TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

EMPLOYMENT EXPLORATIONS
Grades 9-12
Special Education Department

2019

Curriculum Writing Team

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Employment Explorations
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Employment Explorations is a full-year course in which students identify and develop the skills required to be successful employees when they enter the workforce. The class has been designed to meet the unique needs of the special education students enrolled in the course. The students will continually enhance their qualifications through real job experiences based on the Trumbull High School campus as they prepare to seek and obtain employment opportunities. Employment Explorations instills qualities in students that will make them viable candidates for any position that is eventually pursued.

Students learn the importance of having employment skills such as how to take initiative, how to effectively communicate with colleagues, how to work as an effective member of a team to accomplish a common objective, how to ensure accuracy in their work, how to sustain focus, and how to manage time. Students have the opportunity to first learn about these vocational skills and then apply them in the authentic work experiences that have been developed. Students are given on-the-job training in areas such as maintenance, culinary, clerical, and gardening. The work experiences are customized to meet the needs of each student, while keeping in mind their individual strengths and interests.

There are no prerequisites for this course, and students are placed in the course based on the team decision at each student's Planning and Placement Team meeting. Employment Explorations is an important aspect of such students' transition planning and provides insight into the potential outcomes and goals for the students. All students placed in the course require specialized instruction in order to develop the vocational skills needed for successful employment.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCS.ELA-Literacy.SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate goals), clear goals and deadlines, and individual roles as needed.
CCS.ELA-Literacy.SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCS.ELA-Literacy.SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following course goals derive from the 2016 Connecticut CORE Transition Skills.

To the maximum extent possible, each student with a disability will be able to:

A. Explain his/her disability including individual strengths, needs, preferences, and interests.

B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication, and self-advocacy.

C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.

D. Assist with the development of his/her Individualized Education Program (IEP).

E. Attend, participate in, and/or facilitate his/her Planning and Placement Team (PPT) meeting.

F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.

G. Describe his/her rights and responsibilities under Disability Legislation (e.g., IDEA, 504, ADA).

H. Demonstrate and accept responsibility for his/her independence and activities of daily living.

I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.

K. Demonstrate skills to access community resources and participate in the community by establishing support networks.

L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.

M. Demonstrate skills to access appropriate employment to meet his/her individual needs.

N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

O. Demonstrate skills needed to access appropriate transportation (both public and private).

P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .
- job readiness is critical to being an attractive job applicant.
- employers will seek appropriate responses to interview questions that can be anticipated.
- job safety procedures exist across various worksites.
- certain communication skills are needed to appropriately engage in discussion with colleagues and supervisors.
- certain social skills are necessary in order to have positive and productive relationships with colleagues and supervisors.
- strong workplace performance is critical for maintaining employment.
- time management skills are needed to meet deadlines in the workplace.
- the job application process includes résumé writing, interviewing, and searching for a job.
- each employee has individual strengths, needs, preferences, and interests.
- each student is working towards vocational goals on his/her Individualized Education Plan.
- the input of each student is critical to shaping vocational goals and the student's transition planning.
- ways exist to access support if it is needed in the workplace.
- ways exist to use technology to enhance employment, learning, and community involvement.

COURSE ESSENTIAL QUESTIONS

- What makes a good job candidate?
- What qualifications are needed to be successfully employed?
- How do I self-assess my job readiness skills using the Employment Explorations Rubric?
- How can exhibiting flexibility improve my workplace performance?
- How does focus improve workplace performance?
- Why is communication imperative for successful employment?
- How does collaboration improve job productivity?
- What is the purpose of job readiness?
- How can I explore different careers to help make a decision regarding future employment preferences?
- What personal information do I need to know to complete a job application?
- How can I prepare for a job interview?
- What is my disability and what are my individual strengths and needs in the workplace?
- What are my vocational goals in my Individualized Education Plan, and how can I help my team create them?
- What is my transition plan for after high school, and how can I help my team shape that plan?
- What supports are available in the workplace, and how they can be accessed?
- What types of technology are available to help me in the workplace?

- How can using technology help me become a more efficient and effective employee?

COURSE KNOWLEDGE & SKILLS

Students will know . . .
- key vocabulary and terminology used in the workplace.
- how to conduct a job safety analysis.
- the core four job readiness skills assessed and measured by the Employment Explorations Rubric.
- a variety of job opportunities available in areas such as maintenance, culinary, clerical, and garden operations.

Students will be able to . . .
- increase their understanding of job readiness.
- apply the knowledge learned in their individual job experiences.
- share work experiences through résumé writing and a company newsletter.
- contribute to their success of their business, S.O.A.R. Enterprises.

<h1 style="text-align:center">COURSE SYLLABUS</h1>

Course Name
 Employment Explorations

Level
 Non-leveled

Prerequisites
 Recommendation of the PPT

Materials Required
 None

General Description of the Course
 The goal of Employment Explorations is to provide students the opportunity to learn and practice employability skills, focusing on professional behaviors. Skill instruction embedded as teachers work with students to accomplish real-life job tasks around the THS campus includes time management, social skills, and independent work habits.

Assured Assessments
 Formative Assessments:

- Ongoing measurement of IEP goals and objectives (Units 1, 2, 3, 4, 5)
- TPS Employment Assessment Student Audit (Units 1, 2, 3, 4, 5)
- *Brigance Transition Skills Inventory* (Units 1, 2, 3, 4, 5)

 Summative Assessments:

- Work journals (Units 1, 2, 3, 4, 5)
- Employment Explorations Rubric Self Assessment (Units 1, 2, 3, 4, 5)
- Employment Explorations Rubric Supervisor Assessment (Units 1, 2, 3, 4, 5)
- Job readiness assessments (Unit 1)
- Visual résumé project (Unit 2)
- Job shadowing opportunity (Unit 3)
- Job quality assessments (Unit 4)
- Student portfolio (Unit 5)

Core Texts
 Mahoney, Angela. *I Can Work: A Work Skills Curriculum for Special Needs Programs*. Framingham, MA: Therapro, 2013.
 What Can You Do? The Campaign for Disability Employment. *Who I Am.* https://www.whatcanyoudocampaign.org/psa-campaigns/who-i-am-psa/. Web.
 Relevant guest speakers
 Relevant technology
 Job shadowing

UNIT 1
Job Readiness

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.SL.9-10.1	Participate in discussions related to employment, job readiness, job safety, and other topics.
CCS.ELA-Literacy.SL.9-10.1.c	Pose questions and respond to others in discussing the significance of employment in everyday life and the importance of sustaining an income.
CCS.ELA-Literacy.SL.9-10.1.d	Reflect on their work performance as well as on feedback from their co-workers and supervisors.
CCTS L	Learn about employment and the skills necessary to participate in post-secondary employment training.
CCTS M	Learn about and develop their job readiness skills through employment opportunities on the Trumbull High School campus.
CCTS P	Use technology to learn about employment, demonstrate their understanding, help complete their timesheets, and assist them with communication in the workplace.

Unit Essential Questions

- What is employment?
- Why do people work?
- How does the need for income through pay connect to working?
- What is the expected hygiene and appearance of someone at work?
- What is job safety?
- How do I properly fill out a timesheet?
- What are the different roles of people in the workplace (e.g., owner, supervisor, colleague, employee), and how do I interact with those people?
- How do work expectations and specific routines prepare employees for work?
- What skills are needed to maintain employment?
  - What is effective communication?
  - How do I act like a professional?
  - What are the elements of effective greetings?
  - Why is it important to accept constructive feedback from supervisors and co-workers?

- How do I respond appropriately when I receive constructive feedback from supervisors and co-workers?
- When is a good time to talk with my co-workers?
- What is time management?
- How can I make sure that I am on time for my job?
- How should I treat my co-workers?

Scope and Sequence

1. Provided with a series of pictures, students identify the images that depict someone working and identify the job readiness skills that employees are exhibiting.
2. Students complete the "I Can Work – Ready to Work," "All About Me," "Dressing for Work," "Greetings," and "What to Wear" activities.
3. Students complete a safety analysis of the various job sites throughout the Trumbull High School campus: loading dock, kitchen, garden, planters, shredding station, woodshop.
4. Students begin working on introductory job sites and self-assessing their employment readiness skills as found in the Employment Explorations Rubric.
5. Students participate in a series of lessons pertaining to the job readiness skills found in the Employment Explorations Rubric: Workplace Performance, Communication Skills, Social Skills, and Time Management.
6. Students learn vocabulary pertaining to job readiness skills:
   - Nonverbal Communication;
   - Eye Contact;
   - Voice and Tone; and
   - Greetings.
7. Students complete a timesheet for each day they have come to work.
8. Students complete a work journal in which they reflect on their work experiences and the job readiness skills they have learned.
9. Students participate in a class discussion about hygiene and visual examples of appropriate appearance. Students identify appropriate appearance versus inappropriate appearance at work.

Assured Assessments
- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit
- *Brigance Transition Skills Inventory*
- Job readiness vocabulary assessment
- Job safety analysis
- Colleague and supervisor communication activity
- Timesheet assessment
- Communication assessment

Resources

<u>Core</u>
- Mahoney, Angela. *I Can Work: A Work Skills Curriculum for Special Needs Programs*. Framingham, MA: Therapro, 2013.
  - o Online images and other digital resources related to job readiness
  - o Job shadowing / Work experience
  - o Skills to Pay the Bills: Mastering Soft Skills for Workplace Success

Time Allotment
- Approximately two months (September-October), then ongoing throughout the rest of the year

UNIT 2
Discovering Your Strengths

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.9-10.6 CCS.ELA-Literacy.SL.9-10.4 CCTS P	Create a visual résumé highlighting their strengths and work experiences, which will then be presented to the class in preparation for a presentation at their upcoming Planning and Placement Team meeting.
CCS.ELA-Literacy.SL.9-10.1.a	Research potential future jobs in which they are interested, and present their findings to the class.
CCTS A	Review their Individualized Education Plan (IEP) to explain their individual strengths, needs, preferences, and interests.
CCTS B	Build their self-advocacy as it relates to their needs in the workplace and personal preferences for employment.
CCTS C	Strengthen their self-esteem by creating visual résumés showcasing their strengths in the workplace, and by creating personal and vocational goals based on their prior work experiences and evaluations.
CCTS D	Review and assess vocational goals in their IEP, work to monitor those goals, and create new goals for their annual review.
CCTS E	Attend and participate in and/or facilitate the discussion pertaining to Employment Explorations at their PPT meeting, presenting their visual résumé, reviewing their performance, and discussing their vocational goals.

Unit Essential Questions

- Why is it important to have a résumé?
- What are my strengths that I can highlight in my résumé?
- How can I use technology to create a visual résumé?
- What is an Individualized Education Plan (IEP)?
- What are my strengths and needs listed in my IEP?
- What are my vocational goals listed in my IEP?
- What is my current transition plan?

- What is self-advocacy, and how can I self-advocate regarding my strengths, needs, and work preferences?
- How does understanding my strengths and needs help me determine potential careers?
- How can I research potential careers?
- How can I improve my presentation skills?
- How can I use technology to present information and help communicate my ideas?
- What is a Planning and Placement Team meeting?
- How can I be an active participant in my Planning and Placement Team meeting?

Scope and Sequence
1. Students learn about a résumé and its importance when seeking a job.
2. Students identify their strengths from their prior assessments and discussions with their supervisors. They will then identify what they want to highlight in a visual résumé. Students will have a supervisor or co-worker photograph them on job sites so the photographs can be included in their visual résumés.
3. Students will learn to use technology to create a visual résumé.
4. Students will review a copy of their IEP to identify their disability, strengths, needs, vocational goals, and transition planning.
5. Students will work on ways to self-monitor their goals and begin to shape new goals for their upcoming annual reviews.
6. Students will learn self-advocacy skills and how they can apply them both in the workplace and in their Planning and Placement Team meetings.
7. At their annual reviews, students will present their visual résumés, report on their progress in Employment Explorations, and discuss their new goals.

Assured Assessments
- Visual résumé project
- Draft IEP assessment
- *Brigance Transition Skills Inventory*
- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit
- Résumé and IEP vocabulary assessments

Resources
Core
- Mahoney, Angela. *I Can Work: A Work Skills Curriculum for Special Needs Programs*. Framingham, MA: Therapro, 2013.
- What Can You Do? The Campaign for Disability Employment. *Who I Am.* https://www.whatcanyoudocampaign.org/psa-campaigns/who-i-am-psa/. Web.
- Relevant guest speakers
- Relevant technology for visual résumés

Time Allotment
- Approximately two months (November-December)

UNIT 3
Types of Jobs

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.SL.9-10.4
CCTS P

Present information and findings about a specific job researched, utilizing technology to help communicate their ideas, and giving a clear, concise, and logical presentation such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.

CCTS B

Focus on various types of jobs as they begin shaping their work preferences and areas of interest, taking advantage of opportunities to self-advocate for the jobs they prefer, and using their identified interests to set goals both personally and in their IEP.

Unit Essential Questions

- What clerical tasks exist at a place of employment?
  - What kinds of jobs require clerical tasks?
- Why are clerical tasks important?
  - How do clerical tasks help a business run smoothly?
  - How does organization lead to a more efficient workplace?
- What is confidentiality?
- What does it mean to work "in retail"?
  - What kinds of tasks are needed when working in a retail position?

Scope and Sequence

1. Students learn vocabulary for the various jobs presented:
   - Filing;
   - Sorting;
   - Alphabetizing;
   - Categorizing;
   - Data Entry; and
   - Inventory.
2. Students complete the "All About Me – Discover Your Strengths" activity and an interest inventory.
3. Students complete a job analysis activity for one job, and present the activity to the class.
4. Students complete a job shadow opportunity at Trumbull High School or at a site arranged by the Transition Coordinator.

Assured Assessments
- "All About Me" questionnaire
- Interest inventory
- *Brigance Transition Skills Inventory*
- *Brigance* vocabulary assessment
- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit

Resources
Core
- Mahoney, Angela. *I Can Work: A Work Skills Curriculum for Special Needs Programs*. Framingham, MA: Therapro, 2013.
- Relevant guest speakers
- Relevant technology
- Job shadowing

Time Allotment
- Approximately two months (January-February)

UNIT 4
Working for a Business

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.9-10.6 CCTS P	Use technology to produce, publish, and update the S.O.A.R. brochure for the annual holiday sale, linking the information to a tracking system for orders, payments, and deliveries.
CCS.ELA-Literacy.SL.9-10.1.b	Work with other student employees of S.O.A.R. to have successful meetings and make decisions on key issues while establishing clear goals for meeting deadlines and filling orders, as well as determining individual roles to be filled in order to complete the work on time.
CCTS F	Demonstrate leadership skills while working in groups to complete tasks, guiding and directing each other to ensure that the job readiness skills listed on the Employment Explorations Rubric are exhibited by all employees.
CCTS L	Assess themselves and be assessed by their co-workers and supervisors on the job readiness skills listed on the Employment Explorations Rubric, reflecting on their performance in their employment journal.

Unit Essential Questions

- What is a business?
  - What is entrepreneurship?
  - What different departments exist in a business?
  - What are company rules?
  - What is the purpose of quality control?
  - How does company accounting work?
- How can technology help a business function more effectively, efficiently, and accurately?
  - How can technology and communicating/advertising with technology improve a business?
- What rules are necessary to ensure that a business and business discussions run smoothly?
  - How do individual roles and teams help the business as a whole meet deadlines?
  - How does my role help the business run?

        o   How can I function as a leader within the business and ensure that all the employees are exhibiting job-readiness skills?
- How can the Employment Explorations rubric be used to identify personal strengths, weaknesses, and goals?

Scope and Sequence

1. Students learn about and discuss entrepreneurship, what a business is, and how a business operates.
2. Students learn key vocabulary:
   - Business;
   - Accounting;
   - Profit/Loss;
   - Inventory;
   - Supervisor;
   - Co-Worker;
   - Customer;
   - Feedback;
   - Experience; and
   - Quality Control.
3. Students learn about rules and expectations common in a business, and will then establish a set of rules and expectations for their business, S.O.A.R. Enterprises.
4. Students learn about various roles within a business and then interview for various roles based on their strengths, needs, and preferences.
5. Students hear from a guest speaker about what it means to be a leader, relevant work experiences, and qualities used in the individual's leadership role.
6. Students set up the technology required to run their business and create necessary materials (e.g., advertising, e-mail correspondence, website).
7. Students inventory materials, create their product, advertise their product, sell their product, and deliver their product.
8. Students complete a self assessment on the Employment Explorations Rubric.
9. Students complete a weekly performance review with their supervisor.

Assured Assessments
- Job quality control checklist
- Job quality analysis
- *Brigance Transition Skills Inventory*
- *Brigance* vocabulary assessment
- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit

Resources

<u>Core</u>
- Mahoney, Angela. *I Can Work: A Work Skills Curriculum for Special Needs Programs*. Framingham, MA: Therapro, 2013.
- Relevant guest speakers
- Relevant technology

Time Allotment
- Approximately two months (March-April)

UNIT 5
Obtaining a Job

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.9-10.6 CCTS P	Use technology to search for employment opportunities and then complete an online application and personal portfolio, using technology to help recall information required on the application if necessary.
CCS.ELA-Literacy.SL.9-10.1.a	Review an exemplar job application, identifying components of the résumé completed accurately, and use that information to better prepare their own job applications.
CCTS I	Demonstrate the skills necessary to seek and obtain employment.

Unit Essential Questions

- How do I apply for a job?
  - How can I find information about places looking to hire new employees?
  - What information is required on a job application?
  - How can I use technology to complete a job application?
  - What is a "reference," and who are some people that I could list as references?
- How do I interview for a job?
  - How can I prepare for an interview?
  - What are some sample interview questions?
  - How should I dress for an interview?

Scope and Sequence

1. Students learn about online resources that can help with the job search process, and other ways of finding a job.
2. Students review an exemplar application to help them complete their own job application?
3. Students are assessed on their knowledge of the information required on an application, and review ways they can use technology if they need to recall the information.
4. Students will discuss the meaning of a "reference" on an application and select individuals they could potentially list as references. Students will then contact those individuals to request using them as references.
5. Students will learn sample questions that can be expected during an interview and prepare responses for an interview.

6. The students will participate in a mock interview and receive feedback on their interview strengths and areas for improvement.
7. Students will watch sample interviews and assess the strengths and weaknesses of each person interviewing.
8. Students will review the different attire appropriate for interviews and practice identifying candidates who are dressed appropriately and those who are not.

Assured Assessments
- Job application
- Student portfolio
- Reference request communication
- *Brigance Transition Skills Inventory*
- *Brigance* vocabulary assessment
- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit

Resources
Core
- Mahoney, Angela. *I Can Work: A Work Skills Curriculum for Special Needs Programs*. Framingham, MA: Therapro, 2013.
- Relevant guest speakers
- Relevant technology

Time Allotment
- Approximately two months (May-June)

COURSE CREDIT

One-half credit per semester
One class period daily for a year

PREREQUISITES

Recommendation of the PPT.

ASSURED STUDENT PERFORMANCE RUBRICS

- Employment Explorations Rubric (attached)

Employment Explorations Rubric

Employability Skill	Meeting Goal 10 – 6	Approaching Goal 5 – 2	Needs Improvement 1 – 0
Workplace Performance Points (1-10): _____ Examples:	• Independently follows all directions • Focuses on work • Independently initiates work • Independently organizes work • Completes task correctly	• Follows directions when prompted • Is refocused on work with prompting • Initiates work with prompting • Organizes work with prompting	• Does not follow directions • Is not focused on task • Does not begin work after prompting • Does not organize work
Communication Skills Points (1-10): _____ Examples:	• Responds appropriately to comments from co-workers, supervisors, and customers • Uses an appropriate voice (tone, volume) • Takes the time to communicate messages clearly	• Responds appropriately to comments from co-workers, supervisors, and customers with prompting • Uses an appropriate voice (tone, volume) with prompting	• Does not respond appropriately to comments from co-workers, supervisors, and customers • Does not use an appropriate voice (tone, volume)
Social Skills Points (1-10): _____ Examples:	• Responds with a positive affect when others initiate interactions • Works cooperatively with co-workers and supervisors • Maintains socially appropriate orientation, posture, and personal distance • Appears attentive and energetic	• Responds with a positive affect when others initiate interactions with prompting • Works cooperatively with co-workers and supervisors when prompted • Maintains socially appropriate orientation, posture, and personal distance with prompting	• Does not respond with a positive affect when others initiate interactions • Does not work cooperatively with co-workers and supervisors • Does not maintain socially appropriate orientation, posture, and personal distance
Time Management Points (1-10): _____ Examples:	• Completes task or shows constant work rate; Independently adjusts work rate to meet a deadline • Completes timesheet correctly	• Does not complete task fully and work rate is not fast enough • Completes timesheet correctly with prompting	• Does not complete task and work rate is unacceptable (for example, sleeping) • Does not complete timesheet