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ABSTRACT

This document consists of materials used in a presentation on the Brown County (Kansas) Vocational Work Program to train students in general work behaviors and skills and to prepare them for paid employment in the community. Introductory materials describe the program's purpose, structure, and objectives. The text of specific regulations governing community vocational settings is provided. Other contents include the following: sample transition staffing summary form; sample and completed individual transition planning forms; sample student/parent/employer/vocational coordinator agreement; behavior inventory; sample student evaluation forms; a list of types of job skills students learn in area businesses; a U.S. Department of Education letter communicating statement of principle and guidelines for individualized education programs; a list of prerequisite skills for independent living; and sample student evaluation forms for managing family finances, buying and preparing food, caring for clothing; managing a household, caring for personal needs, and vehicle ownership. (YLB)

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# Transition: The Key



Presented by:

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First and Kickapoo - Hiawatha, KS 66434 -- 913+742-7108

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## BROWN COUNTY KANSAS VOCATIONAL WORK PROGRAM

- Purpose:
1. Train student in general work behaviors and skills
  2. Preparation for community paid employment

- Structure:
1. Students - work at a community job site
  2. Contract - signed by parents, student, and employer which indicates their agreement and understanding of this training situation
  3. Hours - 1 to 4 class hours per day
  4. Days - Monday through Friday
  5. Length of training - Nine weeks to one semester
  6. Duties - Students complete entry level jobs with the assistance of the employer, employees, or paraprofessional.
  7. Pay - Students are generally not paid as this is a training situation.
  8. Insurance - Business is not responsible. The Interlocal buys individual student insurance.
  9. Assistance of employer - Assigns tasks to the student and paraprofessional. It is not necessary to guarantee a job at the end of training.

## PROGRAM OBJECTIVES

The objectives of the work program are to provide the student with:

1. Good work habits
2. Good work attitudes
3. A variety of job skills
4. A variety of work experiences
5. Appropriate social skills
6. Skills in taking directions from authorities
7. An exploration of different occupations
8. Exposure to several different types of jobs, which would better enable the student to choose a career best suited to their own needs
9. Pride of accomplishment
10. School credit towards graduation
11. A quarterly evaluation of job performance
12. Skills in finding job leads and applying for employment

COMMUNITY VOCATIONAL SETTINGS  
Specific Regulations

According to the U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, publication 1287:

"The Supreme Court has held that the words "to suffer or permit to work," as used in the Act to define "employ", do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not employees within the meaning of the Act:

- (1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
- (2) the training is for the benefit of the trainees or students;
- (3) The trainees or students do not displace regular employees, but work under their close observation;
- (4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion his operations may actually be impeded;
- (5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
- (6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training" (p. 4-5).

Community vocational settings can be and should be identified within this framework.

Transition Staffing

BROWN COUNTY KANSAS SPECIAL EDUCATION COOPERATIVE, INTERLOCAL #615  
1st & Kickapoo Streets Hiawatha, Kansas 66434  
Phone (913) 742-7108

STAFFING SUMMARY

Student Name \_\_\_\_\_ Age \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_  
Parent \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_ Date \_\_\_\_\_

Persons Present

Name	Position
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____
_____	_____



Date \_\_\_\_\_

## Individual Transition Planning

Student's Name \_\_\_\_\_ Age \_\_\_\_\_ School/Agency \_\_\_\_\_ Projected Date of School

Completion \_\_\_\_\_ Participants \_\_\_\_\_

Participants \_\_\_\_\_

INSTRUCTION FOR TRANSITION	Instructional Goals: Projected Young Adult Functioning	Setting(s) for Goal Assessment	Con-straints	Responsibility for Monitoring/Documenting		
				Student/Parent Action Timeline	School Action Timeline	Adult S. P. Action Timeline
<b>Daily Living Skills</b>						
<b>Personal/Social Skills</b>						

Date \_\_\_\_\_

## Individual Transition Planning

Student's Name \_\_\_\_\_ Age \_\_\_\_\_ School/Agency \_\_\_\_\_ Projected Date of School

Completion \_\_\_\_\_ Participants \_\_\_\_\_

Participants \_\_\_\_\_

INSTRUCTION FOR TRANSITION	Instructional Goals: Projected Young Adult Functioning	Setting(s) for Goal Assessment	Con-straints	Responsibility for Monitoring/Documenting		
				Student/Parent Action Timeline	School Action Timeline	Adult S. P. Action Timeline
Leisure Skills						
Vocational Skills						...





Date \_\_\_\_\_

## Individual Transition Planning

Student's Name \_\_\_\_\_ Age \_\_\_\_\_ School/Agency \_\_\_\_\_ Projected Date of School

Completion \_\_\_\_\_ Participants \_\_\_\_\_

Participants \_\_\_\_\_

INSTRUCTION FOR TRANSITION	Instructional Goals: Projected Young Adult Functioning	Setting(s) for Goal Assessment	Con-straints	Responsibility for Monitoring/Documenting		
				Student/Parent Action Timeline	School Action Timeline	Adult S. P. Action Timeline
Daily Living Skills	Buying & Preparing Food, Caring For Clothing, Managing A Household, and Managing Family Finances	School, Home, & Community	None	5/97	5/97	
Personal/Social Skills	Caring For Personal Needs and Getting Around The Community	School, Home, & Community	None	5/97	5/97	

Date \_\_\_\_\_

## Individual Transition Planning

Student's Name \_\_\_\_\_ Age \_\_\_\_\_ School/Agency \_\_\_\_\_ Projected Date of School \_\_\_\_\_

Completion \_\_\_\_\_ Participants \_\_\_\_\_

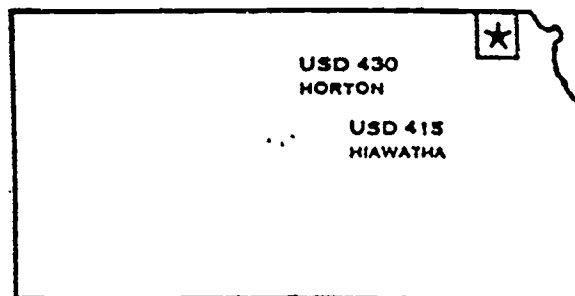
Participants \_\_\_\_\_

INSTRUCTION FOR TRANSITION	Instructional Goals: Projected Young Adult Functioning	Setting(s) for Goal Assessment	Con-straints	Responsibility for Monitoring/Documenting		
				Student/Parent Action Timeline	School Action Timeline	Adult S. P. Action Timeline
Leisure Skills	Utilizing Recreation & Leisure Time	School, Home, & Community	None	5/97	5/97	
Vocational Skills	The Student is very interested in auto mechanics & anything connected with cars.	School, Home, & Community	None	5/97	5/97	

**BROWN COUNTY KANSAS  
SPECIAL EDUCATION COOPERATIVE**

FIRST AND KICKAPOO STREET      HIAWATHA, KANSAS 66434

PHONE 913/742-7108  
Carol Nigus, Director



School Year \_\_\_\_\_

The major purpose of the vocational work program is to provide valuable work experience education for students. This agreement is made to show responsibilities of the participants: student, parent, school, and employer.

1. The student enters this program to learn as much as the employer can provide in the nature of job information, skills, and attitudes needed to become an independent worker.
2. The employer is asked to inform regular employees of their important role in assisting in the training of the student and of the school's request for their cooperation.
3. The student is expected to keep regular attendance both at school and on the job. The student's quarterly grade will be lowered one letter grade for each absence during the quarter that is not excused, or for which time has not been made up.
4. Any job change must be arranged by the vocational coordinator.
5. The employer expects the student to be honest punctual, cooperative, courteous, willing to learn, and willing to work.
6. The school provides a vocational coordinator and/or paraprofessional to supervise the student on the job. Evaluation of job performance will be completed daily by the vocational coordinator or the paraprofessional. School credit is granted for successful job performance. At the discretion of the vocational coordinator, the student may also earn wages upon becoming proficient.
7. If the student is terminated by the employer from a paid position, the student will not receive credit for the work program during that quarter.
8. The student is required to attend the employer appreciation dinner at the end of the school year. Failure to attend may result in a loss of school credit for the work program.

\_\_\_\_\_  
(Student's signature)

\_\_\_\_\_  
(Parent's Signature)

\_\_\_\_\_  
(Employer's signature)

\_\_\_\_\_  
(Vocational Coordinator's signature)

## THE BEHAVIOR INVENTORY

1. Hygiene & Grooming - cleanliness of body & clothing
2. Communication Skills - being understood by others and communicating effectively and appropriately
  - overly loud or soft speech
  - overly fast or slow speech
  - talking too much / asking too many questions
  - not asking enough questions
3. Personal Habits - which are disruptive or annoying to others
  - attention seeking
  - psychomotor or physical abnormality
  - Examples: arguing or complainig to engage in conversation
  - distracting others from their work
  - practical jokes / horseplay / obscene language
  - humming / singing / laughing / giggling / mumbling
  - repetitive noises
  - repetitive body movements / rocking / dancing
4. Odd Behaviors - which may indicate possible emotional problems
  - temper outbursts
  - withdrawn
  - overactive
  - continual talking or mumbling to oneself
  - negative statements of self worth
  - manipulation of others by being unresponsive
  - anticipation of being picked on
5. Motivation Level - willingness to work
  - low enthusiasm for work
  - complains about not liking the job
  - does things to avoid doing a job
6. Physical Capacity to Work
  - complains about standing, etc.
  - shows fatigue
  - rests head
  - physically limited
7. Staying on Task
  - lots of non-productive activity / wastes time
  - wanders away from work area
  - stares into space
  - finds excuses to interrupt work
  - works slower on tasks not liked
8. Punctuality
  - begins working after others have started
  - spends too long in restroom
  - socializes before starting to work

9. Frustration Tolerance - methods of handling problems & stress
  - blames others
  - outbursts of anger
  - shuts down
  - withdraws when facing a difficult situation
  - argues
10. Personal Complaints
  - complains to obtain attention or sympathy
  - complains to avoid work
  - frequently makes excuses for poor performance
11. Distractibility Due to Sensory Stimulation
  - stops or slows work
  - engages in conversation
  - wanders away from work area
12. Reaction to Change in Work Assignment
  - complains or argues
  - refuses to do some jobs
  - accepts changes, but needs a great deal of support & encouragement
  - grudgingly accepts changes
  - slows down or quality of work decreases
  - sabotages the job by purposely doing it incorrectly
  - becomes confused by rapid or frequent changes in work assignment
13. Reaction to Unpleasant or Monotonous Tasks
  - refuses to work
  - complains, argues, or grudgingly works on task
  - quality declines or rate decreases
  - sabotages the job by purposely doing it incorrectly
14. Rules & Safety
  - fools around with equipment
  - creates hazardous conditions / roughhousing
  - distracts others working with dangerous equipment
  - bends or tests the rules
  - carelessly uses potentially dangerous materials
15. Efficiency of Work Methods
  - wasted or unnecessary motions
  - unorganized work area
16. Care of Equipment - Waste of Materials
  - uses much more material than needed
  - fails to put lids on cans
  - fails to return equipment to proper location
  - damages or inappropriately uses equipment
17. Cleanliness of Work Area
  - neatness of the immediate work area during & after production

18. Amount of Assistance Needed in the Present Setting  
Consider how much one-on-one instruction is needed to learn most tasks  
needs little assistance to learn most tasks  
requires considerable one-on-one help  
requires constant assistance/monitoring
19. Transfer of Skills - Retaining & applying "hands-on" skills from one situation to another  
shows competency with a hands-on skill on one job but needs to review the same process on a different job
20. Problem Solving - Retaining & applying "cognitive" skills from one situation to another  
has difficulty retaining cognitive skills  
masters a cognitive skills but needs lots of instruction a week later
21. Amount of Intervention Required to Maintain Work Independence  
needs considerable support & encouragement to continue working  
needs reminders to stay on task  
seeks continual attention of supervisor  
requires frequent intervention to maintain good behavior
22. Accepts Supervisory Authority  
does the job their own way when supervisor is absent  
blatantly refuses to accept supervision
23. Response to Close Supervision When Supervisor is Monitoring Performance  
becomes tense, etc. when closely supervised  
tends to want to visit
24. Requests for Assistance - Getting help when needed  
excessive requests for help when not really necessary  
frequently does not ask for help when help is needed
25. Response to Criticism & Pressure for Better Quality / Quantity  
tends to argue or complain  
blames others / makes excuses  
refuses to continue  
decreases work rate and/or quality
26. Social Skills With Co-Workers  
avoids contact with others  
frequently irritates or is irritated by others  
puts others down  
incites trouble

Student:

Date:

Employer:

Today's Job Task:

Please circle the appropriate number using the following scale:

Excellent - 6    Very good - 5    Good - 4    Average - 3    Fair - 2

Needs Improvement - 1

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Appearance:

- |                          |       |   |   |   |   |   |   |
|--------------------------|-------|---|---|---|---|---|---|
| 1. Appropriately Dressed |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Clean clothes            | _____ |   |   |   |   |   |   |
| Untorn clothes           | _____ |   |   |   |   |   |   |
| Clothes fit OK           | _____ |   |   |   |   |   |   |
| 2. Appropriately Groomed |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Hair clean & combed      | _____ |   |   |   |   |   |   |
| Clean body (No odor)     | _____ |   |   |   |   |   |   |
| Clean hands & face       | _____ |   |   |   |   |   |   |

Attitude:

- |   |       |   |   |   |   |   |   |
|---|-------|---|---|---|---|---|---|
| 1. Willing To Work & Assume Responsibility      |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Takes responsibility to complete task           | _____ |   |   |   |   |   |   |
| Doesn't waste time beginning or completing task | _____ |   |   |   |   |   |   |
| Doesn't complain about job assignment           | _____ |   |   |   |   |   |   |
| 2. Willing To Learn                             |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Wants to do task correctly                      | _____ |   |   |   |   |   |   |
| Asks questions if not sure what to do           | _____ |   |   |   |   |   |   |
| 3. Understands & Follows Instructions           |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Listens to directions                           | _____ |   |   |   |   |   |   |
| Understands directions                          | _____ |   |   |   |   |   |   |
| Completes task according to directions          | _____ |   |   |   |   |   |   |
| 4. Listens To Suggestions                       |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Accepts suggestions without arguing             | _____ |   |   |   |   |   |   |
| 5. Accepts corrections                          |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Doesn't argue when corrected                    | _____ |   |   |   |   |   |   |
| Willing to redo incorrect work                  | _____ |   |   |   |   |   |   |
| 6. Can Take Criticism                           |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Doesn't get upset with criticism                | _____ |   |   |   |   |   |   |
| 7. Can Take Teasing                             |       | 6 | 5 | 4 | 3 | 2 | 1 |
| Doesn't get upset when teased                   | _____ |   |   |   |   |   |   |
| Is able to tease others appropriately           | _____ |   |   |   |   |   |   |
| Can distinguish between criticism and teasing   | _____ |   |   |   |   |   |   |

Human Relations & Communications

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. Gets Along With Employer/Supervisor         | 6 | 5 | 4 | 3 | 2 | 1 |
| Accepts instructions and suggestions from them |   |   |   |   |   |   |
| Is cooperative                                 |   |   |   |   |   |   |
| Uses friendly conversation                     |   |   |   |   |   |   |
| 2. Gets Along With Employees                   | 6 | 5 | 4 | 3 | 2 | 1 |
| Works cooperately with them                    |   |   |   |   |   |   |
| Uses friendly conversation                     |   |   |   |   |   |   |
| 3. Is Courteous                                | 6 | 5 | 4 | 3 | 2 | 1 |
| Doesn't make rude or inappropriate remarks     |   |   |   |   |   |   |
| Gives compliments                              |   |   |   |   |   |   |
| Says, "Excuse Me, Thank You, etc."             |   |   |   |   |   |   |
| 4. Uses Proper Language                        | 6 | 5 | 4 | 3 | 2 | 1 |
| Mannerly and polite in verbal interaction      |   |   |   |   |   |   |

Workmanship:

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. Knowledge Of Job  | 6 | 5 | 4 | 3 | 2 | 1 |
| Knows/understands steps of job task                            |   |   |   |   |   |   |
| Uses materials and equipment correctly                         |   |   |   |   |   |   |
| 2. Completes Assigned Tasks With Reasonable Speed and Accuracy | 6 | 5 | 4 | 3 | 2 | 1 |
| Works at adequate speed alone                                  |   |   |   |   |   |   |
| Works at adequate speed with others                            |   |   |   |   |   |   |
| Works to complete task   |   |   |   |   |   |   |
| Does careful & accurate work                                   |   |   |   |   |   |   |
| 3. Can Work By Themselves                                      | 6 | 5 | 4 | 3 | 2 | 1 |
| Remains in work area   |   |   |   |   |   |   |
| Stays on task  |   |   |   |   |   |   |
| 4. Can Work With Others  | 6 | 5 | 4 | 3 | 2 | 1 |
| Limits personal conversations                                  |   |   |   |   |   |   |
| Works cooperately  |   |   |   |   |   |   |
| 5. Takes Care Of Tools & Equipment                             | 6 | 5 | 4 | 3 | 2 | 1 |
| Handles equipment & material carefully                         |   |   |   |   |   |   |
| Cleans up work area  |   |   |   |   |   |   |
| Puts material & equipment away                                 |   |   |   |   |   |   |

Comments:



WORK PROGRAM EVALUATION

Student	Training Agency	Date
Scale: Excellent - 98%	Very Good - 93%	Good - 86%
Average - 79%	Fair - 72%	Needs Improvement - 65%

	98%	93%	86%	79%	72%	65%
<b>Appearance:</b>						
1. Dresses appropriately						
2. Groomed appropriately						
<b>Attitude:</b>						
1. Willing to work and assume responsibility						
2. Willing to learn						
3. Understands and follows instructions						
4. Listens to suggestions						
5. Accepts corrections						
6. Can take criticism						
7. Can take teasing						
<b>Dependability:</b>						
1. Dependable attendance						
2. Gets to work on time						
3. Gives notice when unable to attend						
<b>Human Relations and Communications:</b>						
1. Gets along with employer						
2. Gets along with employees						
3. Is courteous						
4. Uses proper language						
<b>Workmanship:</b>						
1. Knowledge of job						
2. Completes assigned tasks with reasonable speed and accuracy						
3. Can work by themselves						
4. Can work with others						
5. Takes care of tools and equipment						

Comments:

**Student Name:** The Student      **Implementation Date:** 8-27-93      **Hours Per Week:** 5      **Completion Date:** 5-27-94  
**Annual Goal:** The Student will improve vocational skills in the area of career awareness as measured by mastery of 3/4 short term objectives      **Persons Responsible:** The Student      **Goals Met:** \_\_\_\_\_  
\_\_\_\_\_      **Methods...Materials:** Vocational Coordinator  
\_\_\_\_\_

SHORT TERM OBJECTIVES	REVIEW OF OBJECTIVES:	COMMENTS:																																																																																										
<p><b>By the end of the first quarter:</b>                      when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, dependability, human relations and communications, and workmanship with 72% accuracy as measured by evaluation form.</p>	<p><b>PROGRESS CHECK:</b></p> <table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Continue Objective                      Discontinue Objective                      Achieved                      Maintain</p>	Date																																																																																										<p>Date: _____</p>
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<p><b>By the end of the second quarter:</b>                      when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: appearance, attitude, dependability, human relations and communications, and workmanship with 75% accuracy as measured by evaluation form.</p>	<p><b>PROGRESS CHECK:</b></p> <table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Continue Objective                      Discontinue Objective                      Achieved                      Maintain</p>	Date																																																																																										<p>Date: _____</p>
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WORK PROGRAM EVALUATION

Student	Training Agency	Date
Scale: Excellent - 98%	Very Good - 93%	Good - 86%
Average - 79%	Fair - 72%	Needs Improvement - 65%

	98%	93%	86%	79%	72%	65%
<b>Appearance:</b>						
1. Dresses appropriately						
2. Groomed appropriately						
<b>Attitude:</b>						
1. Willing to work and assume responsibility						
2. Willing to learn						
3. Understands and follows instructions						
4. Listens to suggestions						
5. Accepts corrections						
6. Can take criticism						
7. Can take teasing						
<b>Human Relations and Communications:</b>						
1. Gets along with employer						
2. Gets along with employees						
3. Is courteous						
4. Uses proper language						
<b>Workmanship:</b>						
1. Knowledge of job						
2. Completes assigned tasks with reasonable speed and accuracy						
3. Can work by themselves						
4. Can work with others						
5. Takes care of tools and equipment						

Comments:

Student Name: The Student Implementation Date: 8-27-93 Hours Per Week: 5 Completion Date: 5-27-94

Annual Goal: The Student will improve vocational skills in the area of career awareness as measured by mastery of 3/4 short term objectives Persons Responsible: The Student Goals Met: \_\_\_\_\_

Vocational Coordinator

Methods...Materials: \_\_\_\_\_

SHORT TERM OBJECTIVES	REVIEW OF OBJECTIVES:	COMMENTS:																																																		
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	98%	93%	86%	79%	72%	65%
<b>Attitude:</b>						
1. Willing to work and assume responsibility						
2. Willing to learn						
3. Understands and follows instructions						
4. Listens to suggestions						
5. Accepts corrections						
6. Can take criticism						
7. Can take teasing						
<b>Dependability:</b>						
1. Dependable attendance						
2. Gets to work on time						
3. Gives notice when unable to attend						
<b>Human Relations and Communications:</b>						
1. Gets along with employer						
2. Gets along with employees						
3. Is courteous						
4. Uses proper language						
<b>Workmanship:</b>						
1. Knowledge of job						
2. Completes assigned tasks with reasonable speed and accuracy						
3. Can work by themselves						
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Comments:

**Student Name:** The Student      **Implementation Date:** 8-27-93      **Hours Per Week:** 5      **Completion Date:** 5-27-94  
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\_\_\_\_\_      **Vocational Coordinator** \_\_\_\_\_  
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Comments:

**Student Name:** The Student      **Implementation Date:** 8-27-93      **Hours Per Week:** 5      **Completion Date:** 5-27-94  
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<p><b>By the end of the first quarter:</b>                      when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, human relations and communications, and workmanship with 72% accuracy as measured by evaluation form.</p>	<p><b>PROGRESS CHECK:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Date</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">                     Continue Objective                      Discontinue Objective                      Achieved                      Maintain                 </p>	Date																																																		<p>Date: _____</p>
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<p><b>By the end of the second quarter:</b>                      when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, human relations and communications, and workmanship with 75% accuracy as measured by evaluation form.</p>	<p><b>PROGRESS CHECK:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Date</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">                     Continue Objective                      Discontinue Objective                      Achieved                      Maintain                 </p>	Date																																																		<p>Date: _____</p>
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<p><b>By the end of the third quarter:</b>                      when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, human relations and communications, and workmanship with 78% accuracy as measured by evaluation form.</p>	<p><b>PROGRESS CHECK:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Date</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">                     Continue Objective                      Discontinue Objective                      Achieved                      Maintain                 </p>	Date																																																		<p>Date: _____</p>
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<p><b>By the end of the fourth quarter:</b>                      when given an on-the-job task in the area of vocational skills, The Student will complete the task in the areas of: attitude, human relations and communications, and workmanship with 82% accuracy as measured by evaluation form.</p>	<p><b>PROGRESS CHECK:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Date</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">                     Continue Objective                      Discontinue Objective                      Achieved                      Maintain                 </p>	Date																																																		<p>Date: _____</p>
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## TYPES OF JOB SKILLS STUDENTS LEARN IN AREA BUSINESSES

1. Local factories - observation & tour
2. Veterinary - cleaning animal cages; feeding & watering animals; walking animals
3. Grocery store - stocking & pricing groceries; bagging & carry out; cashiering; wrapping, & pricing produce; bagging & stocking produce
4. Bakery/deli - placing frozen rolls on trays; filling & frosting baked goods; bagging, wrapping, & pricing baked goods; filling salad containers; making sandwiches
5. Restaurants - bussing & setting up tables; filling condiments & placing on tables; wrapping silverware; filling napkin holders; folding pizza boxes; washing dishes; making salads; cleaning & cutting up vegetables; wrapping potatoes; mixing pizza sauce; filling pizza sauce cups; oiling pizza pans; weighing spaghetti; and buttering garlic bread
6. Headstart and individual day cares - caring for children & helping them with various activity projects
7. Nursing homes & hospitals- folding bed pads & linen; hanging up clothes; sorting dirty laundry; setting washing machines & dryers; changing bedding & making beds; taking wheel chair residents from rooms to dining area & back; putting bibs on residents; helping with dishes & food preparation; dust mopping & mopping hallways; washing windows; and other general dusting & cleaning
8. Newspaper - collating ads; inserting address labels into mail bags; learning to set up & take a picture to make a negative; learning how plates used to print the paper are made for the press; helping change the rolls of paper; emptying the trash; observing a paper being printed by the press; helping bundle & tie papers as they come off the press
9. Lumberyard - stacking lumber; cutting, pointing & bundling stakes; pricing & putting inventory away; sweeping up sawdust; helping measure, cut, & roll carpet; helping build storage sheds

10. Mechanic shops - observing; helping with repairs; looking up parts in the computer; stocking inventory parts; helping repair radiators & mufflers to learn proper welding techniques
11. Convenience stores - filling ice machines & cup dispensers; stocking & facing coolers; bagging ice; cleaning pool tables; sweeping & mopping floor; washing windows; pricing & stocking merchandise
12. Physical & Respiratory Therapy - cleaning whirlpools; filling ultrasound bottles; making up hot packs; filing, filling out appointment slips
13. Photo developing - putting film through the developer; cutting pictures apart & trimming edges; putting negatives in sleeves; counting & pricing pictures
14. Tire repair - learn the complete process of repairing tires
15. Clerical skills - filing; collating & stapling pages together; putting booklets together; xeroxing copies; folding letters & putting them envelopes; metering mail; alphabetizing; adding journal columns for the bookkeeper; inputting data into the computer; making forms on the computer
16. Elementary school - doing flashcards with students; listening to students read; helping with activity sheets; helping students on the computer; helping in the library sorting & putting books away



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dear Colleague:

The Departments of Education and Labor have collaborated to promote opportunities for educational placements in the community for students with disabilities while assuring that applicable labor standards protections are strictly observed.

Pursuant to the Individuals with Disabilities Education Act (IDEA), individualized education programs are developed to provide students with disabilities an opportunity to learn about work in realistic settings and thereby help such students in the transition from school to life in the community. Since the affirmation of students' rights to an appropriate free public education in 1975, many students with disabilities have benefitted from participation in vocational education programs in their public schools. Students with more severe disabilities, however, have experienced fewer benefits from participation in such programs. Alternative, community-based, and individualized education and training programs have emerged to meet their needs.

Our Departments share an interest in promoting educational experiences that can enhance success in school-to-work transition and the prospects that these students become effective, productive workforce participants and contributors to their community. At the same time, these students must be afforded the full protection of the nation's labor laws and not be subject to potential abuse as they start this transition through community-based educational experiences.

Existing Department of Labor guidelines which define "employees" for purposes of applying the requirements of the Fair Labor Standards Act (FLSA) do not specifically address community-based education programs for students with disabilities. To assist program administrators in developing programs or making placements that do not create questions about the establishment of an employment relationship between the students and participating businesses in the community, the Employment Standards Administration (Department of Labor), and the Offices of Vocational and Adult Education, and Special Education and Rehabilitative Services (Department of Education) have developed the following guidance.

STATEMENT OF PRINCIPLE

*The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.*

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### GUIDELINES

Where ALL of the following criteria are met, the U.S. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

- o Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
- o Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.
- o Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).
- o Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.
- o The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.
  - 1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
  - 2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.
  - 3) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
  - 4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

- o *While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:*

<i>Vocational exploration</i>	<i>5 hours per job experienced</i>
<i>Vocational assessment</i>	<i>90 hours per job experienced</i>
<i>Vocational training</i>	<i>120 hours per job experienced</i>

- o *Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.*

It is important to understand that an employment relationship will exist unless all of the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.

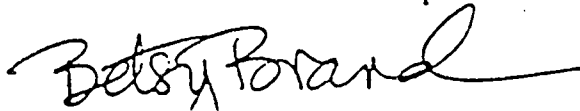
We hope that this guidance will help you achieve success in the development of individualized education programs.



ROBERT R. DAVILA  
Assistant Secretary  
Office of Special Education  
and Rehabilitative Services  
U.S. Department of Education



CARI M. DOMINGUEZ  
Assistant Secretary  
Employment Standards  
Administration  
U.S. Department of Labor



BETSY BRAND  
Assistant Secretary  
Office of Vocational and  
Adult Education  
U.S. Department of Education

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## PREREQUISITE SKILLS FOR INDEPENDENT LIVING

Kokaska, Charles J. and Brolin, Donn E., Career Education for Handicapped Individuals. Second Edition, Merrill Publishing Company, 1985.

### DAILY LIVING SKILLS

1. **Managing Family Finances**
  - 1.1 Identifying Money and Making Correct Change
  - 1.2 Making Wise Expenditures
  - 1.3 Obtaining and Using Bank and Credit Facilities
  - 1.4 Keeping Basic Financial Records
  - 1.5 Calculating and Paying Taxes
2. **Selecting, Managing, Maintaining a Home**
  - 2.1 Selecting Adequate Housing
  - 2.2 Maintaining a Home
  - 2.3 Using Basic Appliances and Tools
  - 2.4 Maintaining the Home Exterior
3. **Caring for Personal Needs**
  - 3.1 Dressing Appropriately
  - 3.2 Exhibiting Proper Grooming and Hygiene
  - 3.3 Demonstrating Knowledge of Physical Fitness, Nutrition, and Weight Control
  - 3.4 Demonstrating Knowledge of Common Illness Prevention and Treatment
4. **Raising Children/Family Living**
  - 4.1 Preparing for Adjustment to Marriage
  - 4.2 Preparing for Raising Children (physical care)
  - 4.3 Preparing for Raising Children (psychological care)
  - 4.4 Practicing Family Safety Procedures in the Home
5. **Buying and Preparing Food**
  - 5.1 Demonstrating Appropriate Eating Skills
  - 5.2 Planning Balanced Meals
  - 5.3 Purchasing Food
  - 5.4 Preparing Meals
  - 5.5 Cleaning Food Preparation Areas
  - 5.6 Storing Food
6. **Buying and Caring for Clothing**
  - 6.1 Washing Clothing
  - 6.2 Ironing and Storing Clothing
  - 6.3 Performing Simple Mending
  - 6.4 Purchasing Clothing
7. **Engaging in Civic Activities**
  - 7.1 Understanding Local Laws and Government
  - 7.2 Understanding Federal Government
  - 7.3 Understanding Citizenship Rights and Responsibilities
  - 7.4 Understanding Registration and Voting Procedures
  - 7.5 Understanding Selective Service Procedures
  - 7.6 Understanding Civil Rights and Responsibilities when Questioned by the Law
8. **Utilizing Recreation and Leisure**
  - 8.1 Participating Actively in Group Activities
  - 8.2 Knowing Activities and Available Community Resources
  - 8.3 Understanding Recreational Values

- 8.4 Using Recreational Facilities in the Community
- 8.5 Planning and Choosing Activities Wisely
- 8.6 Planning Vacations
- 9. Getting Around the Community (mobility)
  - 9.1 Demonstrating Knowledge of Traffic Rules and Safety Practices
  - 9.2 Demonstrating Knowledge and Using Various Means of Transportation
  - 9.3 Driving a car

#### **PERSONAL AND SOCIAL SKILLS**

- 10. Achieving Self-Awareness
  - 10.1 Attaining a Sense of Body
  - 10.2 Identifying Interests and Abilities
  - 10.3 Identifying Emotions
  - 10.4 Identifying Needs
  - 10.5 Understanding the Physical Self
- 11. Acquiring Self-Confidence
  - 11.1 Expressing Feelings of Worth
  - 11.2 Telling How Others See Him/Her
  - 11.3 Accepting Praise
  - 11.4 Accepting Criticism
  - 11.5 Developing Confidence in Self
- 12. Achieving Socially Responsible Behavior
  - 12.1 Knowing Character Traits Needed for Acceptance
  - 12.2 Knowing Proper Behavior in Public Places
  - 12.3 Developing Respect for the Rights and Properties of Others
  - 12.4 Recognizing Authority and Following Instructions
  - 12.5 Recognizing Personal Roles
- 13. Maintaining Good Interpersonal Skills
  - 13.1 Knowing How to Listen and Respond
  - 13.2 Knowing How to Make and Maintain Friendships
  - 13.3 Establishing Appropriate Heterosexual Relationships
  - 13.4 Knowing How to Establish Close Relationships
- 14. Achieving Independence
  - 14.1 Understanding the Impact of Behaviors on Others
  - 14.2 Understanding Self-Organization
  - 14.3 Developing Goal Seeking Behavior
  - 14.4 Striving Toward Self-Actualization
- 15. Achieving Problem Solving Skills
  - 15.1 Differentiating Bipolar Concepts
  - 15.2 Understanding the Need for Goals
  - 15.3 Looking at Alternatives
  - 15.4 Anticipating Consequences
  - 15.5 Knowing Where to Find Good Advice
- 16. Communicating Adequately with Others
  - 16.1 Recognizing Emergency Situations
  - 16.2 Reading at the Level Needed for Future Goals
  - 16.3 Writing at the Level Needed for Future Goals
  - 16.4 Speaking Adequately for Understanding
  - 16.5 Understanding the Subtleties of Communication

#### **OCCUPATIONAL GUIDANCE AND PREPARATION**

- 17. Knowing and Exploring Occupational Possibilities
  - 17.1 Identifying the Personal Values Met Through Work
  - 17.2 Identifying the Societal Values Met Through Work

- 17.3 Identifying the Remunerative Aspects of Work
- 17.4 Understanding How Jobs are Classified into Different Occupational Systems
- 17.5 Identifying Occupational Opportunities Available Locally
- 17.6 Identifying Sources of Occupational Information
- 18. **Selecting and Planning Occupational Choices**
  - 18.1 Identifying Major Occupational Needs
  - 18.2 Identifying Major Occupational Interests
  - 18.3 Identifying Occupational Attitudes
  - 18.4 Identifying Requirements of Appropriate and Available Jobs
  - 18.5 Making Realistic Occupational Choices
- 19. **Exhibiting Appropriate Work Habits and Behaviors**
  - 19.1 Following Directions
  - 19.2 Working with Others
  - 19.3 Working at a Satisfactory Rate
  - 19.4 Accepting Supervision
  - 19.5 Recognizing the Importance of Attendance and Punctuality
  - 19.6 Meeting Demand for Quality Work
  - 19.7 Developing Occupational Safety Skills
- 20. **Exhibiting Sufficient Physical-Manual Skills**
  - 20.1 Demonstrating Satisfactory Balance and Coordination
  - 20.2 Demonstrating Satisfactory Manual Dexterity
  - 20.3 Demonstrating Satisfactory Stamina and Endurance
  - 20.4 Demonstrating Satisfactory Sensory Discrimination
- 21. **Obtaining a Specific Occupational Skill**
- 22. **Seeking, Securing, and Maintaining Employment**
  - 22.1 Searching for a Job
  - 22.2 Applying for a Job
  - 22.3 Interviewing for a Job
  - 22.4 Adjusting to Competitive Standards
  - 22.5 Maintaining Post-School Occupational Adjustment

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## MANAGING FAMILY FINANCES

Student:

Date:

Today's Task:

Please circle the appropriate number using the following scale:

- 1 - Classroom competent with skill
- 2 - Constant assistance applying skill
- 3 - Medium assistance applying skill
- 4 - Little supervision applying skill
- 5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

### Budgeting:

1. Determine amount of money needed	5	4	3	2	1
Determine if there is enough money for the purchase					
_____					
2. Construct a monthly income budget	5	4	3	2	1
Monthly payments					
_____					
3. Saving financial receipts & records	5	4	3	2	1

### Comparison Shopping:

1. Using advertisements	5	4	3	2	1
2. Identify purchases as necessities (needs) or luxuries (wants)	5	4	3	2	1
3. Identifying & comparing prices & information on labels & tags	5	4	3	2	1
4. Chooses most economical buy	5	4	3	2	1
5. Determines amount of money saved	5	4	3	2	1

Checkbook:

1. Opening a checking account	5	4	3	2	1
Signs signature card correctly _____					
2. Fills out deposit slip correctly	5	4	3	2	1
Date _____					
Name of checks deposited _____					
Amount of checks deposited _____					
Total amount of deposit _____					
Correctly endorses checks _____					
Correctly records deposit in check register & figures new balance _____					
3. Fills out check correctly & completely	5	4	3	2	1
Date check is written _____					
To whom check is written (payee) _____					
Amount of money in figures _____					
Amount of money in words _____					
Signature _____					
Memo _____					
4. Records check correctly in check register	5	4	3	2	1
Check number _____					
Date _____					
Description of check _____					
Numerical dollar amount _____					
Figures correct balance _____					
5. Reconciles Bank Statement Correctly	5	4	3	2	1
Finds closing bank statement balance _____					
Adds outstanding deposits _____					
Subtracts outstanding checks _____					
Subtracts service charge & other bank charges from check register _____					
Agreement of bank statement & check register _____					
6. Savings Account	5	4	3	2	1
Signature card _____					
Passbook deposits & withdrawals _____					
Savings account interest _____					

BUYING & PREPARING FOOD

Student:

Date:

Today's Task:

Please circle the appropriate number using the following scale:

- 1 - Classroom competent with skill
- 2 - Constant assistance applying skill
- 3 - Medium assistance applying skill
- 4 - Little supervision applying skill
- 5 - Independent use of skill

Use a (+) on the lines for things a student needs for things they need to improve on. Do

exceptionally well or a (-) items not observed.

Meal Planning:

- |   |                   |
|---|-------------------|
| 1. Understands basic food groups<br>Identify appropriate foods eaten at typical daily meals _____   | 5   4   3   2   1 |
| 2. Constructs balanced breakfast, lunch, and dinner menus for an entire week<br>Includes good snack foods _____<br>Minimizes use of junk foods _____  | 5   4   3   2   1 |
| 3. Plans a day's meals within a given budget<br>Considers cost of food items _____<br>Uses specials from grocery store ads _____<br>Considers cost of brand name & generic products _____<br>Considers cost of prepared, packaged, or convenience foods _____ | 5   4   3   2   1 |

Purchasing Food Items:

- |  |                   |
|--|-------------------|
| 1. Construct weekly shopping list within budget<br>Considers quantity, unit cost, coupon savings, total cost _____ | 5   4   3   2   1 |
| 2. Checks freshness of food items<br>Expiration dates & seasonal items _____                                       | 5   4   3   2   1 |
| 3. Reads & understands product labels<br>Product name & brand, net weight, serving size, nutrition _____           | 5   4   3   2   1 |

Storage Of Food:

- |   |                   |
|---|-------------------|
| 1. Appropriate food storage techniques<br>Cupboard, wrapping or containers, refrigerator, freezer _____<br>Checks expiration dates for length of storage time _____ | 5   4   3   2   1 |
| 2. Identify spoiled foods<br>Appearance, smell, taste _____   | 5   4   3   2   1 |

Cleanliness Of Food Preparation Area:

- |   |                   |
|---|-------------------|
| 1. Washes hands                               | 5   4   3   2   1 |
| 2. Checks cleanliness of utensils & work area | 5   4   3   2   1 |

Preparing Meals & Food Items:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Preparing from recipe                     | 5 | 4 | 3 | 2 | 1 |
| Reads & follows instructions accurately      |   |   |   |   |   |
| Uses correct measurements                    |   |   |   |   |   |
| Measures ingredients accurately              |   |   |   |   |   |
| 2. Preparing from directions on boxes & cans | 5 | 4 | 3 | 2 | 1 |
| Reads & follows instructions accurately      |   |   |   |   |   |
| Uses correct measurements                    |   |   |   |   |   |
| Measures added ingredients accurately        |   |   |   |   |   |
| 3. Proper use of cooking methods             | 5 | 4 | 3 | 2 | 1 |
| Boiling, baking, frying, microwaving         |   |   |   |   |   |
| 4. Proper use of appliances & tools          | 5 | 4 | 3 | 2 | 1 |

Practices Safety Procedures:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Handling knives, electrical appliances, hot items | 5 | 4 | 3 | 2 | 1 |
| Knows sharp side of knife                            |   |   |   |   |   |
| Correctly plugs in & unplugs cords with dry hands    |   |   |   |   |   |
| Correct use of appliances                            |   |   |   |   |   |
| Turns pot handles towards center of stove            |   |   |   |   |   |
| Use of hot pads                                      |   |   |   |   |   |
| 2. Wipes up spills                                   | 5 | 4 | 3 | 2 | 1 |
| 3. Knows first aid procedures                        | 5 | 4 | 3 | 2 | 1 |
| Minor burns  |   |   |   |   |   |
| Minor cuts   |   |   |   |   |   |

Demonstrates Proper Eating:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Sets table properly  | 5 | 4 | 3 | 2 | 1 |
| Dishes, center pieces, food items                                   |   |   |   |   |   |
| Includes all necessary items  |   |   |   |   |   |
| 2. Appropriate eating habits  | 5 | 4 | 3 | 2 | 1 |
| Cutting up food   |   |   |   |   |   |
| Amount of food per bite   |   |   |   |   |   |
| Chews with mouth closed   |   |   |   |   |   |
| Doesn't belch, talk with food in mouth, make noises, play with food |   |   |   |   |   |
| Cleans up plate   |   |   |   |   |   |
| Use of napkin   |   |   |   |   |   |

Cleanup Procedures:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Proper storage of unused food                             | 5 | 4 | 3 | 2 | 1 |
| 2. Proper waste disposal                                     | 5 | 4 | 3 | 2 | 1 |
| 3. Washing & drying dishes                                   | 5 | 4 | 3 | 2 | 1 |
| Uses hot water & adequate soap                               |   |   |   |   |   |
| Cleanliness  |   |   |   |   |   |
| Stored in proper place                                       |   |   |   |   |   |
| Thoroughness of wiping off table, counter, & appliances used |   |   |   |   |   |

## CARING FOR CLOTHING

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Today's Task: \_\_\_\_\_

Please circle the appropriate number using the following scale:

- 1 - Classroom competent with skill
- 2 - Constant assistance applying skill
- 3 - Medium assistance applying skill
- 4 - Little supervision applying skill
- 5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

### Laundry:

- |  |       |   |   |   |   |
|--|-------|---|---|---|---|
| 1. Sorting by colors & fabrics                         | 5     | 4 | 3 | 2 | 1 |
| Reads care & instruction labels on clothing            | _____ |   |   |   |   |
| 2. Setting temperature dials on machines correctly     | 5     | 4 | 3 | 2 | 1 |
| 3. Uses correct amount of detergent, bleach, & softner | 5     | 4 | 3 | 2 | 1 |
| 4. Stain removal                                       | 5     | 4 | 3 | 2 | 1 |

### Ironing Clothing:

- |   |       |   |   |   |   |
|---|-------|---|---|---|---|
| 1. Setting correct temperature on iron for fabric | 5     | 4 | 3 | 2 | 1 |
| 2. Proper procedure for ironing                   | 5     | 4 | 3 | 2 | 1 |
| Shirts  | _____ |   |   |   |   |
| Blouses   | _____ |   |   |   |   |
| Slacks  | _____ |   |   |   |   |
| Skirts  | _____ |   |   |   |   |
| Dresses   | _____ |   |   |   |   |
| 3. Safety Precautions                             | 5     | 4 | 3 | 2 | 1 |
| Steam iron  | _____ |   |   |   |   |
| Dry iron  | _____ |   |   |   |   |
| Cord  | _____ |   |   |   |   |

### Storage Procedures:

- |                 |       |   |   |   |   |
|-----------------|-------|---|---|---|---|
| 1. Hanging      | 5     | 4 | 3 | 2 | 1 |
| Slacks          | _____ |   |   |   |   |
| Skirts          | _____ |   |   |   |   |
| Dresses         | _____ |   |   |   |   |
| Blouses         | _____ |   |   |   |   |
| T-Shirts & tops | _____ |   |   |   |   |

2. Folding	5	4	3	2	1
Slacks					
T-Shirts & tops					
Under garments					
Linen					

Performing Simple Mending:

1. Determining correct measurement	5	4	3	2	1
Hems					
Buttons					
2. Measures & pins correctly	5	4	3	2	1
3. Chooses appropriate thread color	5	4	3	2	1
4. Use of needle & thread	5	4	3	2	1
Threading needle					
Tying end of thread					
Spacing between stitches					
5. Puts a hem in neatly & securely	5	4	3	2	1
Stitches don't show on right side of fabric					
Straight hem					
Ties thread to secure hem					
6. Sewes a button on neatly & securely	5	4	3	2	1
Proper placement of button on clothing					
Ties thread to secure button					
7. Mending sweaters	5	4	3	2	1
Tying loose threads					
Pulling loose threads to wrong side					
Pulling threads together to close a hole					
8. Mending with iron-on patches	5	4	3	2	1
Appropriate color or patch					
Cuts patch to correct size					
Ironing patch on fabric					

Operating Sewing Machine:

1. Chooses appropriate thread color	5	4	3	2	1
2. Fills & installs bobbin correctly	5	4	3	2	1
3. Correctly threads machine	5	4	3	2	1
4. Sets tension correctly	5	4	3	2	1
5. Sewing seams	5	4	3	2	1
Straight lines					
Securing ends					

## MANAGING A HOUSEHOLD

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Today's Task: \_\_\_\_\_

Please circle the appropriate number using the following scale:

- 1 - Classroom competent with skill
- 2 - Constant assistance applying skill
- 3 - Medium assistance applying skill
- 4 - Little supervision applying skill
- 5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

### Cleaning And Maintenance:

1. Thoroughness of routine cleaning activities	5    4    3    2    1
Dusting furniture _____	
Sweeping floors _____	
Mopping floors _____	
Vacuuming floors _____	
Cleaning and disinfecting stool, tub, and sink _____	
Cleans mirrors _____	
Checks for cobwebs in corners and window sills _____	
Wipes off appliances, counters, and cupboards _____	
Wipes off walls when needed _____	
2. Use of cleaning products	5    4    3    2    1
Chooses the appropriate product to use _____	
Knows how to use the various cleaning products _____	
Uses products economically _____	
3. Home maintenance	5    4    3    2    1
Contacting necessary repairmen _____	
Getting an estimate for repairs _____	
Lawn care _____	
Snow removal _____	
Painting _____	
Interior and exterior care _____	

Selecting Appropriate Housing:

	5	4	3	2	1
1. Renting a house or an apartment					
Checks advertisements					
Using real estate agencies					
Considers location to work and shopping					
Considers neighborhood characteristics					
Has adequate living space					
Condition of building and living space					
Affordability					
Cost of furnished and unfurnished housing					
Acquiring necessary furniture and appliances					
2. Understands responsibilities of renting	5	4	3	2	1
Signing a lease					
Security and damage deposit					
Rent and utility payments					
Maintenance and repair responsibilities					
Having pets					
3. Procedures for connecting utilities	5	4	3	2	1
Contacting utility company					
Amount of initial deposit					
Monthly charge					
Delinquent fees					
Shut off notice					

Safety Procedures:

1. Use of matches and smoking materials	5	4	3	2	1
2. Plugging in and unplugging appliances	5	4	3	2	1
3. Using appliances and power tools	5	4	3	2	1
4. Using a fire extinguisher	5	4	3	2	1
5. Changing a fuse	5	4	3	2	1
6. Changing a light bulb	5	4	3	2	1
7. Operating a thermostat	5	4	3	2	1
8. Locating water, gas, and electrical safety valves	5	4	3	2	1
9. Calling for emergency services	5	4	3	2	1



## CARING FOR PERSONAL NEEDS

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Today's Task: \_\_\_\_\_

Please circle the appropriate number using the following scale:

- 1 - Classroom competent with skill
- 2 - Constant assistance applying skill
- 3 - Medium assistance applying skill
- 4 - Little supervision applying skill
- 5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Appearance:

		5	4	3	2	1
1. Proper hygiene						
Bathing	_____					
Hair	_____					
Teeth	_____					
2. Proper grooming						
Hair	_____					
Deodorant	_____					
Cologne	_____					
Shaving	_____					
Nails	_____					
3. Purchases appropriate items						
4. Appropriate dress						
Colors match	_____					
Fabrics match	_____					
Fits properly	_____					
Not torn or missing buttons	_____					
In season	_____					

Medical Needs:

1. Making doctor appointments		5	4	3	2	1
2. Public health department		5	4	3	2	1
Medical & dental care	_____					
Pregnancy care	_____					
3. Emergency medical assistance		5	4	3	2	1
Emergency telephone numbers	_____					
Reads a thermometer correctly	_____					
Understands & correctly reads prescription labels	_____					
Generic prescriptions	_____					
Understands & knows about over-the-counter medicines	_____					
4. Health Insurance		5	4	3	2	1
Individual policy	_____					
Group policy	_____					
Medicaid	_____					
5. Illness prevention & treatment		5	4	3	2	1

VEHICLE OWNERSHIP

Student:

Date:

Today's Task:

Please circle the appropriate number using the following scale:

- 1 - Classroom competent with skill
- 2 - Constant assistance applying skill
- 3 - Medium assistance applying skill
- 4 - Little supervision applying skill
- 5 - Independent use of skill

Use a (+) on the lines for things a student did exceptionally well or a (-) for things they need to improve on. Do not mark items not observed.

Purchasing A Vehicle:

1. Buying from a car dealer or directly from previous owner		5	4	3	2	1
Checks ads and comparison shops	_____					
Checks condition of car	_____					
Checks for needed repairs	_____					
Checks mileage	_____					
Compares price of car to its book value	_____					
Checks gas mileage	_____					
Understands warranties	_____					
2. Understands the costs of ownership		5	4	3	2	1
Initial purchase cost	_____					
Sales tax and title	_____					
License, registration, and fees	_____					
Cost of financing	_____					
Cost of insurance	_____					
Maintenance	_____					
Gas	_____					
3. Knowledge of minimum insurance requirements		5	4	3	2	1
Collision	_____					
Comprehensive	_____					
Medical	_____					
Liability	_____					
Deductibles	_____					



TRANSITION EVALUATION  
 Daily Living Skills

Student: \_\_\_\_\_ School Year: \_\_\_\_\_

- Scale: Classroom competent with skill - 64%  
 Constant assistance applying skill - 73%  
 Medium assistance applying skill - 82%  
 Little supervision applying skill - 91%  
 Independent use of skill - 98%

	64%	73%	82%	91%	98%
<b>Managing Family Finances:</b>					
1. Constructs a budget within given income					
2. Determines amount of money needed for monthly payments					
3. Compares prices among stores					
4. Checks information on labels and tags					
5. Chooses most economical buy					
6. Fills out check correctly and completely					
7. Records check correctly in check register					
8. Reconciles bank statement correctly					
<b>Buying And Preparing Food:</b>					
1. Constructs a balanced menu					
2. Constructs a weekly shopping list within a budget					
3. Prepares meals and food items correctly					
4. Uses appropriate food storage techniques					
5. Practices safety procedures.					
6. Demonstrates proper eating					
7. Thoroughly cleans food preparation area and utensils					
<b>Caring For Clothing:</b>					
1. Uses correct laundry techniques					
2. Uses correct ironing techniques					
3. Stores clothing properly					
4. Uses correct mending techniques					
<b>Managing A Household:</b>					
1. Thoroughness of routine cleaning activities					
2. Understands procedures and responsibilities of renting					
3. Practices safety procedures					
<b>Caring For Personal Needs:</b>					
1. Practices proper hygiene and grooming					
2. Purchases appropriate items					
3. Knows procedures for obtaining medical assistance					
<b>Vehicle Ownership:</b>					
1. Understands the costs of vehicle ownership					
2. Knowledge of minimum insurance requirements					

Comments:

Name: The Student Implementation Date: 8-27-93 Hours Per Week: 5 Completion Date: 5-27-94  
 Annual Goal: The Student will improve daily living skills in the area of independent living as measured by mastery of 3/4 short term objectives Persons Responsible: The Student Goals Met: \_\_\_\_\_  
 Methods ...Materials: \_\_\_\_\_

SHORT TERM OBJECTIVES	REVIEW OF OBJECTIVES:	COMMENTS:				
<p>By the end of the first quarter: when given a transition task in the area of daily living skills, The Student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 70% accuracy as measured by evaluation form.</p>	<p>Date: _____</p> <p>PROGRESS CHECK:</p> <table border="1" style="width: 100%;"> <tr><td>Continue Objective</td></tr> <tr><td>Discontinue Objective</td></tr> <tr><td>Achieved</td></tr> <tr><td>Maintain</td></tr> </table>	Continue Objective	Discontinue Objective	Achieved	Maintain	<p>Date: _____</p>
Continue Objective						
Discontinue Objective						
Achieved						
Maintain						
<p>By the end of the second quarter: when given a transition task in the area of daily living skills, The Student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 73% accuracy as measured by evaluation form.</p>	<p>Date: _____</p> <p>PROGRESS CHECK:</p> <table border="1" style="width: 100%;"> <tr><td>Continue Objective</td></tr> <tr><td>Discontinue Objective</td></tr> <tr><td>Achieved</td></tr> <tr><td>Maintain</td></tr> </table>	Continue Objective	Discontinue Objective	Achieved	Maintain	<p>Date: _____</p>
Continue Objective						
Discontinue Objective						
Achieved						
Maintain						
<p>By the end of the third quarter: when given a transition task in the area of daily living skills, The Student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 77% accuracy as measured by evaluation form.</p>	<p>Date: _____</p> <p>PROGRESS CHECK:</p> <table border="1" style="width: 100%;"> <tr><td>Continue Objective</td></tr> <tr><td>Discontinue Objective</td></tr> <tr><td>Achieved</td></tr> <tr><td>Maintain</td></tr> </table>	Continue Objective	Discontinue Objective	Achieved	Maintain	<p>Date: _____</p>
Continue Objective						
Discontinue Objective						
Achieved						
Maintain						
<p>By the end of the fourth quarter: when given a transition task in the area of daily living skills, The Student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 80% accuracy as measured by evaluation form.</p>	<p>Date: _____</p> <p>PROGRESS CHECK:</p> <table border="1" style="width: 100%;"> <tr><td>Continue Objective</td></tr> <tr><td>Discontinue Objective</td></tr> <tr><td>Achieved</td></tr> <tr><td>Maintain</td></tr> </table>	Continue Objective	Discontinue Objective	Achieved	Maintain	<p>Date: _____</p>
Continue Objective						
Discontinue Objective						
Achieved						
Maintain						