offer you accommodations. If you feel you need an accommodation, it is your responsibility to discuss this with your supervisor.
 - b. This discussion should not be shared with your coworkers.
 - c. Often your needs in the classroom will be similar to your needs in the workplace. Think of the accommodations that helped you in the classroom and how they might help you at work.
3. Hand out Resource- “Job Accommodation Research”, to all students and give directions:
 - a. Students will use the website, askjan.org, to research different types of accommodations.
 - b. They will need to find two accommodations for each type of disability listed on the assignment.
 - c. Using the overhead projector/Smartboard, demonstrate how to navigate the askjan.org website to find accommodations.
 - d. Do the first section together as a class and then have students complete the assignments as independently as possible.

Goals:

- Students with appropriate job accommodations will be more likely to retain employment and be successful.
- Students will gain an understanding of how to ask for job accommodations in the workplace.

Resource- Understanding Supports and Accommodations

Job Accommodation Research

Directions: Job accommodations are things that help workers with disabilities do their jobs. Most accommodations are simple, but they can make a huge difference in helping an employee perform their job. Please list two accommodations for each of the impairments/disabilities by using the website.

Website: <http://askjan.org/media/atoz.htm>

This website lists many different impairments, limitations and disabilities. Clicking on any of them will bring up a list of possible accommodations.

Disabilities:

1. Hearing loss:
 - a.

 - b.
2. Wheelchair use:
 - a.

 - b.
3. Learning Disability:
 - a.

 - b.
4. Optional- Pick a disability you'd like to research more. Your choice: _____
 - a.

 - b.

Essential Skill- Preparation

Time:

- One 50-minute class period

Materials:

- Computers for each student
- Resource- “Interview Prep- Company Research”

Directions:

1. Get students thinking about preparing for a job interview. Write on the board “Researching the company I want to work for is helpful because...”
Open the discussion to the class. Record their ideas to view as each is discussed. An informed job applicant is demonstrating a genuine interest in the job they are applying for. During the discussion, assure that the following are covered:
 - a. During the interview, companies will likely ask you what you know about their company. It is important to have an educated answer.
 - b. What kind of products and services does the company offer? Do these match my interests?
 - c. What are the tasks and responsibilities of the position I want to apply for? Do these match my skills and abilities?
 - d. What are the hours of operation? Will I have to work nights and/or weekends?
2. Where do I research before the interview?
 - a. Company webpages
 - b. Company Social Media webpages
 - c. Talk to friends or relatives who have worked for the company
 - d. Call the company directly and ask if there is someone available to answer questions
3. Students will then need to figure out how long it will take them to get from their current residence to the company for the interview. Best to model this prior to them completing this portion of Resource- “Interview Prep- Company Research.”
 - a. Demonstrate using an online mapping system from your home to the business to estimate time.
 - b. Explain the importance of arriving to an interview 10 to 15 minutes prior.
 - c. Demonstrate how to figure out the ideal time to leave to allow yourself an arrival time 10 to 15 minutes early.
4. Allow students to research and complete Resource- “Interview Prep- Company Research.”

Goals:

- Students will develop necessary research skills to find relevant information about a business at which they are applying for a job.

Resource- Preparation

Interview Prep- Company Research

Preparing for your Interview

Directions: Learning about the company you are interviewing with will prepare you to answer potential interview questions and also demonstrate that you are interested in the job. Choose a company that you want to work for and answer the following questions.

1. What is the name of the company you want to work for?
2. What is the website for the company you selected?
3. What kinds of products does the company make?
4. What services does the company offer?
5. Who are the company's customers? Describe them...
6. Who are the company's competitors?
7. How many people work at the company?
8. What incentives does the company offer its employees?
9. How long has the company been in business?

10. Who is the head of the company?
11. Where is it located? Address:
12. You have an interview at 5:00pm with Suzan Hanson in human resources from this company:
 - a. How are you going to get to the interview from your house?
 - b. How long will it take to get from your house to this business?
 - c. You should try to arrive to your interview about 10 minutes early. When should you leave your house?
13. Based on your company research, what are two questions you would want to ask about the company during your interview?
 - 1.
 - 2.

Essential Skill- Common Interview Questions

Time:

- One 50-minute class period

Materials:

- Resource- “Prepare Answers to Common Interview Questions” (Kimbrell & Vineyard, 2008)

Directions:

1. Explain why companies conduct interviews
 - a. Companies use interviews to decide which job applicant will fit their company needs.
 - b. Companies consider your job application, your resume and how well you interview to make this decision.
 - c. The interview consists of you (the applicant) and at least one representative of the company (A department manager, an HR manager, or even the company president/owner). Be prepared for all scenarios.
 - d. Companies will call or email you if you are selected for an interview. Write down all information about the interview- location, time, and name of interviewer. It is okay to ask for correct pronunciation and spelling.
2. Using Resource- “Prepare Answers to Common Interview Questions,” explain what kind of questions are commonly asked during an interview.
3. Go through each question in the Resource with the class. Discuss how the Resource recommends answering each question.
4. Pair students up and have them ask each other the questions from the Resource. Students should write down their partner’s answers.

Note- Encourage students to be supportive of one another as this is a practice exercise.

Goals:

- Students will develop strong answers to commonly asked interview questions which will increase their ability to be hired.

Resource- Common Interview Questions

Prepare Answers to Common Interview Questions

Directions: Answer the following interview questions to the best of your ability with a partner. Be as thorough and complete as possible when writing your partner's answers. Use the recommendations.

Job You're Applying For:

Questions:

#1 – Tell me about yourself. (Focus on your accomplishments and interests. Keep brief at 1 to 2 minutes.)

#2 – What kind of work and tasks do you like do? (Avoid saying any kind of work is fine. Instead, talk about which tasks best fit your strengths and abilities. Companies want to know what you like to do.)

#3 – Where do you see yourself in five years? (Talk about your long-term career goals and how this job would help you build the skills needed to accomplish that.)

#4 – What is a weakness you have or an area you could improve on? (Avoid talking about any major faults or struggles you have. Instead, talk about something that you find challenging and how you are working to get better at it.)

#5 – What would you do if you caught a coworker stealing? (Companies want to know if you have strong ethics. Your answer here helps them determine that.)

#6 – Tell me about a time you disagreed with a manager or teacher? How did you handle this conflict? (Companies want to know that you can handle conflict well. Talk about your communication skills here.)

#7 – How old are you? (This is an illegal question. You can simply state, “I’m old enough to legally perform this job.”)

#8 – What kind of pay do you expect? (Be reasonable. Your expected pay should be similar to what other companies pay for this position.)

#9 – What motivates you at your job? (Yes, we all love getting paid to work, but this isn’t the time to state that. Instead, talk about what you enjoy about going to work each day. Reaching goals, working on a team, trying new tasks, working with customers, etc.)

#10 - Why should we hire you? (Last chance to sell yourself! Talk about which of your great skills or experience will help their company improve.)

Essential Skill- Initial Presentation

Time:

- Two 50 minute class periods

Materials:

- Resource- “Mock Interview with Focus on Body Language”
- Dry erase board
- Set up desks in a roundtable format

Directions:

1. The focus of the mock interview is to emphasize the importance of body language and not as much on the answers. In order to help support students in focusing on body language, the questions in this mock interview are out of the box questions (e.g., If you could be a superhero, which one would you be?).
2. Ask for volunteers to demonstrate the following emotions without talking:
 - a. Bored
 - b. Upset
 - c. Nervous
 - d. Sad
 - e. Excited
 - f. Confident
3. Classmates will attempt to guess each emotion being shown by the volunteers.
4. Discuss how important body language is during the job interview (Myles, Endow & Mayfield, 2013).
 - a. Positive Body Language:
 - i. Giving a confident handshake.
 - ii. Good eye contact.
 - iii. Sitting straight and leaning forward to show attentiveness.
 - iv. Smile!
 - b. Negative Body Language:
 - i. Rolling eyes.
 - ii. Slouching.
 - iii. Not making eye contact.
 - iv. Fidgeting with objects on table.
 - v. Looking at the clock or your watch/phone.
 - vi. Crossing arms.
 - vii. Yawning.
5. In groups of four, students will interview one another using Resource- “Mock Interview with Focus on Body Language.”
 - a. Each interview consists of one student as the applicant and the other three students taking turns asking questions.
 - b. The three interviewers should take notes on how the applicant student demonstrated positive body language for each question. They are NOT writing down the applicant’s answers.
 - c. Student interviewers are only to take note of positive body language. A group interview can be intimidating, so focus should be on positives.
 - d. Go through each interview until all four group members have completed an interview.

Goals:

- Students will gain positive experience in completing a group interview to generalize interview skills in an actual real-world interview.
- Students will learn how to communicate in a positive manner through body language.

Resource- Initial Presentation

Mock Interview with Focus on Body Language

Your Name: _____

A = Person Interviewing: _____

A1. Which super power would you like to have?

A2. Where would you go in a time machine?

A3. Which is your favorite quote?

A4. What would you do if you won the lottery?

A5. Is there intelligent life in outer space?

B = Person Interviewing: _____

B1. If you were an ice cream what flavor would you be?

B2. Pepsi or Coke?

B3. How would you get an elephant into a refrigerator?

B4. If you were a brick in the wall, which brick would you be?

B5. What 3 items would you take to a desert island other than food and water?

C = Person Interviewing: _____

C1. What song best describes you?

C2. How would people communicate in a perfect world?

C3. Why are manhole covers round?

C4. How do you weigh an elephant without using a scale?

C5. How would you market ping pong balls if ping pong itself no longer existed?

D = Person Interviewing: _____

D1. How many smartphones are there in _____ High School right now?

D2. What do you think of garden gnomes?

D3. If you could be any animal, what would you be?

D4. Which fictional character would you choose to be?

D5. If you were having a dinner party and could invite three famous people, who would they be?

Essential Skill- Pre-Interview

Time:

- One 50-minute class period

Materials:

- Resource- “Pre-Interview checklist”

Directions:

1. Hand out Resource- “Pre-interview Checklist” to all students.
2. Explain the importance of preparing for an interview to make sure you do everything possible to help yourself with preparations.
3. Discuss the Pre-Interview Checklist with students (Lara & Osborn, 2017).
 - a. List each of the following categories:
 - i. Research company. Use Company Research Form.
 - ii. Prepare two questions to ask company. This shows interest.
 - iii. Prepare answers to commonly asked questions.
 - iv. Practice your introduction. Both for receptionist and interviewer. Important – Your interview starts the minute you walk in the door. Be on time and friendly to all!
 - v. Do a practice run.
 - vi. Appearance and hygiene.
4. Taking answers from students, write down four or five ways students can meet the demands of each category. Provide prompts as necessary.
5. Students should complete Resource- “Pre-interview Checklist,” using information collected on the dry erase board for each category.

Goals:

- Students will utilize this checklist to help them complete important steps prior to their job interview.

Resource- Pre-Interview

Pre-Interview Checklist

BEFORE INTERVIEW (1–2 DAYS)

Research the company:

- What does the company do, produce, or create?
- How long has the company been in business?
- Who is conducting your interview?

Prepare 2 questions to ask the interviewer based on your research:

-1

-2

Prepare answers to frequently asked interview questions:

- Review commonly asked interview questions.

Practice your introduction to the receptionist and greeting to interviewer:

- Your introduction:

Do a ‘Practice Run’ to the business:

- Make sure you know how long it will take and where you are going.
- When should I leave to arrive 10 to 15 minutes early?

Appearance and hygiene:

- Clean clothing free of stains or tears.
- Dress pants or skirt and dress shirt with collar.
- Shower, brush hair, brush teeth, deodorant, and clean and trimmed nails.
- Men – clean shaven. Women – light make-up.

Essential Skill- After the Interview

Time:

- One 50-minute class period

Materials:

- Resource- “Post-Interview Checklist”, (Lara & Osborn, 2013)
- Overhead projector/Smartboard

Directions:

1. Hand out Resource- “Post Interview Checklist”, to all students.
2. Engage students with question, “What do you do after the interview?”
 - a. Write answers on board.
 - b. Discuss all given answers, but focus on:
 - i. When and how-to follow-up
 1. Ask interviewer when they will make a decision.
 2. Call person who interviewed you 1 to 2 days after the date given during interview for decision.
 - ii. The importance of sending a “Thank You” letter
 1. Send within two days of interview
 2. Demonstrates interest in the job
 3. A simple hand written two to three sentence note is enough
3. Direct students to Resource- “Post Interview Checklist,” and explain how to utilize it.
 - a. Explain that each interview is a learning opportunity to help get better for future interviews.
 - b. In order to truly learn from the interview experience, it is important to make sure you did everything possible to have a successful interview.
 - c. Using the Post-Interview Checklist, you will be able to see things you may have missed and ways you can improve your next interview.
4. Review and discuss the Post-Interview Checklist with students. Remind students that it is helpful to also review this checklist prior to the interview to remind them of critical components.

Goals:

- Students will use the checklist as a tool for introspection to both prepare for interviews and also to discover ways to improve interview skills.
- Students will effectively utilize the checklist to improve the chances of getting hired.

Resource- After the Interview

Post-Interview Checklist

Several days before ...

- ✓ I researched the company
- ✓ I prepared 2 questions from my research
- ✓ I prepped answers for 10 frequently asked questions
- ✓ I practiced my introduction
- ✓ I checked that my clothes were clean/in good repair

The day before ...

- ✓ I cleaned my nails
- ✓ I cut/trimmed my hair
- ✓ I practiced a greeting for the receptionist
- ✓ I practiced a greeting for the interviewer
- ✓ I added the interview date/time on my calendar
- ✓ I estimated time travel on Google Maps
- ✓ I washed my clothes, if they were dirty

The night before ...

- ✓ I put my resume/references/papers in a bag/folder
- ✓ I checked that my shoes were clean
- ✓ I charged my phone
- ✓ I got 8 hours of sleep

The morning of ...

- ✓ I showered/washed my hair/brushed my teeth
- ✓ I ate a healthy breakfast or lunch
- ✓ I did relaxation/stress management exercises
- ✓ I remembered my bag/folder with my documents
- ✓ I put money for transportation in my wallet

Before the interview ...

- ✓ I arrived 15 minutes early to the interview
- ✓ I turned off my cell phone
- ✓ I said hello to anyone I met
- ✓ I greeted the receptionist

During the interview ...

- ✓ I greeted the interviewer
- ✓ I shook the interviewer's hand with a firm handshake
- ✓ I didn't interrupt the interviewer
- ✓ I stayed on topic
- ✓ I was relaxed and confident
- ✓ I smiled
- ✓ I asked for a business card at the end of the interview

Follow-up ...

- ✓ I sent a thank you email or sent a card in the mail
- ✓ If I didn't hear back, I called one week after the interview

Unit 5

Transportation

Essential Skill- Community Services

Time: NA

Materials: NA

Directions: NA

Goals:

Refer to the following links for resources

Wikihow- Bus Transportation “How To”:

Site address- www.wikihow.com

Online permit test practice for ND: <https://driving-tests.org/north-dakota/>

ND Driver’s License Manual:

North Dakota Department of Transportation

Site address- www.dot.nd.gov/dividions/driverslicense

Unit 6

Personal Safety and Emergency Planning

Essential Skill- Emergency Services

Time: NA

Materials: from <https://www.wiltonmanors.com/370/9-1-1-vs-Non-Emergency>, Wilton Meyers, Florida

Directions: NA

Goals: NA

Resource-Emergency Services

9-1-1 vs. Non-Emergency

Calling the Right Phone Number to Get a Police/Fire Response

The Police Department promotes several phone numbers to the public as it relates to maintaining quality communications with our residents. Knowing which one to contact may mean the difference between a prompt police response or a call to an incorrect number which can delay our response to an emergency situation. Although every situation can be unique to itself and the decision whether or not to call 9-1-1 or the non-emergency line may not be easily identified, some general information to assist you with making the right choice is listed below.

What is 9-1-1?

In Case of Emergency, Dial 9-1-1 on a phone. All public safety agencies provide enhanced 9-1-1 services. Enhanced 9-1-1 delivers the calling telephone number, the location and the name of the person to whom the telephone number is listed. Presently the enhanced 9-1-1 information is only provided if the call is placed from a landline telephone. Caller information is not available from cellphones.

When to dial 9-1-1?

9-1-1 is the number to dial for in-progress crimes or when a life and death emergency response is needed from the police or fire/rescue departments.

How do I know if it is an emergency?

Ask yourself if the police or fire/rescue departments are needed right now to protect life or property. If the answer is yes then dial 9-1-1.

9-1-1 Emergency Examples

Traffic accidents with injuries, Structure Fires, Life-threatening illness, Person choking, Someone breaking into your home now, or one of your neighbors' homes, Shootings, Fights or displays of weapons

When should I NOT call 9-1-1?

A **"Non-Emergency"** call is simply a request for the service of Law Enforcement, Fire, or Emergency Medical Service (EMS) personnel that is not a life or death situation. Examples are:

- Vandalism
- Barking dog
- Loud party
- "Minor" personal injuries
- Abandoned vehicle
- Delayed burglary or larceny where no culprit is on the scene
- Non-emergency situations should be reported to **(954) 764-HELP (4357)**

What should I expect when calling 9-1-1?

- A 9-1-1 "Call Taker" will answer your call by identifying themselves and will then ask you to give the phone number from where you are calling. Our computer will quickly verify your correct address for the officer who is responding to your emergency call.
- Even while you are talking, an officer is already on the way. Try to remain calm and answer all of the Call Taker's questions--we understand you may be excited.
- **DO NOT HANG UP!**
- For officer safety, it is very important that the Call Taker on the phone gets all the necessary information about the emergency and the suspects.
 - Specify what kind of emergency; police, fire or medical.
 - Location of the emergency?
 - What happened?
 - When it happened?
 - Keep the information factual. Tell the operator what you have seen or heard. Do not exaggerate the situation.
 - Is anyone injured?
 - Suspect description?
 - How many suspects?
 - Vehicle description?
 - License plate number?
 - Direction of travel of suspect?
 - Did you see any weapons?
 - Your name and telephone number?

9-1-1 IS NOT FOR directory assistance or for emergency telephone repair!

Is it a crime to misuse 9-1-1?

Yes. Any person who accesses the number 911 for the purpose of 1) making a false alarm or complaint, 2) reporting false information that could result in the emergency response of any public safety agency; 3) uses or attempts to use such service for a purpose other than obtaining public safety assistance, or 4) attempts to use such service in an effort to avoid any charge for service, commits a misdemeanor of the first degree.

Essential Skill- Safety Guidelines at Work

Time: NA

Materials: NA

Directions: NA

Goals: NA

Resource

Worker's Rights Publication from the Occupational Safety and Health Administration

Site Address- www.osha.gov/publications

Essential Skill- Law Enforcement

Time: NA

Materials: NA

Directions: NA

Goals: NA

Resource-

<http://www.westfargopolice.com/149/Police>

Unit 7

All About You

Essential Skill- Exploring Career Clusters

Time:

- One 50-minute class period

Materials:

- Large dry erase board
- 4x4 sticky notes
- Resource- “Career Cluster Overview”
- Resource- “Career Cluster Matching”

Directions:

1. Give each student 4 sticky notes
2. Ask students to write down four jobs that they are interested in after high school.
3. Using Resource- “Career Cluster Overview”, write down all 16 clusters across the top of the dry erase board.
4. One by one, have students place their dream jobs under the cluster name they believe their job belongs in.
5. After all students have placed sticky notes, briefly explain each of the 16 categories using Resource- “Career Cluster Overview”.
 - a. Exploring career clusters helps to discover other employment options that are similar to a student’s dream job.
 - b. Students tend to gravitate towards dream jobs they are already familiar with due to parental occupations, medical occupations that have been part of their lives, or even occupations of favorite movies or athletes. There is comfort in familiarity.
 - c. Exploring career clusters opens students’ eyes to opportunities that might better match their strengths and needs.
6. After explanation, ask the students if any of them think they need to adjust their job placements. Use this time to encourage class discussion.
7. Explain how clusters help us to see a broader view of dream jobs and the potential for other job options.
8. Hand out Resource- “Career Cluster Matching”. Students may use remainder of period to complete matching exercise with a classmate to assess for understanding.

Goals:

- Students will broaden their employment goals and begin to see potential other career options within career clusters that interest them.
- Students that do not have specific career goals will discover a cluster that matches their strengths and interests to help narrow career choices.

Resource- Exploring Career Clusters

Career Cluster Overview (Kimbrell & Vineyard, 2008)

Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing and development of agricultural commodities and resources.

Architecture & Construction

Designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology &

Communications

Designing, producing, exhibiting, performing, writing and publishing multimedia content.

Business Management &

Administration

Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training

Planning, managing and providing education and training services and related learning support services.

Energy

Energy sources including petroleum, natural gas, coal, wind energy and biofuels that affect our daily lives.

Finance

Planning, services for financial and investment planning, banking, insurance and business financial management.

Government & Public Administration

Planning and performing government functions at the local, state and federal levels.

Health Science

Planning, managing and providing therapeutic and diagnostic services.

Hospitality & Tourism

The management, marketing and operations of restaurants, lodging and travel related services.

Human Services

Preparing individuals for employment that relates to families and human needs.

Information Technology

The design, development, support and management of hardware, software, multimedia and systems integration services.

Law, Public Safety,

Corrections & Security

Planning, providing and managing legal, public safety, protective services and homeland security.

Manufacturing

Processing materials into intermediate or final products and related professional and technical support activities.

Marketing

Planning, managing and performing marketing activities to reach organizational objectives.

Science, Technology, Engineering & Mathematics

Providing scientific research and technical services, including laboratory testing services, research and development.

Transportation, Distribution & Logistics

The movement of people, materials and goods by road, pipeline, air, rail and water.

Resource- Exploring Career Clusters

Career Cluster Matching

Matching Occupations:

<u>Occupations:</u>	<u>Career Cluster:</u>
Construction Worker	Agriculture, Food and Natural Resources
Farmer	Architecture and Construction
Business Manager	Arts, Audio/Video Technology and Communications
Artist	Business, Management, and Administration
Banker	Education & Training
Teacher	Finance
Registered Nurse	Government and Public Administration
Mayor	Health Science
Psychologist	Hospitality & Tourism
Hotel Clerk	Human Services
Lawyer	Information Technology
Computer Technician	Law, Public Safety, and Security
Marketing Manager	Manufacturing
Machine Operator	Marketing, Sales, and Service
Truck Driver	Science, Technology, Engineering, and Mathematics
Electrical Engineer	Transportation, Distribution and Logistics

Essential Skills- Discovering Career Interests

Time:

- Two 50-minute class periods

Materials:

- A computer for each student
- Access to RUReadyND.gov for each student
- Resource- “Assessment Assignment”

Directions:

1. Hand out Resource- “Assessment Assignment,” to each student. These should be individualized with login information.
2. Students should complete the top portion of Resource- “Assessment Assignment,” that includes Desired Education, Previous Work Experience, and Top 3 Jobs of Interest.
3. Explain to students that they will be completing a series of online career surveys that will help them discover careers that fit their strengths, interests, skills, and desired education.
4. Model how students will login and begin their assessments.
5. Students will then login to their computers to begin assessments.
6. After each assessment, RUReady gives students a list of jobs that match them well based on the results. Students should write down three jobs that interest them most from these lists.
7. Students should then go on to complete each assessment over the course of two class periods.

Goals:

- After completing the assessments, students should discover careers they would like to focus on throughout the curriculum.
- This assignment will narrow jobs of interest for students based on the level of education they want to complete.
- Students with unrealistic career goals will be able to redefine their career path.

Resource- Discovering Career Interests

Assessment Assignment

Career Profile: **Austin Smith**

Go to: www.ruready.nd.gov

Login: [nd.smith.austin.02052000](#)

Password: career

Desired Education After High School: 4 Year 2 Year Certification/License Tech School On-The-Job Training

Previous Work Experience: _____

List 1 to 3 careers that you are very interested in:

1. _____ 2. _____ 3. _____

Click on Career Planning, then click on Learn About Yourself

Complete the following Surveys:

- Interest Profiler – After completed, list 3-5 careers that you are most interested in.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- Basic Skills - After completed, list 3-5 careers that interest you most.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- Transferable Skills - After completed, list 3-5 careers that interest you most.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- Career Cluster
- Career Key – After completed, list 3-5 careers you are most interested in.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Top 3 from above:

- 1.
- 2.
- 3.

Take your time and consider each question.

Essential Skill- Finding Job Openings

Time:

- Two 50-minute class periods

Materials:

- Large dry erase board
- Resource- “4 Steps of Networking” (Myles, Endow, & Mayfield, 2013)

Directions:

1. Write down each of the four steps of networking across the top of the dry erase board using Resource- “4 Steps of Networking.”
2. Explain to students how most jobs are found through networking.
3. Hand out Resource- “4 Steps of Networking.”
4. Go on to explain each step and model on the board how you would fulfill each step with your own personal information.
 - a. Making your own contact list of people who can help you find job openings.
 - b. Making your own introduction. This will be a short introduction about yourself.
 - c. Job leads you found after talking with your contacts (This may need to be completed outside of class time as homework or utilize other professionals in your building).
 - d. Follow through! This step will be done hypothetically if needed. Follow up on job leads.
5. This is a complex multi-step process. Have students complete each step individually only after you have modeled the particular step.

Goals:

- Students will gain skills to effectively network to find job openings through this four step process.
- Students will be able to generalize networking skills practiced in the classroom by successfully networking with others in their community.

Resource- Finding Job Openings

4 Steps of Networking

Step 1: Make a Contact List: Develop a contact list that you can use during your job search. Write down the names of the people who can give you information about available jobs. You will also need to write down their contact information (address, phone number or email).

Job Contact #1

Name

Email:

Phone #:

What I know about this contact:

Job Contact #2

Name:

Email:

Phone #:

What I know about this contact:

Job Contact #3

Name:

Email:

Phone #:

What I know about this contact:

Job Contact #4

Name:

Email:

Phone #:

What I know about this contact:

Step 2: Prepare an Introduction: Write and memorize a brief description of yourself. Include your year in school, the job you want, your work experience and your skills.

My name is _____. I am a _____
 at _____ High School right now. I have skills that include
 _____, _____ and
 _____. I am interested in a _____
 job at _____.

Step 3: Talk to Your Contacts: Begin with your introduction. Then have questions prepared that you want to ask. Always ask your contact if it's an appropriate time to talk before asking your questions. If they are at work, they are probably busy!

Write down a job lead you think each contact could give you. Be sure to include names, contact info and any other important information.

- Contact #1

- Contact #2

- Contact #3

- Contact #4

Step 4: Follow Through on What You Have Learned:

- Contact the employer.
- Introduce yourself.
- Explain how you found the job lead and who referred you.
- Ask if the job is still available.
 - If it is available – Ask how to apply.
 - If it is NOT available – Ask if there are any other openings available.
- Finally, thank the employer for their time.

Name of the Employer/Company: _____

Job I'm interested in getting: _____

Is it available? _____

If yes, how do I apply? _____

Essential Skill- Vocational Rehabilitation

Time:

- One 50-minute class period

Materials:

- Completed “Permission to Share Student Data” forms (On TieNet) from all students’ parents/guardians or student who is 18+.
- Resource- “Information on Vocational Rehabilitation”

Directions:

1. Send home “Permission to Share Student Data” forms for parents to complete at least two weeks prior to this lesson. Explain to parents that this lesson will be to introduce students to Vocational Rehabilitation (VR) so they can be familiarized with services.
2. Contact local VR office to set up an introduction for students with a VR counselor.
3. This is not an intake meeting! This is an opportunity to inform students how VR can support them both during and following high school.
4. This lesson will focus on how VR supports students with disabilities in terms of obtaining and maintaining employment.

Goals:

- Students will be more likely to utilize VR services by familiarizing them with the local agency.
- Students planning to take their diploma at age 18 will be informed of how VR can help them following high school.

Resource- Vocational Rehabilitation

Information on Vocational Rehabilitation

North Dakota Division of Vocational Rehabilitation

Transition is the term for the “bridge” between school and adult life for students. Transition planning is the process of preparing for life after high school. The Division of Vocational Rehabilitation can help you make informed choices during your transition and assist you with future career plans.

If you are eligible, VR will help you to determine an appropriate employment goal. You and your counselor will work together to develop an Individualized Plan for Employment (IPE), which identifies what you need to achieve your goal. VR may be able to help you transition from high school to work or from high school to college in preparation for work by providing:

Professional Vocational Rehabilitation Counseling & Guidance - evaluations of strengths and how your disability may affect your ability to work, a comprehensive assessment of rehabilitation needs, planning and implementing strategies to overcome barriers, and helping you adjust to and live with a disability

Employment - identification of an employment goal that is consistent with your strengths, resources, abilities, capabilities, priorities, concerns, interests, and informed choice

Accommodations - if needed, adaptive aids, assistive technology, accessibility, and work site evaluations to assist you in achieving your employment goal

Training - tailored to meet your individual rehabilitation needs and attain your employment goal. This may include on-the-job training, internships, job mentoring, job coaching and/or academic training. This may also include assisting you to advocate for the services you will need to succeed in college. VR may also assist you with school costs if there is a financial need

Job Placement - develop resume writing skills and interview strategies, job referral, placement and follow-up services

***Note-** For updated contact information for the ND Vocational Rehabilitation regional offices, use the following address:*

<http://www.nd.gov/dhs/dvr/about/regional-contact.html>

Essential Skill- Creating a Personal Information Profile

Time:

- One 50-minute class period

Materials:

- Resource- “Personal Information Profile”
- Overhead projector/Smartboard
- Computer for research

Directions:

1. Hand out Resource- “Personal Information Profile,” to each student.
2. Using projector, model completion of Resource- “Personal Information Profile,” in front of class.
 - a. Explain their completed “Personal Information Profile” will make applying for jobs a much faster and more efficient process.
 - b. Support students in finding their personal information. It is critical their information is accurate for this profile to be an effective tool for them to utilize.
 - c. Demonstrate how to use the Internet to research employment history data (e.g., addresses, phone numbers, etc.).
 - d. Demonstrate appropriate ways to write dates when completing work experience.
3. Students will complete one section at a time after watching teacher model how to complete each section.
4. Discuss criteria for finding appropriate work references.
 - a. No family members.
 - b. No same aged peers, unless they work at the job site you are applying at.
 - c. Good references: Past employers, past adult coworkers, adult family friends, teachers, counselors and other school professionals.
5. Okay to use volunteer experience for the work experience section.
6. Completed Personal Information Profiles should be closely assessed for accuracy as they are the primary source for future job application completion and resume building.

Goals:

- An accurately completed Personal Information Profile will give students the ability to accurately complete job applications in a much more independent manner.
- The Personal Information Profile will support students in developing a resume they can utilize and update both during and after completing high school.

Resource- Creating a Personal Information Profile

Personal Information Profile

Facts about you:

Name:

Address:

Phone:

Email:

Social Security Number: _____

Driver's License Number:

Days and hours you can work:

Mon:

Tues:

Wed:

Thurs:

Friday:

Sat:

Sun:

Pay you're looking for:

Work Experience:

Job #1

Job #2

Business Name:

Business Name:

Title:

Title:

Supervisor Name:

Supervisor Name:

Full Address:

Full Address:

Phone Number:

Phone Number:

Starting/Ending Pay:

Starting/Ending Pay:

Reason for Leaving:

Reason for Leaving:

Dates Worked (Start to Finish):

Dates Worked (Start to Finish):

Duties and Tasks Performed:

Duties and Tasks Performed:

Education:

High School Attended:

Address:

Years Completed or Graduated:

High School Classes completed that could benefit your job:

References:

Name:

How you know this person:

Phone/Email:

1.

2.

3.

4.

When researching job openings online and completing job applications, your Personal Information Profile will make this process easier and faster.

Essential Skill- Building a Resume

Time:

- One 50-minute class period

Materials:

- Completed Personal Information Profile
- Computer for each student
- Login information for RUReady.ND.gov for each student
- Overhead projector/Smartboard
- Resource- “RUReady Resume Rough Draft”

Directions:

1. Using overhead projector/Smartboard, go to:
https://secure.ruready.nd.gov/Career_Planning/_default.aspx
2. Click on “Get a Job”, then click on “Resume Builder”
 - a. This is an immensely effective resume building website for students with Intellectual Disabilities (ID), as it breaks the process into multiple small steps, prompting students to complete.
 - b. It allows students to work at their own pace and abilities to create a resume that will act as a ‘rough draft’ to their final resume.
 - c. It is important to strongly emphasize the importance of using Spellcheck and having a trusted adult proofread their final resume.
 - d. Remind students their “Job Objective” will likely change with each job application. They will need to update their objective when applying for different jobs.
 - e. Students should focus on the “Work Experience” section as this section can be challenging to come up with relevant information to include. Students should focus on their primary responsibilities and tasks at their job/volunteer position. No more than four tasks should be listed here. RUReady has prompts available in this section to support students developing their tasks.
 - f. Reemphasize references must not be family members.
3. At this point, model for students how to utilize your Personal Information Profile to complete each step of the RUReady Resume Builder.
 - a. Begin with Personal Information and continue through all sections.
 - b. If you have access to laptops, have students complete each section one at a time along with you. Otherwise, regular computers will work just fine.
 - c. Encourage students to use their Personal Information Profile to help them complete the resume as independently as possible.
4. Project Resource- “RUReady Resume Rough Draft,” so students can visualize what the completed format will look like.
5. Upon completion of their RUReady resumes, students should print them off.
6. Assess each completed resume and work with students individually to make any corrections.

Goals:

- Students will complete a rough draft resume as independently as they are capable, utilizing their Personal Information Profile and support from the Resume Builder program.

- Students will create a rough draft resume that will support them in creating a professional resume that they can use both now and following high school.

Resource- Building a Resume

RUReady Resume Rough Draft

North Dakota's RUReady Resume Builder feature is extremely helpful in producing a resume as it provides helpful prompts and chunk the process into smaller pieces. The below resume example is what students' rough draft resume will look like. This is helpful for students to be able to visualize what their assignment should look like at completion.

**Retrieved from:* https://secure.ruready.nd.gov/Career_Planning/Get_a_Job/Resume_Builder/

Andrew Byzewski
abyzewski@west-fargo.k12.nd.us • 701-123-4567
2343 Main St • West Fargo ND 58078

Objective:	Obtain a position as a school route bus driver.	
Skills and Qualifications:	<ul style="list-style-type: none">• Knowledge of Microsoft based software• Following travel directions• Driving vehicles of less than three tons• Loading and unloading materials• Operating trains, buses, or trucks to transport people or freight	
Employment History:	May 1997 - August 2001 Bus Driver	YMCA Fargo, ND <ul style="list-style-type: none">• Scheduled bus routes to pick up students from eight different schools.• Maintained order on the bus.• Recognized when bus required maintenance.
Education and Training:	August 1992 - May 1996 Diploma: General Studies	Fargo North HS Fargo, ND
Interests:	<ul style="list-style-type: none">• I enjoy reading• Spending time outdoors fishing• Going on vacations with family	
References:	-Suzie Smith - YMCA Childcare - 701-234-5678 -Ben Hanson - Wilson Distribution - 701-345-6789 -Hal Benson - Local High School - 701-987-6543	

Essential Skill- Building a Professional Resume

Time:

- Two 50-minute class periods

Materials:

- Access to computers for each student
- Each student should have a copy of their completed RUPReady rough draft resume
- Overhead projector/Smartboard
- Resource- “Professional Resume Example” (Kimbrell & Vineyard, 2008)

Directions:

1. Assure that each student’s rough draft resume is complete and has been proofread. This assures that students will be able to focus on proper formatting and appearance on their final professional resume.
2. Discuss critical elements of a professional resume using resource- “Professional Resume Example”
 - a. Focus on positives – Avoid negative information on you.
 - b. Strive to keep resume to one page in length.
 - c. If you do not have work experience, focus on skills, education and/or volunteer work.
 - d. Must be free of spelling, grammar, and formatting errors.
 - e. Use bullets as this makes it easier to list information.
3. Using overhead projector/Smartboard demonstrate how to create a simple but professional resume using Microsoft Word.
 - a. Open a Word document.
 - b. Under “File”, click on “New”
 - c. Using the Search box, type “resume”
 - d. Select one of the “Chronological” resumes
 - e. Helpful to have students do this along with you
4. Begin to transcribe the information from your RUPReady resume to your Word Document resume.
 - a. Be attentive and supportive with students at this point. Ideal to have paraprofessional support at this stage to maximize student support.
 - b. When completed, students should print the Word Document.
5. After assessing final resumes, students should be given time to make corrections. The goal of this assignment is to create a professional document to support the student in acquiring employment.

Goals:

- Students will create a professional resume that highlights their strengths and skills while following parameters of a professional appearing resume.
- Students will develop the necessary skills to update their resume following high school as independently as possible.

Essential Skill- Job Applications

Time:

- One 50-minute class period

Materials:

- Resource- “Practice Employment Application”
- Each student should have their Personal Information Portfolio

Directions:

1. Hand out Resource- “Practice Employment Application” to each student.
2. Go over instructions. Focus on:
 - a. Writing must be neat and legible.
 - b. Okay to have another person write for you.
 - c. Use two copies. Your rough draft in pencil and your final draft in pen.
 - d. Use your Personal Information Profile. It will make completion much easier and faster.
 - e. Some questions will be new to you:
 - i. Desired pay: Be reasonable about expectations.
 - ii. Hours desired: Think about your weekly schedule. What days and times can you work? Consider how you will get to work. Will you have a way of getting to work on the desired hours you listed?
 - iii. Position applying for: What is the title of the position for which you want to be hired?
 - f. Fill out every box. If you are not sure, ask!
 - g. Take your time. Working quickly leads to errors.
3. Students will then complete Resource- “Practice Employment Application,” in pencil.
4. Exchange with a classmate to proofread.
5. After proofreading, complete a final draft in blue or black pen.
6. Hand in completed application to teacher.

Goals:

- Students will be able to complete an error free job application, which will increase their likelihood of obtaining an interview.
- Students will effectively use their Personal Information Portfolio to complete a job application as independently as possible.

Resource- Job Applications

Practice Employment Application

- This application was designed to complete as a reference to use when filling out actual job applications. Fill it out, in detail, and keep it with you while you are searching for a job. This may assist you with information that an employer may ask for. **Do not give this sheet to an employer.** They will have their own application for prospective employees to fill out.
- Be accurate! Confirm names, telephone numbers and addresses are correct. If you cannot remember, you may need to look this information up.
- Double check the dates of your previous jobs. If you aren't sure, call and ask! You may call the company's human resources office to get this information. Most companies have this number listed on their website.
- Always ask permission before putting someone down as a reference. Be sure to give contact information where they can be reached during normal business hours (8 a.m. – 5 p.m.).
- Check for spelling and grammatical errors.
- Write neatly and legibly when filling out an application. Black or Blue Pen.

*Retrieved from: http://www.yti.edu/studentlife/Docs/PTJobs_PracticeApplication.pdf

Essential Skill- Real World Job Applications

Time:

- One 50-minute class period

Materials:

- Computers for each student
- Overhead projector/Smartboard
- Resource- “Application Example”

Directions:

1. Get students excited about finding a job that they are interested in:
 - a. One by one, ask each student where they would work if they could work anywhere.
 - b. Track students’ answers on the board.
 - c. If a student selects an obscure company, have them name a more common company.
 - d. Explain that your own dream job (Besides teaching) would be at Company X (Select a common company that will be easy to find job applications for online).
2. Using the overhead projector/Smartboard in front of the class, demonstrate how to find job applications online.
 - a. Best to use a search engine with wording like “Target job application PDF.”
 - b. Most companies use online job applications, but for the purpose of exposing students to different types of job applications, it is important to find applications that can be printed so students can manually complete.
 - c. One by one, have the class help you find a job application for each student’s dream job (Okay for students to do this step independently when appropriate).
 - d. After finding an appropriate application, print off two copies for the student.
 - e. Continue until all students have a real world job application.
 - f. Or, students could use the application in the resource- “Application Example.”
3. Students will have two copies. Complete the first copy in pencil using their Personal Information Portfolio.
4. Exchange first copy with a peer for proofreading.
5. Complete second copy in black or blue pen making sure they made corrections from their first copy.
6. Students should utilize skills developed from previous lessons in completing their real world applications.

Goals:

- Students will be successful in generalizing newly acquired job application skills to completing real world job applications.

Resource- Real World Job Applications

Application Example



Application For Employment

Personal Information

Date of Application: _____

Last Name: _____ Middle Initial: _____ First Name: _____
 Address: _____ City: _____
 Province: _____ Postal Code: _____ Home Phone #: _____
 Alternate Telephone #: _____ E-mail: _____
 Have you worked at Wal-Mart before: ☐ No ☐ Yes If yes, which store: _____ If yes, note dates: _____

Position

Position applying for: _____ ☐ Seasonal /Temporary _____
 Are you interested in: ☐ Full Time (Min. of 28 hrs per week) ☐ Peak Time (Less than 28 hrs per week)
 How did you learn about this opportunity? _____

Availability

Date available to start (dd/mm/yyyy): _____
 Indicate when you are available to be scheduled (specify a.m. or p.m.). Due to the nature of our business, the more available you are, the more opportunities we can consider you for.

	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
From							
To							
Overnight yes/no							

Education

Tell us the highest or equivalent level completed

Institution Type	Completion	Type of Certification/Diploma/Degree Received
High School Year Completed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Post Secondary	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Employment History

1 Current/Last Position Title: _____ Company Name: _____
 Company Address: _____
 Responsibilities: _____
 Date of Employment: _____ Reason for leaving: _____
 Supervisors Name: _____ Position Title: _____
 May we contact them? ☐ Yes ☐ No Supervisors Contact Number: _____

2 Current/Last Position Title: _____ Company Name: _____
 Company Address: _____
 Responsibilities: _____
 Date of Employment: _____ Reason for leaving: _____
 Supervisors Name: _____ Position Title: _____
 May we contact them? ☐ Yes ☐ No Supervisors Contact Number: _____

Is there someone you would like to refer for a position at Wal-Mart?

Name: _____ Contact Information: _____

I certify that the information on this application is correct and I understand that any misrepresentation or omission of any information will result in my disqualification from consideration for employment or if employed my dismissal for just cause. Wal-Mart Canada Corp may verify the information set forth on this application and obtain additional background information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply all information concerning my background. On the first day of employment I agree to provide Wal-Mart Canada Corp. proof of my age (as required for company benefit plans and similar administration), Social Insurance Number and appropriate credentials as may be required. I understand that the first 3 months of active service will be probationary during which time my employment may be terminated without notice of termination of employment or pay in lieu thereof.

Candidate's name (Please print): _____

Candidate Signature: _____ Date: _____

Feel free to attach a resume to this application form

WMP24CB Rev. 08/09

*Retrieved from: <https://jobapplicationreview.com/wp-content/uploads/2016/09/Walmart-Application-Form.pdf>

Essential Skill- First Day Paperwork

Time:

- One 50-minute class period

Materials:

- Resource- “I-9”
- Resource- “W-4”
- Resource- “Direct Deposit Form & Fake Check”
- Overhead projector/Smartboard

Directions:

1. Students will complete common documents that employees need to complete when they start employment at a company.
2. Explain to students they will need to complete the following paperwork during their first days of employment.
3. Explain the need for each document as you model how to complete each form on the overhead projector/Smartboard. Students should complete their own forms along with you as you demonstrate. STOP after each blank to assure students are completing correctly.
 - a. Model I-9 completion one step at a time. Students should complete along with you. Explain that companies use the I-9 form to make sure that newly hired employees are allowed to work in the United States.
 - b. Model W-4 completion one step at a time. Students should complete along with you. Explain that companies use the W-4 form to know how much tax should be withheld from the employee’s paycheck.
 - c. Model Direct Deposit Form completion one step at a time. Using the fake check, explain where to find routing and bank account numbers. Students should complete their own forms along with you. Explain that companies use the direct deposit form, so they can transfer your paycheck directly into your bank account.
 - d. Discuss with students that they will also need to provide a photo ID and either their Social Security Card or Birth Certificate.

Goals:

- Exposing students to this process in the controlled setting of the classroom, will help them to complete these forms in future jobs with more accuracy and efficiency.

Resource- (I-9)

Employment Eligibility Verification
 Department of Homeland Security
 U.S. Citizenship and Immigration Services

USCIS
 Form I-9
 OMB No. 1615-0047
 Expires 08/31/2019

► **START HERE:** Read instructions carefully before completing this form. The instructions must be available, either in paper or electronically, during completion of this form. Employers are liable for errors in the completion of this form.

ANTI-DISCRIMINATION NOTICE: It is illegal to discriminate against work-authorized individuals. Employers **CANNOT** specify which document(s) an employee may present to establish employment authorization and identity. The refusal to hire or continue to employ an individual because the documentation presented has a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Attestation (Employees must complete and sign Section 1 of Form I-9 no later than the first day of employment, but not before accepting a job offer.)

Last Name (Family Name)		First Name (Given Name)		Middle Initial	Other Last Names Used (if any)	
Address (Street Number and Name)			Apt. Number	City or Town		State ZIP Code
Date of Birth (mm/dd/yyyy)	U.S. Social Security Number [][] - [][] - [][][]		Employee's E-mail Address		Employee's Telephone Number	

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following boxes):

<input type="checkbox"/> 1. A citizen of the United States	OR Code - Section 1 Do Not Write In This Space
<input type="checkbox"/> 2. A noncitizen national of the United States (See instructions)	
<input type="checkbox"/> 3. A lawful permanent resident (Alien Registration Number/USCIS Number): _____	
<input type="checkbox"/> 4. An alien authorized to work until (expiration date, if applicable, mm/dd/yyyy): _____ Some aliens may write "N/A" in the expiration date field. (See instructions) Aliens authorized to work must provide only one of the following document numbers to complete Form I-9: An Alien Registration Number/USCIS Number OR Form I-94 Admission Number OR Foreign Passport Number. 1. Alien Registration Number/USCIS Number: _____ OR 2. Form I-94 Admission Number: _____ OR 3. Foreign Passport Number: _____ Country of Issuance: _____	

Signature of Employee	Today's Date (mm/dd/yyyy)
-----------------------	---------------------------

Preparer and/or Translator Certification (check one):

☐ I did not use a preparer or translator. ☐ A preparer(s) and/or translator(s) assisted the employee in completing Section 1.
 (Fields below must be completed and signed when preparers and/or translators assist an employee in completing Section 1.)

I attest, under penalty of perjury, that I have assisted in the completion of Section 1 of this form and that to the best of my knowledge the information is true and correct.

Signature of Preparer or Translator		Today's Date (mm/dd/yyyy)	
Last Name (Family Name)		First Name (Given Name)	
Address (Street Number and Name)		City or Town	State ZIP Code



Employer Completes Next Page



Resource- (W-4)

Form W-4 (2018)

Future developments. For the latest information about any future developments related to Form W-4, such as legislation enacted after it was published, go to www.irs.gov/FormW4.

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. You may claim exemption from withholding for 2018 if **both** of the following apply.

- For 2017 you had a right to a refund of all federal income tax withheld because you had **no** tax liability, **and**

- For 2018 you expect a refund of all federal income tax withheld because you expect to have **no** tax liability.

If you're exempt, complete **only** lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2018 expires February 15, 2019. See Pub. 505, Tax Withholding and Estimated Tax, to learn more about whether you qualify for exemption from withholding.

General Instructions

If you aren't exempt, follow the rest of these instructions to determine the number of withholding allowances you should claim for withholding for 2018 and any additional amount of tax to have withheld. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

You can also use the calculator at www.irs.gov/W4App to determine your tax withholding more accurately. Consider

using this calculator if you have a more complicated tax situation, such as if you have a working spouse, more than one job, or a large amount of nonwage income outside of your job. After your Form W-4 takes effect, you can also use this calculator to see how the amount of tax you're having withheld compares to your projected total tax for 2018. If you use the calculator, you don't need to complete any of the worksheets for Form W-4.

Note that if you have too much tax withheld, you will receive a refund when you file your tax return. If you have too little tax withheld, you will owe tax when you file your tax return, and you might owe a penalty.

Filers with multiple jobs or working spouses. If you have more than one job at a time, or if you're married and your spouse is also working, read all of the instructions including the Instructions for the Two-Earners/Multiple Jobs Worksheet before beginning.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you might owe additional tax. Or, you can use the Deductions, Adjustments, and Other Income Worksheet on page 3 or the calculator at www.irs.gov/W4App to make sure you have enough tax withheld from your paycheck. If you have pension or annuity income, see Pub. 505 or use the calculator at www.irs.gov/W4App to find out if you should adjust your withholding on Form W-4 or W-4P.

Nonresident alien. If you're a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Specific Instructions

Personal Allowances Worksheet

Complete this worksheet on page 3 first to determine the number of withholding allowances to claim.

Line C. Head of household please note:

Generally, you can claim head of household filing status on your tax return only if you're unmarried and pay more than 50% of the costs of keeping up a home for yourself and a qualifying individual. See Pub. 501 for more information about filing status.

Line E. Child tax credit. When you file your tax return, you might be eligible to claim a credit for each of your qualifying children. To qualify, the child must be under age 17 as of December 31 and must be your dependent who lives with you for more than half the year. To learn more about this credit, see Pub. 972, Child Tax Credit. To reduce the tax withheld from your pay by taking this credit into account, follow the instructions on line E of the worksheet. On the worksheet you will be asked about your total income. For this purpose, total income includes all of your wages and other income, including income earned by a spouse, during the year.

Line F. Credit for other dependents. When you file your tax return, you might be eligible to claim a credit for each of your dependents that don't qualify for the child tax credit, such as any dependent children age 17 and older. To learn more about this credit, see Pub. 505. To reduce the tax withheld from your pay by taking this credit into account, follow the instructions on line F of the worksheet. On the worksheet, you will be asked about your total income. For this purpose, total income includes all of

Separate here and give Form W-4 to your employer. Keep the worksheet(s) for your records.

Form W-4 Department of the Treasury Internal Revenue Service		Employee's Withholding Allowance Certificate ▶ Whether you're entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.		OMB No. 1545-0074 2018
1 Your first name and middle initial		Last name		2 Your social security number
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate. Note: If married filing separately, check "Married, but withhold at higher Single rate."		
City or town, state, and ZIP code		4 If your last name differs from that shown on your social security card, check here. You must call 800-772-1213 for a replacement card. ▶ <input type="checkbox"/>		
5 Total number of allowances you're claiming (from the applicable worksheet on the following pages)				5
6 Additional amount, if any, you want withheld from each paycheck				6 \$
7 I claim exemption from withholding for 2018, and I certify that I meet both of the following conditions for exemption.				
• Last year I had a right to a refund of all federal income tax withheld because I had no tax liability, and • This year I expect a refund of all federal income tax withheld because I expect to have no tax liability. If you meet both conditions, write "Exempt" here ▶				
Under penalties of perjury, I declare that I have examined this certificate and, to the best of my knowledge and belief, it is true, correct, and complete.				
Employee's signature (This form is not valid unless you sign it.) ▶		Date ▶		
8 Employer's name and address (Employer: Complete boxes 8 and 10 if sending to IRS and complete boxes 9, 10, and 11 if sending to State Director of New Hire.)		9 First date of employment	10 Employer identification number (EIN)	

For Privacy Act and Paperwork Reduction Act Notice, see page 4.

Cat. No. 10220Q

Form **W-4** (2018)

Resource- (Direct Deposit Form with Fake Check)

DIRECT DEPOSIT AUTHORIZATION


Please Return to: Payroll Department

West Fargo Public Schools
207 WEST MAIN AVE
WEST FARGO, ND 58078

I authorize West Fargo Public Schools and the financial institution listed below to initiate electronic credit entries to my checking or savings account for purposes of payroll. I further authorize debit entries and adjustments for any errors that may occur. I understand that this authorization will remain in effect until I submit a written request to have it stopped.

<input type="checkbox"/> Start	<input type="checkbox"/> Change	<input type="checkbox"/> Stop	Employee Name	
Effective Date			Social Security Number	
Financial Institution Information			Please check ONE	
Name of Financial Institution			<input type="checkbox"/> Net Pay	
Address			<input type="checkbox"/> Specific Amt:	<input checked="" type="checkbox"/> Every Payroll
City, State, and Zip Code			<input type="checkbox"/> Checking (attach voided check)	
			<input type="checkbox"/> Savings (attach deposit slip)	
			Signature	
Account Information				
Transit Routing Number			Bank Account Number	

Attach a voided check below:


Nationwide®
123

YOUR NAME

1234 Main Street

Anywhere, OH 00000

DATE _____

PAY TO THE ORDER OF _____

_____ DOLLARS

\$ _____

⑈044072324

ROUTING NUMBER

⑈000123456789

ACCOUNT NUMBER

⑈123

CHECK NUMBER

Unit 8

Orientation

Essential Skill- Orientation

Time:

- One 50-minute class period

Materials:

- Resource- “Orientation Project” (Kimbrell & Vineyard, 2008)

Directions:

1. Using Resource- “Orientation Project,” discuss new employee orientation with students.
 - a. Orientation may look different for each company.
 - b. Orientation is used to help new employees learn about the company and the job tasks they will be responsible for. You will meet many new people. Make sure you introduce yourself!
 - c. Orientation usually includes:
 - i. The company’s mission – This is what they stand for and want to accomplish as a business
 - ii. An introduction to your coworkers and supervisors – This is a good time to introduce yourself and find out who does what.
 - iii. Your job responsibilities – This is when you will learn about what you will be doing and also how to do it. You will not be expected to know how to do everything on day 1.
 - iv. When your paydays are – They will tell when you can expect to get paid. Some companies pay every two weeks, some pay once a month, and others may pay on an even different schedule.
 - v. Dress code – This is what you will be expected to wear to work each day.
 - vi. Your pay and benefits – This will be how much money you make per hour or as your salary. Benefits can include paid healthcare, dental and vision from your employer. Benefits can include other things as well (Gym memberships, bonuses, a company car, etc.).
 - vii. Tour – You will receive a tour of the entire building, so you know where to clock in/out, park, put your belongings, eat lunch, and where to take a break.
2. Split students into groups of three or four.
3. Using their new knowledge of the above orientation information, each group will create their own orientation day for new employees.
 - a. Each group will select a company they know well (YMCA, Target, Walmart, etc.).
 - b. Using the word bank, each group will then create a full day of orientation for a new employee.
 - c. Each item from the word bank should be specifically described (Pay = \$9.50/hr., Tasks = Gathering Shopping Carts, etc.).
 - d. Students must work all items into an 8:00am to 5:00pm workday.

Goals:

- Students will benefit from the visualization of the orientation process and have a smoother transition into a new employment setting.

Resource- Orientation

Orientation Project

Welcome to

Orientation Day

Directions: You need to create an orientation day for the new employees at your group's company. Think of activities and information you need to give these new employees to best prepare them for their first day of work. Be sure to include the following items in addition to anything else you feel is important.

Key Topics:

Job Title	Pay	Benefits	Dress Code
Supervisor		Coworkers	
Hours Worked		Tasks	
1 st Day Tasks		Tour	
Where to put your things		Break/Cafeteria	
Paperwork you need to complete		Work Area	

Now Create an Orientation Schedule of How You will Include the Above Topics for an Employee's First Day

- 8:00am – 8:15am: You will put your personal items in a locker in the staff lounge
- 8:15am –
- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

Student Performance Evaluation

Work Place Readiness Student Performance Evaluation

Curriculum Sections Evaluated with this Rubric

Pages 4-18: Work Place Behavior, Relationships, Social Skills

Pages 19-25: Decision Making

Pages 26-39: Understanding Work Place Expectations

Pages 40-64: Interview Skills Building

Pages 65-66: Transportation

Pages 73-106: All About You

Students are usually evaluated by CTE staff at the end of each quarter using the following rubric. The areas evaluated are determined by the instruction delivered within the quarter. West Fargo schools have excellent partnerships with a variety of private providers and with the regional Vocational Rehabilitation office. Instruction delivered, as well as the frequency of evaluation can be adjusted dependent upon collaboration with these partners. Partners can also deliver instruction and use the evaluation rubric for clients other than those enrolled in the West Fargo programs.

Student Performance Evaluation Rubric

	Exceeds Expectations	Accomplished Independently	Accomplished with Support	Developing	Beginning
Work place, relationships, social skills	Thoughtfully and consistently listen to and reflect on the information and intentions of the message. Effectively uses communication to inform, instruct, motivate, and persuade.	Uses communication to inform, instruct, motivate, and persuade. Effectively listen to and reflect on the information and intentions of the message.	When provided prompts is able to use communication to inform, instruct, motivate, and persuade. Listen to and reflect on the information and intentions of the message with coaching.	Attempts to listen to the message and reflect on the meaning of the message, but misses key information or intentions of the message. Communicates only to inform or instruct.	Communicates only to inform and does not demonstrate communication for other purposes. Does not listen to the message and demonstrates the misunderstanding by not reflecting on the meaning.

	Exceeds Expectations	Accomplished Independently	Accomplished with Support	Developing	Beginning
Decision Making	Thoughtfully and consistently making decisions for oneself.	Making decisions for oneself while considering potential outcomes.	Is able to self-start the decision making process but reassurance is provided as needed.	Is able to contribute ideas and/or suggestions in the decision making process.	Does not make decisions for oneself.
Understanding work place expectations	Consistently and accurately completes tasks and takes responsibility for work. Completes tasks ahead of schedule by creating a plan and scheduling time to complete the work. Has a positive outlook and creates a positive work environment for all involved while working on projects.	Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others. Completes work on time by taking advantage of the time provided and by using time management skills. Takes responsibility for work completed and not completed.	Has a positive attitude towards tasks, projects and others. Completes work when provided directives.	Takes limited responsibility for not completing work. Occasionally completes work on time. Occasionally has a negative attitude towards tasks, projects, and/or others.	Does not take responsibility for completed or uncompleted work. Does not complete work on time and does not use time management skills. Typically is negative toward tasks, projects, and/or others.
Interview skills building	Student is successfully obtaining and completing an interview. Demonstrates appropriate appearance in various settings.	Is able to obtain and complete an interview independently. Demonstrates appropriate appearance.	Student seeking input when obtaining and completing an interview. When provided modeling student is able	Provider is initiating the steps involved in obtaining and completing an interview. Attempts to demonstrate	Requires full assistance for obtaining and completing an interview. Does not demonstrate appropriate appearance.

	Exceeds Expectations	Accomplished Independently	Accomplished with Support	Developing	Beginning
			to dress appropriately.	appropriate appearance.	
Transportation	Is able to navigate in the community using various modes of transportation.	Is able to navigate in the community.	Is able to navigate in the community with established supports.	Has knowledge of destination but requires assistance to reach destination.	Requires full assistance when navigating in the community.
All about you	Effectively demonstrates expectations of oneself. Advocates for self in a variety of settings.	Is aware and demonstrates expectations of oneself. Advocates for self.	Aware of expectations of oneself but unable to do so independently. When prompted, will advocate for oneself.	Limited expectations of oneself. Has the ability to advocate for oneself.	No realistic expectations of oneself. Does not advocate for oneself.

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