



OC PRE-EMPLOYMENT SKILLS DEVELOPMENT CHART

Preparing Youth & Adults with Moderate to Severe Disabilities for Competitive Integrated Employment



PARENT & FAMILY VERSION

Child/Youth/Adult:

Parent/Family Member:

Date:

Competitive Integrated Employment (CIE): Preparing youth and adults for Competitive Integrated Employment (CIE) and careers, starts well before age 16. As individuals with disabilities, families, school staff and community agencies focus on transition planning, employment and career development, there is an expectation that employment options will be available. It is our responsibility in the schools, in the community and at home to promote and support the acquisition of skills that will prepare our youth/adults to secure and retain jobs that are competitive and integrated. It is recommended that skill development begin as early as pre-school. The following chart identifies the skills specific to the environments where individuals learn the skills needed for success in the workplace.

Accommodations & Modifications: Supports and aids are frequently provided in educational, employment and community settings to enable individuals to have optimum success. The importance of identifying, documenting and utilizing needed accommodations cannot be overstated. As youth/adults enter the workplace, reasonable accommodations can be requested. The Americans with Disabilities Act (ADA) is the federal law that prohibits discrimination against people with disabilities in the workplace. When needed, accommodations are negotiated with the employer and are specific to the individual work site and individual employee. It is our responsibility to prepare individuals with disabilities, starting at an early age, for the workplace (work training & employment) of the present and future.

Directions: This chart is divided into (3) columns including: **Workplace, Community & Home Domains**. The skills listed under the Workplace column have been verified by business representatives as skills needed for successful employment. The Community & Home Columns include activities that will promote employment related skill development. Families and community members all have an important role in helping youth/adults learn expected behaviors. As you work with your youth/adults, please be mindful that the identified skills listed under the Community and Home domains will support the development of employability skills. The Community Domain applies to skill development supported by all service providers, educators and family members. Collect baseline data on the form and then rate the individual on a monthly/quarterly basis. Tracking progress will help to identify training needs and will assist in better preparing youth for positive work experiences with the goal of participating in paid employment and eventually obtaining economic self-sufficiency. Additionally, the development of these skills will enhance the youth's social life, community participation and the option to attend and successfully complete post-secondary training and education opportunities as an adult. To start, you are encouraged to identify and work on a small number of skills, record date(s) completed and move to developing additional skills as ready and appropriate. An early start in childhood will help promote a more successful transition into adulthood.

WORKPLACE	COMMUNITY	HOME
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FOLLOWS DIRECTIONS	FOLLOWS DIRECTIONS WHILE IN THE COMMUNITY	FOLLOWS DIRECTIONS WHILE AT HOME INDOORS AND OUTDOORS
<input type="checkbox"/> Follows verbal directions from supervisor and assigned co-workers: <input type="checkbox"/> 1 step <input type="checkbox"/> 2 steps <input type="checkbox"/> 3 steps <input type="checkbox"/> 4 steps <input type="checkbox"/> 5 steps +	Date: <input type="checkbox"/> Follows verbal directions from law enforcement, educators, community workers, activity staff and support staff: <input type="checkbox"/> 1 step (Very simple) <input type="checkbox"/> 2 steps <input type="checkbox"/> 3 steps <input type="checkbox"/> 4 steps <input type="checkbox"/> 5 steps + (More complex instructions)	Date: <input type="checkbox"/> Follows verbal directions from parent, sibling, relative and support staff: <input type="checkbox"/> 1 step (Very simple) <input type="checkbox"/> 2 steps <input type="checkbox"/> 3 steps <input type="checkbox"/> 4 steps <input type="checkbox"/> 5 steps + (More complex instruction)
<input type="checkbox"/> Written (standard job duty list)	Date: <input type="checkbox"/> Follows expectations of person, team or group membership	Date: <input type="checkbox"/> Follows and completes written chore list <input type="checkbox"/> Uses and follows written daily schedule
<input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> word <input type="checkbox"/> picture <input type="checkbox"/> word + picture	Date: <input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> word <input type="checkbox"/> picture <input type="checkbox"/> word + picture <input type="checkbox"/> Observes all traffic signals and signs	Date: <input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> word <input type="checkbox"/> picture <input type="checkbox"/> word + picture
<input type="checkbox"/> Follows all work site rules <input type="checkbox"/> Follows expected behaviors in assigned department, as specified by manager/ supervisor	Date: <input type="checkbox"/> Follows rules while in community-based integrated work training location <input type="checkbox"/> Follows rules in all community settings <input type="checkbox"/> retail <input type="checkbox"/> recreation <input type="checkbox"/> religious settings <input type="checkbox"/> entertainment <input type="checkbox"/> restaurants <input type="checkbox"/> fast food restaurants	Date: <input type="checkbox"/> Follows household rules <input type="checkbox"/> Responds appropriately when a house rule is broken: <input type="checkbox"/> When questioned about rule violation, responds appropriately to situation <input type="checkbox"/> Completes assigned disciplinary action Work with school staff and community service provider staff to develop work related goals and objectives on the IEP, IPP and IPE.

WORKPLACE	COMMUNITY	HOME
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		<p>It is essential to provide many and varied community and work-based learning experiences for youth, starting as young as possible.</p>		
<input type="checkbox"/> Follows all workplace emergency safety protocols	Date:	<input type="checkbox"/> Follows directions from community workers in case of emergency including: <ul style="list-style-type: none"> <input type="checkbox"/> law enforcement <input type="checkbox"/> firefighters <input type="checkbox"/> agency staff <input type="checkbox"/> support staff <p>All youth need to learn about the roles and responsibilities of community workers and how to seek out help if needed.</p>	Date:	<input type="checkbox"/> Aware of and prepared to respond to potential emergency situations: <ul style="list-style-type: none"> <input type="checkbox"/> fire <input type="checkbox"/> earthquake <input type="checkbox"/> intruder <input type="checkbox"/> electrical outage <input type="checkbox"/> storm <input type="checkbox"/> appliances/gas leak

DRESS/HYGIENE	DRESS/HYGIENE	DRESS/HYGIENE
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<input type="checkbox"/> Dresses appropriately to workplace setting: <ul style="list-style-type: none"> <input type="checkbox"/> uniform <input type="checkbox"/> professional dress 	Date:	<input type="checkbox"/> Dresses appropriately to learning site expectations <input type="checkbox"/> Dresses appropriately for planned community-based activity: <ul style="list-style-type: none"> <input type="checkbox"/> age appropriate <input type="checkbox"/> stylish <input type="checkbox"/> correct size <input type="checkbox"/> considering weather factors 	Date:	<input type="checkbox"/> Selects appropriate clothing based on planned activity: <ul style="list-style-type: none"> <input type="checkbox"/> age appropriate <input type="checkbox"/> stylish <input type="checkbox"/> correct size <input type="checkbox"/> considering weather factors
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WORKPLACE	COMMUNITY	HOME
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<input type="checkbox"/> Appropriate hygiene: <input type="checkbox"/> clean and styled hair <input type="checkbox"/> clean teeth <input type="checkbox"/> no body odor <input type="checkbox"/> make-up as needed	Date: <input type="checkbox"/> Appropriate hygiene <input type="checkbox"/> clean and styled hair <input type="checkbox"/> clean teeth <input type="checkbox"/> no body odor <input type="checkbox"/> make-up as needed & appropriate Hygiene should be a focus starting at an early age.	Date: <input type="checkbox"/> Showers at least once per day without prompt <input type="checkbox"/> Maintains appropriate hygiene <input type="checkbox"/> clean and styled hair <input type="checkbox"/> clean teeth <input type="checkbox"/> no body odor <input type="checkbox"/> make-up, as needed <input type="checkbox"/> Takes care of own clothes including work clothes <input type="checkbox"/> does own laundry <input type="checkbox"/> folds and hangs clothes Hygiene habits begin at home!
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TIME MANAGEMENT AND EMPLOYER EXPECTATIONS	TIME MANAGEMENT AND EMPLOYER EXPECTATIONS	TIME MANAGEMENT AND EMPLOYER EXPECTATIONS
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<input type="checkbox"/> Arrives to work on time	Date: <input type="checkbox"/> Tells time using a digital or analog clock/watch/cell phone <input type="checkbox"/> Arrives to scheduled community-based activity on time	Date: <input type="checkbox"/> Tells time using a digital or analog clock/watch/cell phone <input type="checkbox"/> Learns to set an alarm <input type="checkbox"/> Ready to leave house for school/community-based activity at scheduled time <input type="checkbox"/> Has a routine for keeping cell phone charged and ready to go in the morning? Getting to school on time is a good way to establish a life-long pattern of being on time.
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<input type="checkbox"/> Follows work schedule including taking breaks and lunch for an appropriate amount of time	Date: <input type="checkbox"/> Follows schedule and expectations at: <input type="checkbox"/> community event <input type="checkbox"/> camp <input type="checkbox"/> recreation <input type="checkbox"/> entertainment venue <input type="checkbox"/> Uses apps/alarm to assist with scheduled activities or events	Date: <input type="checkbox"/> Follows schedule and expectations on: <input type="checkbox"/> school days <input type="checkbox"/> weekends <input type="checkbox"/> holidays <input type="checkbox"/> Learns to manage daily schedule <input type="checkbox"/> Flexible with schedule changes <input type="checkbox"/> Uses apps/alarm to assist with home schedule
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WORKPLACE	COMMUNITY		HOME	
<input type="checkbox"/> Leaves work on time	Date:	<input type="checkbox"/> Identifies when it is time to leave an event or activity	Date:	<input type="checkbox"/> Returns home at identified time
<input type="checkbox"/> Requests time off using established protocol and with at least two weeks' notice	Date:	<input type="checkbox"/> Notifies community group if not participating in an activity as soon as possible	Date:	<input type="checkbox"/> Notifies others as soon as possible when unable to attend a planned activity
<input type="checkbox"/> Maintains excellent attendance/uses limited sick time as needed	Date:	<input type="checkbox"/> Keep commitments by attending community-based activities and events consistently, missing only when: <ul style="list-style-type: none"> <input type="checkbox"/> sick (fever/contagious symptoms) <input type="checkbox"/> legitimate family reasons Keeping commitments is a good way to develop responsibility and dependability.	Date:	<input type="checkbox"/> Establishes excellent attendance patterns <input type="checkbox"/> Establishes healthy eating and fitness habits <input type="checkbox"/> Attends school and other scheduled events consistently, missing only when: <ul style="list-style-type: none"> <input type="checkbox"/> sick (fever/contagious symptoms) <input type="checkbox"/> legitimate family reasons <input type="checkbox"/> Reports absences by following the expected procedure The importance of attendance, responsibility and dependability is learned at an early age
WORK TASKS	COMMUNITY-BASED TASKS		HOME-BASED TASKS	
<input type="checkbox"/> Completes all job duties as identified in job description <input type="checkbox"/> Completes tasks with 100% accuracy as defined by employer <input type="checkbox"/> Aware of/requests additional work when tasks are completed <input type="checkbox"/> Works as part of a team <input type="checkbox"/> As problems arise, assists in the solution <input type="checkbox"/> Handles conflicts appropriately <input type="checkbox"/> Learns about and understands rights and responsibilities of workers	Date:	<input type="checkbox"/> Participates in work experience and paid employment as available <input type="checkbox"/> Completes activities or events even though: <ul style="list-style-type: none"> <input type="checkbox"/> it may not be fun <input type="checkbox"/> he/she may be tired <input type="checkbox"/> it may be too hot or cold <input type="checkbox"/> he/she may not like the activity <input type="checkbox"/> he/she may be hungry Stamina is important to build. It helps to prepare individuals for work.	Date:	<input type="checkbox"/> Completes household chores to specifications of parent <input type="checkbox"/> Identifies problems and assists with the solution <input type="checkbox"/> Participates as an essential part of the family unit <input type="checkbox"/> Plays games that encourage teamwork <input type="checkbox"/> Encourages and supports talents, hobbies and special skills <input type="checkbox"/> Willing to try new things/takes risks <input type="checkbox"/> Promotes independences in all home activities Full participation as a family member helps to prepare individuals for successful adult living.

WORKPLACE	COMMUNITY	HOME
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PRODUCTIVITY / QUALITY OF WORK	PRODUCTIVITY/QUALITY OF PARTICIPATION IN COMMUNITY-BASED ACTIVITIES	PRODUCTIVITY/QUALITY OF HOME-BASED ACTIVITIES
<input type="checkbox"/> Completes assigned tasks within time frame expected by employer <input type="checkbox"/> Works at appropriate rate <input type="checkbox"/> Work completed meets quality standards as defined by employers <input type="checkbox"/> Requests appropriate workplace accommodations	Date: <ul style="list-style-type: none"> <input type="checkbox"/> Prepares ahead of time for participation in community event by: <ul style="list-style-type: none"> <input type="checkbox"/> talking about the activity <input type="checkbox"/> understanding the expectations <input type="checkbox"/> Gives his/her best effort <input type="checkbox"/> Demonstrates good coping skills with changes in schedule <input type="checkbox"/> Understands disability and is prepared to ask for accommodations when needed and appropriate <input type="checkbox"/> Uses self-monitoring strategies for workplace evaluation purposes <p>Having a good attitude and trying your best is essential.</p>	Date: <ul style="list-style-type: none"> <input type="checkbox"/> Completes assigned chores within time frame expected by parent <input type="checkbox"/> Completed chores meet quality standards as defined by parent <input type="checkbox"/> Demonstrates good coping skills with changes in plans <input type="checkbox"/> Understands disability and is prepared to ask for help when needed and appropriate <p>High expectations are essential in all aspects of life.</p>
COMMUNICATION AND SOCIALIZATION with Supervisor and Co-workers	COMMUNICATION AND SOCIALIZATION with Community Workers and Staff	COMMUNICATION AND SOCIALIZATION with Family, Friends and Support Staff
<input type="checkbox"/> Greets co-workers as appropriate <input type="checkbox"/> support staff <input type="checkbox"/> co-workers <input type="checkbox"/> supervisors <input type="checkbox"/> Demonstrates a good attitude, at all times <input type="checkbox"/> Speaks respectfully to: <ul style="list-style-type: none"> <input type="checkbox"/> supervisor <input type="checkbox"/> co-workers <input type="checkbox"/> support staff <input type="checkbox"/> customers 	Date: <ul style="list-style-type: none"> <input type="checkbox"/> Greets others/retail & food service workers/co-workers/ as appropriate <ul style="list-style-type: none"> <input type="checkbox"/> support staff <input type="checkbox"/> retail/food services workers <input type="checkbox"/> co-workers <input type="checkbox"/> supervisors <input type="checkbox"/> Demonstrates a good attitude, at all times <input type="checkbox"/> Aware of and follows social boundaries <input type="checkbox"/> Uses technology appropriately <ul style="list-style-type: none"> <input type="checkbox"/> cell phone <input type="checkbox"/> Uses restrooms appropriately 	Date: <ul style="list-style-type: none"> <input type="checkbox"/> Greets family, friends, guests and support staff, as appropriate <input type="checkbox"/> Practices conversation skills <ul style="list-style-type: none"> <input type="checkbox"/> listens attentively <input type="checkbox"/> speaks with appropriate volume <input type="checkbox"/> uses manners <input type="checkbox"/> works on non-verbal communication (facial expressions, gestures and eye contact) <input type="checkbox"/> Demonstrates a good attitude, at all times <input type="checkbox"/> Friendly to others

WORKPLACE	COMMUNITY	HOME
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- Aware of and follows social boundaries
- Uses work related technology appropriately
 - cell phone
 - e-mail
 - computer
 - social media
- Uses restrooms appropriately
- Appropriately participates in conversations
- Follows staff lounge rules for breaks and lunch
- Follows chain of command
- Shows enthusiasm for the job by taking initiative and showing commitment to the company

- Appropriately participates in conversations
 - Follows rules at various community locations
 - Asks questions to community members, retail staff and culinary staff as appropriate
 - Orders and pays for meals/snacks
 - fast food restaurants
 - vending machines
 - food vendors
- Learning to socialize in a variety of settings is important to positive life outcomes.

- Speaks to others respectfully
- Shows empathy to others
- Aware of and follows social expectations
- Understands the concept of reciprocity
- Uses home related technology appropriately
 - cell phone
 - e-mail
 - computer
 - social media
- Uses restrooms appropriately
- Appropriately participates in conversations
- Uses current events to engage others in conversation
 - news
 - weather
 - sports
 - entertainment
- Follows established household routines
- Practices advocacy skills
 - asks questions
 - states opinions
 - identifies concerns
 - indicates preferences and dislikes
- Has a strong social network
- Addresses/solves problems with family members and/or friends
- Makes nutritious snacks and lunches
- Makes a group snack to share

WORKPLACE	COMMUNITY	HOME
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UTILIZING WORKPLACE NATURAL SUPPORTS AND/OR JOB COACHING	UTILIZING COMMUNITY-BASED NATURAL SUPPORTS		UTILIZING HOME-BASED SUPPORTS	
<input type="checkbox"/> Requests helps from supervisor/co-worker as appropriate <input type="checkbox"/> Initiates request for help at appropriate time <input type="checkbox"/> Keeps supervisor informed when job duties are complete or moves on to additional tasks without direction <input type="checkbox"/> Follows job coach instructions	Date: <input type="checkbox"/> Requests help from community agency staff or others as appropriate <input type="checkbox"/> Initiates request for help at appropriate time <input type="checkbox"/> Responds to and follows instructions from community members in: <ul style="list-style-type: none"> <input type="checkbox"/> fast food restaurants <input type="checkbox"/> retail stores <input type="checkbox"/> restaurants <input type="checkbox"/> recreation/entertainment sites <p style="color: #0070C0; font-weight: bold; font-size: small;">Promoting independence in the community should start early. Practice often and recognize achievement of skills.</p>	Date: <input type="checkbox"/> Requests help from family members as appropriate <input type="checkbox"/> Initiates requests for help at appropriate time <input type="checkbox"/> Keeps family member informed when chores are completed <input type="checkbox"/> Follows family member instructions <p style="color: #0070C0; font-weight: bold; font-size: small;">School staff and families should share strategies to promote independence in all domains.</p>		
MOBILITY/COMMUNITY SAFETY/TRANSPORTATION OPTIONS	MOBILITY/COMMUNITY SAFETY/TRANSPORTATION OPTIONS		MOBILITY/COMMUNITY SAFETY/TRANSPORTATION OPTIONS	
<input type="checkbox"/> Uses public transportation to get to job/work training site (OR) <input type="checkbox"/> Uses paratransit to get to job/work training site (OR) <input type="checkbox"/> Provides own transportation (drive, walk, bike, ride from family/friend/co-worker)	Date: <input type="checkbox"/> Uses public transportation schedules to access a variety of locations in the community <input type="checkbox"/> Uses paratransit to get to work training site if needed <input type="checkbox"/> Utilizes other transportation options: <ul style="list-style-type: none"> <input type="checkbox"/> drive <input type="checkbox"/> walk <input type="checkbox"/> bike <input type="checkbox"/> ride with family or friend 	Date: <input type="checkbox"/> Utilizes a variety of transportation options when traveling with family members or friends: <ul style="list-style-type: none"> <input type="checkbox"/> drive <input type="checkbox"/> walk <input type="checkbox"/> bike <input type="checkbox"/> ride with family member/friend <input type="checkbox"/> Schedules para-transit ride if needed <input type="checkbox"/> Puts on own seat belt		

WORKPLACE	COMMUNITY	HOME
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<input type="checkbox"/> Follows all safety precautions needed to get to job/work training site	<input type="checkbox"/> Follows all safety precautions needed for community travel <input checked="" type="checkbox"/> crossing streets <input type="checkbox"/> walking in a parking lot <input type="checkbox"/> Avoids strangers/takes safety precautions <input type="checkbox"/> Uses a cell phone to report location to a family member or support staff	<input type="checkbox"/> Uses a cell phone to communicate with family members and friends (text/call) <input type="checkbox"/> Practices all safety precautions at home: <input checked="" type="checkbox"/> Knows when and how to use 911 <input type="checkbox"/> Knows when and how to answer the front door when home alone <input type="checkbox"/> Utilizes appliances appropriately
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Notes:

- 1) Person Centered/Driven Planning (PCP/PDP) should be used to develop a plan to ensure buy-in and commitment to the process of promoting positive lifestyle outcomes. The student, family, school staff, community agency reps and other invited guests work together to identify student preferences, future expectations, action steps in the areas of education, employment, independent living, transportation, health and fitness, as well as recreation. This planning process can lay the groundwork for effective plan development including: Education’s Individual Education Plans (IEPs) & Individual Transition Plans (ITPs), Individual Program Plan (IPP) with the Regional Center and Individual Plan for Employment (IPE) with Department of Rehabilitation (DOR).
- 2) The student, school staff and parents should work together to develop meaningful Individual Education Plans (IEPs), including Individual Transition Plans (ITPs) that support participation in work experience and integrated competitive employment.
- 3) Identifying appropriate accommodations for both academic and employment settings is critical to short-and-long term success.
- 4) Learning about Social Security Administration (SSA) Benefits Planning & Management is an essential strategy to support long term, Competitive Integrated Employment (CIE). This includes learning about SSA Work Incentives; i.e.: Student Earned Income Exclusion (SEIE), Impairment Related Work Expenses (IRWE), Expedited Reinstatement (EXR), etc.
- 5) Ongoing job supports & follow-up services must be identified, monitored, evaluated and consistently applied to ensure long term job retention.
- 6) CIE is essential to providing quality of life for individuals with moderate to severe disabilities.

Form: OC WBL #1: 7-18-16 Revised 10-14-19