OC PRE-EMPLOYMENT SKILLS DEVELOPMENT CHART

Preparing Youth & Adults with Moderate to Severe Disabilities for

Competitive Integrated Employment

Participant Name:		LEA/School District/Agency:	
Evaluator:		Date:	

Competitive Integrated Employment (CIE): Preparing youth and adults for 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. 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 (4) columns including: **Workplace, School, Community & Home Domains**. The skills listed under the Workplace column have been verified by business representatives as skills needed for successful employment. The School, Community & Home Columns include activities that will promote employment related skill development. Families, school staff 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 School, 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 completed and move to developing additional skills as ready and appropriate.

WORKPLACE	SCHOOL	COMMUNITY	HOME

FOLLOWS DIRECTIONS	FOLLOWS CLASSROOM DIRECTIONS		FOLLOWS DIRECTIONS WHILE IN THE COMMUNITY		FOLLOWS DIRECTIONS WHILE AT HOME INDOORS AND OUTDOORS	
☐Follows verbal directions from supervisor and assigned co-workers: ☐1 step ☐2 steps ☐3 steps ☐4 steps ☐5 steps +	Date:	☐Follows verbal directions from teacher and school staff: ☐1 step ☐2 steps ☐3 steps ☐4 steps ☐5 steps +	Date:	☐Follows verbal directions from law enforcement, community workers, activity staff and support staff: ☐1 step ☐2 steps ☐3 steps ☐4 steps ☐5 steps +	Date:	☐Follows verbal directions from parent, sibling, relative and support staff: ☐1 step ☐2 steps ☐3 steps ☐4 steps ☐5 steps +
☐Written (standard job duty list)	Date:	☐Follows daily schedule ☐Follows assignment list	Date:	☐Follows expectations of person, team or group membership	Date:	☐Follows and completes written chore list ☐Uses and follows written daily schedule
☐Uses a visual schedule ☐word ☐picture ☐word + picture	Date:	☐Uses a visual schedule ☐word ☐picture ☐word + picture	Date:	☐Uses a visual schedule ☐word ☐picture ☐word + picture ☐Observes all traffic signals and signs	Date:	☐Uses a visual schedule ☐word ☐ picture ☐word + picture
☐Follows all work site rules ☐Follows expected behaviors in assigned department, as	Date:	☐Follows classroom rules (individual and group) ☐Follows campus rules ☐Responds appropriately when a rule is broken:	Date:	☐Follows rules while in community-based integrated work training location ☐Follows rules in all community settings ☐ retail	Date:	☐Follows household rules ☐Responds appropriately when a house rule is broken: ☐When confronted about rule violation,

WORKPLACE		SCHOOL		COMMUNITY		HOME
specified by manager/ supervisor		☐When confronted about rule violation, responds appropriately to situation ☐Completes assigned disciplinary requirement **Participating in inclusive educational settings is essential to prepare students for working in an integrated competitive work setting.**		☐ recreation ☐ religious settings ☐ entertainment ☐ restaurants ☐ fast food restaurants **It is essential to provide many and varied community and work-based learning experiences for youth, starting as young as possible.**		responds appropriately to situation ☐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.**
☐Follows all workplace emergency safety protocols	Date:	☐Follows emergency preparedness instructions from school staff, specific to: ☐fire ☐earthquake ☐campus intruder ☐electrical outage ☐storm	Date:	☐Follows directions from community workers in case of emergency including: ☐law enforcement ☐firefighters ☐agency staff ☐support staff **All youth need to learn about the roles and responsibilities of community workers and how to seek out help if needed.**	Date:	☐Aware of and prepared to respond to potential emergency situations: ☐fire ☐earthquake ☐intruder ☐electrical outage ☐storm ☐appliances/gas leak

WORKPLACE		SCHOOL		COMMUNITY		HOME
DRESS/HYGIENE		**DRESS/HYGIENE**		**DRESS/HYGIENE**		**DRESS/HYGIENE**
☐Dresses appropriately to workplace setting: ☐uniform ☐professional dress	Date:	☐Dresses appropriately to school setting: ☐age appropriate ☐stylish ☐correct size ☐considering weather factors	Date:	☐Dresses appropriately to learning site expectations ☐Dresses appropriately for planned community-based activity: ☐age appropriate ☐stylish ☐correct size ☐considering weather factors	Date:	☐Selects appropriate clothing based on planned activity: ☐age appropriate ☐stylish ☐correct size ☐considering weather factors
☐Appropriate hygiene: ☐clean and styled hair ☐clean teeth ☐no body odor ☐make-up as needed	Date:	☐Appropriate hygiene ☐clean and styled hair ☐clean teeth ☐no body odor ☐make-up as needed **Work with student and family to ensure appropriate hygiene habits. Excellent hygiene is an expectation of the workplace.**	Date:	☐Appropriate hygiene ☐clean and styled hair ☐clean teeth ☐no body odor ☐make-up as needed **Hygiene should be a focus starting at an early age.**	Date:	☐Showers at least once per day without prompt ☐Maintains appropriate hygiene ☐clean and styled hair ☐clean teeth ☐no body odor ☐make-up as needed ☐Takes care of own clothes including work clothes ☐does own laundry ☐folds and hangs clothes **Hygiene habits begin at home.**

WORKPLACE	SCHOOL		COMMUNITY		HOME	
TIME MANAGEMENT AND EMPLOYER EXPECTATIONS	**TIME MANAGEMENT AND EMPLOYER EXPECTATIONS**		**TIME MANAGEMENT AND EMPLOYER EXPECTATIONS**		**TIME MANAGEMENT AND EMPLOYER EXPECTATIONS**	
☐Arrives to work on time	Date:	☐Arrives to school on time **Hold students and families accountable for getting to school on time.**	Date:	☐Tells time using a digital or analog clock/watch/cell phone ☐Arrives to scheduled community-based activity on time	Date:	☐Tells time using a digital or analog clock/watch/cell phone ☐Learns to set an alarm ☐Ready to leave house for school/community-based activity at scheduled time ☐ 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.**

☐Follows work schedule including taking breaks and lunch for an appropriate amount of time	Date:	☐Tells time using a digital or analog clock/watch/cell phone
		☐Follows daily school schedule including passing bell, breaks and lunch
		☐Uses an app/alarms to assist with scheduled daily activities
			Date:	☐Follows schedule and expectations at:
				    ☐community event
				    ☐camp
				    ☐recreation
				    ☐entertainment venue
				☐Uses apps/alarm to assist with scheduled activities or events
					Date:	☐Follows schedule and expectations on:
						    ☐school days
						    ☐weekends
						    ☐holidays
						☐Learns to manage daily schedule
						☐Flexible with schedule changes

WORKPLACE		SCHOOL		COMMUNITY		HOME
		☐ Flexible with changes in routine				☐Uses apps/alarm to assist with home schedule
☐Leaves work on time	Date:	☐Leaves class at assigned time and follows after-school protocol to access transportation	Date:	☐Identifies when it is time to leave an event or activity	Date:	☐Returns home at identified time
☐Requests time off using established protocol and with at least two weeks' notice	Date:	☐Reports absence using school procedures ☐Secures make-up assignments following guidelines set up by teacher	Date:	☐Notifies community group if not participating in an activity as soon as possible	Date:	☐Notifies others as soon as possible when unable to attend a planned activity

☐Maintains excellent attendance/uses limited sick time as needed	Date:	☐Maintains excellent attendance, taking days off only as indicated in the school calendar
		
		☐Establishes healthy eating and fitness habits
		
		☐Reports illness utilizing established school procedures
			Date:	☐Keep commitments by attending community-based activities and events consistently, missing only when:
				    ☐sick (fever/contagious symptoms)
				
				    ☐legitimate family reasons
				
				Keeping commitments is a good way to develop responsibility and dependability.
					Date:	☐Establishes excellent attendance patterns
						
						☐Establishes healthy eating and fitness habits
						
						☐Attends school and other scheduled events consistently, missing only when:
						    ☐sick (fever/contagious symptoms)
						    ☐legitimate family reasons
						
						☐Reports absences by following the expected procedure

WORKPLACE	SCHOOL	COMMUNITY	HOME
			The importance of attendance, responsibility and dependability is learned at an early age.

WORK TASKS		SCHOOL TASKS		COMMUNITY-BASED TASKS		HOME-BASED TASKS

☐Completes all job duties as identified in job description
 	
☐Completes tasks with 100% accuracy as defined by employer
 	
☐Aware of/requests additional work when tasks are completed
 	
☐Works as part of a team
 	
☐As problems arise, assists in the solution
 	
☐Handles conflicts appropriately
 	
☐Learns about and understands rights and responsibilities of workers
	Date:	☐Completes class assignments with 80-100% accuracy as defined by the teacher
		
		☐Initiates assignments with little or no prompts
		
		☐Completes assigned homework by due date (even when absent)
		
		☐Participates in group activities
		
		☐Keeps attention and focus on required tasks
		
		☐Practices problem solving and conflict resolution strategies
		
		☐Willing to try new activities
		
		Community-based instruction is essential for
			Date:	☐Participates in work experience and paid employment as available
				
				☐Completes activities or events even though:
				   ☐it may not be fun
				
				   ☐he/she may be tired
				
				   ☐it may be too hot or cold
				
				   ☐he/she may not like the activity
				
				   ☐he/she may be hungry
				
				Stamina is important to build. It helps to prepare individuals for work.
					Date:	☐Completes household chores to specifications of parent
						
						☐Identifies problems and assists with the solution
						
						☐Participates as an essential part of the family unit
						
						☐Plays games that encourage team work
						
						☐Encourages and supports talents, hobbies and special skills
						
						☐Willing to try new things/takes risks
						
						☐Promotes independences in all home activities
						
						Full participation as a family member helps to

WORKPLACE	SCHOOL	COMMUNITY	HOME
	preparing students for the world of work.		prepare individuals for successful adult living.

PRODUCTIVITY / QUALITY OF WORK	PRODUCTIVITY/QUALITY OF SCHOOL WORK		PRODUCTIVITY/QUALITY OF PARTICIPATION IN COMMUNITY-BASED ACTIVITIES		PRODUCTIVITY/QUALITY OF HOME-BASED ACTIVITIES	
☐Completes assigned tasks within time frame expected by employer ☐Works at appropriate rate ☐Work completed meets quality standards as defined by employers ☐Requests appropriate workplace accommodations	Date:	☐Completes assignments within time frame expected by teacher with and without needed accommodations ☐Works at appropriate rate ☐Adjusts easily to change in schedule or requirements ☐Work completed meets quality standards as defined by teacher ☐Practices requesting accommodations when and where appropriate ☐Uses self-monitoring strategies for evaluation purposes ☐Uses aide support as appropriate and only to the level absolutely needed ☐Increases level of difficulty as skills are mastered **High expectations are essential in all aspects of life.**	Date:	☐Prepares ahead of time for participation in community event by: ☐talking about the activity ☐understanding the expectations ☐Gives his/her best effort ☐Demonstrates good coping skills with changes in schedule ☐Understands disability and is prepared to ask for accommodations when needed and appropriate ☐Uses self-monitoring strategies for workplace evaluation purposes **Having a good attitude and trying your best is essential.**	Date:	☐Completes assigned chores within time frame expected by parent ☐Completed chores meet quality standards as defined by parent ☐Demonstrates good coping skills with changes in plans ☐Understands disability and is prepared to ask for help when needed and appropriate **High expectations are essential in all aspects of life.**

WORKPLACE	SCHOOL	COMMUNITY	HOME
COMMUNICATION AND SOCIALIZATION With Supervisor and Co-workers	**COMMUNICATION AND SOCIALIZATION with Teachers and School Staff**	**COMMUNICATION AND SOCIALIZATION with Community Workers and Staff**	**COMMUNICATION AND SOCIALIZATION with Family, Friends and Support Staff**

☐Greets co-workers as appropriate
    ☐support staff
    ☐co-workers
    ☐supervisors
 	
☐Demonstrates a good attitude at all times
 	
☐Speaks respectfully to:
    ☐supervisor
    ☐co-workers
    ☐support staff
    ☐customers
 	
☐Aware of and follows social boundaries
 	
☐Uses work related technology appropriately
    ☐cell phone
    ☐e-mail
    ☐computer
    ☐social media
	Date:
	
	☐Greets school staff as appropriate
	    ☐teachers
	    ☐bus drivers
	    ☐support staff
	
	☐Demonstrates a good attitude at all times
	
	☐Aware of and follows social boundaries
	
	☐Uses classroom technology appropriately
	    ☐computer
	
	☐Uses restrooms appropriately
	
	☐Appropriately participates in conversations
	
	☐Follows campus rules for breaks and lunch
	
	☐Asks questions/addresses concerns to appropriate school staff
	
	☐Practices conversation skills
		Date:
		
		☐Greets co-workers as appropriate
		    ☐support staff
		    ☐co-workers
		    ☐supervisors
		
		☐Demonstrates a good attitude at all times
		
		☐Aware of and follows social boundaries
		
		☐Uses technology appropriately
		    ☐cell phone
		
		☐Uses restrooms appropriately
		
		☐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
			Date:
			
			☐Greets family and guests as appropriate
			
			☐Practices conversation skills
			    ☐listens attentively
			    ☐speaks with appropriate volume
			    ☐uses manners
			    ☐works on non-verbal communication (facial expressions, gestures and eye contact)
			
			☐Demonstrates a good attitude at all times
			
			☐Friendly to others
			
			☐Speaks to others respectfully
			
			☐Shows empathy to others
			
			☐Aware of and follows social expectations

WORKPLACE		SCHOOL		COMMUNITY		HOME

☐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
		☐listens attentively
		☐speaks with appropriate volume
		☐uses manners
		☐works on non-verbal communication (facial expressions, gestures and eye contact)
		
		Developing good interpersonal skills is essential. Working in groups is excellent practice for success in the workplace.
				☐vending machines
				☐food vendors
				
				Learning to socialize in a variety of settings is important to positive life outcomes.
						☐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

WORKPLACE	SCHOOL	COMMUNITY	HOME
			☐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

UTILIZING WORKPLACE NATURAL SUPPORTS AND/OR JOB COACHING	UTILIZING SCHOOL-BASED NATURAL SUPPORTS		UTILIZING COMMUNITY-BASED NATURAL SUPPORTS		UTILIZING HOME-BASED SUPPORTS

☐Requests helps from supervisor/co-worker as appropriate
 	
☐Initiates request for help at appropriate time
 	
☐Keeps supervisor informed when job duties are complete or moves on to additional tasks without direction
	Date:	☐Requests help from teacher/school staff as appropriate
		
		☐Initiates request for help at appropriate time
		
		☐Requests appropriate accommodations as needed
		
		☐Keeps school staff informed when class assignments are complete
		
		☐Follows school staff instructions
			Date:	☐Requests help from community agency staff or others as appropriate
				
				☐Initiates request for help at appropriate time
				
				☐Responds to and follows instructions from community members in:
				    ☐fast food restaurants
				    ☐retail stores
				    ☐restaurants
					Date:	☐Requests help from family members as appropriate
						
						☐Initiates requests for help at appropriate time
						
						☐Keeps family member informed when chores are completed
						
						☐Follows family member instructions
						
						School staff and families should share strategies to

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WORKPLACE	SCHOOL	COMMUNITY	HOME
☐Follows job coach instructions	**Promote the uses of self-advocacy skills as often as possible.**	☐recreation/entertainment sites **Promoting independence in the community should start early. Practice often and recognize achievement of skills.**	**promote independence in all domains.**

MOBILITY/COMMUNITY SAFETY/TRANSPORTATION OPTIONS		MOBILITY/COMMUNITY SAFETY/TRANSPORTATION OPTIONS		MOBILITY/COMMUNITY SAFETY/TRANSPORTATION OPTIONS		MOBILITY/COMMUNITY SAFETY/TRANSPORTATION OPTIONS
☐Uses public transportation to get to job/work training site (OR) ☐Uses para-transit to get to job/work training site (OR) ☐Provides own transportation (drive, walk, bike, ride from family/friend/co-worker) ☐Follows all safety precautions needed to get to job/work training site	Date:	☐Takes the school bus to and from school if needed and follows all bus rules ☐Uses a variety of transportation options to get to work training site: ☐public bus ☐para-transit ☐walk ☐bike ☐Follows all safety precautions needed to get to work training site **Work closely with families on safety**	Date:	☐Uses public transportation schedules to access a variety of locations in the community ☐Uses para-transit to get to work training site if needed ☐Utilizes other transportation options: ☐drive ☐walk ☐bike ☐ride with family or friend ☐Follows all safety precautions needed for community travel ☐crossing streets ☐walking in a parking lot ☐Avoids strangers/takes safety precautions	Date:	☐Utilizes a variety of transportation options when traveling with family members or friends: ☐drive ☐walk ☐bike ☐ride with family member/friend ☐Schedules para-transit ride if needed ☐Puts on own seat belt ☐Uses a cell phone to communicate with family members and friends ☐Practices all safety precautions at home: ☐knows when and how to utilize 911

WORKPLACE	SCHOOL	COMMUNITY	HOME
	precautions and transportation options.	☐Uses a cell phone to report location to a family member or support staff	☐knows when and how to answer the front door when home alone ☐utilizes appliances appropriately

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 life style 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 ground work 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) and 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