



**NTACT**  
National Technical Assistance Center on Transition



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

# WORK PLACE READINESS CURRICULAR GUIDE

November 2017



## Introduction-

This document is a curricular guide for instruction of work place readiness skills to young adults with behavioral, social/emotional, social communication and mental health needs. It can supplement an existing curriculum, or can stand alone for use with the target youth population. It was developed by the North Dakota Department of Public Instruction (NDDPI) through an intensive technical assistance grant with the National Technical Assistance Center on Transition (NTACT). It is for use by secondary schools, vocational rehabilitation staff, private providers, and parents.

It provides a scope of instruction by identifying critical components and essential elements for this population to successfully enter and sustain employment. The levels guide provides a suggested sequence of instruction. The resources listed in this guide are suggestions. North Dakota educators, vocational rehabilitation staff, private providers and parents have identified them as effective. They are either no cost or low cost publications, websites, or programs. Hyperlinks for most of the resources are on the last page. The evaluation methodologies are also suggestions. They are commonly used by practitioners to measure performance.

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Key to Levels Guide- I= Introduction, P= Practice, M= Mastery

### Work Place Behavior, Relationships, and Social Skills (includes Engagement)

Critical Component	Critical Skills	Suggested Levels	Resources (Hyperlinks on last page)	Evaluating Performance
<b>Work Place Behavior, Relationships &amp; Social Skills</b>	Communicating so Others can Understand	I-Pre-sec. P- 7-12 M- Post-sec.	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	Observation
	Positive and Negative Workplace Communications	I- 9 P-9-12 M-Post-sec.	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations	Observation, Role Playing
	Social Communications- breaks, lunch, before and after work	I- Pre-sec. P-7-12 M-Post-sec.	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	Observations
	Confidentiality of Communications	I-10 P-10-12 M-12	Simulations, Role Playing, FERPA, Community Employers	
	Self-regulation Skills- to control emotions, solve problems and sustain engagement throughout the task	I-Pre-sec. P-7-12 M-Post-sec.	Zones of Regulation (Kuypers), Collaborative Problem Solving (Greene), Peer Coaching Models (Hughes, et. Al.), <i>Coping Cats/C.A.T. Project</i> ( Kendall & Hedtke), Modeling, Self-talk, Simulations, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	Observation
	Executive Function Skills- to visualize, understand and get to the finish of a work task	I-Pre-sec. P-7-12 M-Post-sec.	Social Stories (Gray), Stop & Think (Project ACHIEVE), Self-management Instruction (Wolgemuth, Cobb & Duncan),	Observation

		Graphs & Charts, Guides, Graphic Organizers, Goal Setting, Planning Templates, Visual checklists/agendas/schedules & outlines, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	
Active Listening Skills	I-Mid-Sch. P-7-12 M-12	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	Observation, Role Playing
Demonstrate Respect/Value of Others & Their Work	I-Mid-Sch. P-7-12 M-12	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations, <i>Tough Kid Social Skills Book</i> (Susan M. Sheridan)	Observation, Role Playing
Work Place Manners- please, thank you, personal space	I-Pre-sec. P-Mid-Sch. M-9	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations	Observation, Role Playing
Body Language- yourself and others	I-Mid-Sch. P-7-9 M-10	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations	Observation
Supporting Others at Work	I-Mid-Sch. P-7-10 M-11	<i>Soft Skills to Pay the Bills</i> , Role Playing, Modeling, Simulations	Observation

## Independent Living Skills

Critical Component	Critical Skills	Suggested Levels	Resources	Evaluating Performance
<b>Independent Living Skills</b>	Hygiene	I-Pre-sec. P-7-12 M-Post-sec.	<i>Soft Skills to Pay the Bills,</i>	Checklists
	Establishing Routines at Work	I-Mid-Sch. P-7-12 M-Post-sec.	Visual Schedules, Social Stories (Gray), Rubrics, Checklists	Checklists, Observations
	Cell Phone & Electronics Use/Internet Safety at Work	I-Mid-Sch. P-7-12 M-Post-sec.	<i>Soft Skills to Pay the Bills,</i>	Written or Oral exam
	Services and Supports Available at Work	I-9 P-9-12 M-12	JAN – The Job Accommodation Network,	Written or Oral exam
	Seeking Help for Mental Health and Addiction Issues	I-Mid-Sch. P-7-12 M-12	Employer Assistance Programs (EAPs), Community Groups, Dept. of Human Services, Medical Providers, Addiction Support Groups,	Written or Oral exam

## Understanding Work Place Expectations

Critical Component	Critical Skills	Suggested Levels	Resources	Evaluating Performance
<b>Understanding Work Place Expectations</b>	Accountability- punctuality, calling in sick or unable to work, taking time off	I-Mid-Sch. P-7-12 M-Post-sec.	Soft Skills to Pay the Bills,	Observation, checklist, Questions to employers,
	Teamwork/Working with Others/Cooperation	I-Pre-sec. P-K-12 M-12	Soft Skills to Pay the Bills,	Observation, Role Playing
	Supervision and Performance Evaluations	I-9 P-9-12 M-12	Community Businesses, Human Resource offices,	
	Understanding Constructive Criticism	I-Pre-sec. P-3-12 M-10	<i>Soft Skills to Pay the Bills,</i>	
	Chain of Command	I-8 P-8-12 M-Post-sec.	Community businesses, employers, government officials,	Written or Oral exam
	Work Schedule/Breaks and Lunch	I-9 P-9-12 M-12	Community employers,	Observation, written or oral exam

## Interview Skill Building

Critical Component	Critical Skills	Suggested Levels	Resources	Evaluating Performance
<b>Interview Skill Building</b>	Disclosure of Disability	I-9 P-9-12 M-12	<i>Soft Skills to Pay the Bills, The 411 On Disability Disclosure,</i>	Observation, role playing
	Understanding Supports and Accommodations Needed on the Job and Informing the Potential Employer	I-9 P-9-12 M-12	<i>The 411 On Disability Disclosure, JAN – The Job Accommodation Network,</i>	Observation, role playing
	Preparation	I-Mid-Sch. P-7-10 M-11	<i>Soft Skills to Pay the Bills, JAB- The Job Accommodation Network,</i>	Observation
	Common Questions	I-9 P-9-10 M-11	Soft Skills to Pay the Bills, JAN- The Accommodation Network	
	Initial Presentation- hygiene, clothing, arrive on time, shake hands, introduce yourself, eye contact, body language	I-Pre-sec. P-7-12 M-12	<i>Soft Skills to Pay the Bills,</i>	Observation
	Asking Questions	I-Mid-Sch. P-7-10 M-11	Soft Skills to Pay the Bills,	Observation
	Telling about Yourself	I-Mid-Sch. P-7-9 M-11	Soft Skills to Pay the Bills, <i>The 411 On Disability Disclosure</i>	Observation



## Transportation

Critical Component	Critical Skills	Suggested Levels	Resources	Evaluating Performance
Transportation-getting to & from work	Driver's License	I-8 P-8-9 M-10	State Transportation Website, Driver's License manual,	
	Community Services-bus, taxi, etc.	I-8 P-9-12 M-12	City/Community Websites,	
	Car Pooling	I-10 P-10-12 M-Post-sec.	Community Websites	
	Walking- Community Orientation and Mobility, right of way, crosswalks, & signals	I-Mid-Sch. P-7-12 M-Post-sec.	City/Community Maps,	

## Personal Safety and Emergency Planning

Critical Component	Critical Skills	Suggested Levels	Resources	Evaluating Performance
	Avoiding Danger, Risk, Harm/Being Cautious & Careful at Work	I-Mid-Sch. P-7-12 M-Post-sec.	National Safety Council (NSC), United States Dept. of Labor (DOL), The National Institute for Occupational Safety and Health (NIOSH),	
	Refusal Skills	I-Mid-Sch. P-7-12 M-12	Utah Education Network/Refusal Skills,	
	Emergency Procedures in the Work Place	I-10 P-10-12 M-Post-sec.	Community Work Experience site supervisors, Community employers,	
	Safety Guidelines at Work	I-9 P-9-12 M-Post-sec.	National Safety Council (NSC), United States Dept. of Labor (DOL), The National Institute for Occupational Safety and Health (NIOSH),	
	Dealing with Law Enforcement & First Responders	I-8 P-8-12 M-12	Local Law Enforcement, Emergency Medical teams	

## Resource Addresses:

<https://askjan.org/media/atoz.htm>

<http://www.ncwd-youth.info/411-on-disability-disclosure>

<http://www.nd.gov/dhs/locations/regionalhsc/>

[http://breitlinks.com/careers/career\\_pdfs/CareerActivitiesBook.pdf](http://breitlinks.com/careers/career_pdfs/CareerActivitiesBook.pdf)

<https://sband.org/UserFiles/files/pdfs/publications/2015GIAW2.pdf>

<http://www.afb.org/info/living-with-vision-loss/for-job-seekers/lesson-plans-for-teachers-and-professionals/transition-to-work-program-activity-guide/1234#content>

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

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

<http://www.launchmylifend.com/>

<http://toughkid.com/tk-products/socialskills.html>

<http://www.uen.org/Lessonplan/preview.cgi?LPid=30959>

<http://www.nsc.org>

<https://www.cdc.gov/niosh/index.htm>