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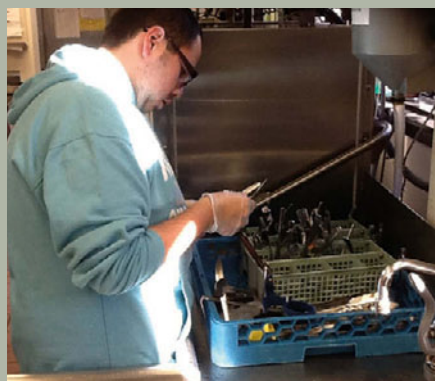
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Total Life Learning: Preparing for Transition

A Curriculum for ALL Students with Sensory Impairments



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**“We all live with the
objective of being
happy; our lives are
all different and yet
the same.”**

– Anne Frank

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**“Usefulness, I believe,
is the highest joy
of man’s life.”**

– Helen Keller

An Overview

What is *Total Life Learning*?

The focus of the *Total Life Learning* curriculum is on the development of life and career goals that enable students to maximize independence, self-determination, employability, and participation in the community. An essential component of a meaningful educational experience is a continuous focus on the future.

Why is it important to include *Total Life Learning* in the educational program?

Total Life Learning does not occur in a vacuum or in isolation, but occurs throughout a student's educational experience, beginning with the first day of school. Total life learning occurs across all domains and environments, including classrooms, home, residential program, and community.

The Perkins School for the Blind *Total Life Learning: Preparing for Transition* curriculum reflects content areas and skills that are essential to prepare students who are blind or visually impaired to meet the demands of the world. It also addresses the specific needs of students who have additional disabilities or deafblindness.

Our goal has been to develop a curriculum to meet the individual needs of these diverse learners. Students present themselves with different abilities, experiences, and needs. In addition, students come from diverse backgrounds. They are often at different levels of achievement, and many have gaps in their education. Given this multiplicity of educational needs, it is important that the curriculum provide teachers with a resource to identify student needs. In addition, the curriculum provides a means of identifying gaps in students' knowledge, skills, and experience.

Vision and hearing are the main sensory avenues for accessing and interacting with the world around us. Typical children learn about the world mostly through the senses of vision and hearing. They learn many skills and concepts incidentally through their daily life experiences. When vision and hearing are reduced, the losses affect the ability to communicate and develop concepts. For students with visual impairments, as well as those with additional disabilities, opportunities for incidental learning are greatly reduced by virtue of their sensory impairments, and, as a result, students must be specifically taught certain skills and concepts that come naturally to students without these impairments.

The *Total Life Learning* curriculum provides the student with opportunities to explore strengths and interests in a systematic, well-planned manner. Independent living skills such as money management, orientation and mobility, personal hygiene, problem solving, and goal setting are integrated and stressed throughout the *Total Life Learning* curriculum. Interpersonal communication and social skills are essential and are embedded throughout the curriculum as well.



Preparing for the future:

It is critical for those who teach to think about the future when they are planning their instruction. Without a view of the future, teachers are liable to miss some important areas of instruction. Teachers must consider the future for each student and the skills they will need to reach their maximum level of independence. It is very difficult to think about the student as an adult when they are only three years old. However, we can still think about what we would like to see the student be able to do five years from the present and plan accordingly.

In thinking about the future, teachers must:

1. Imagine what the future might be for the student
 - Five years in the future
 - When they transition to the next school
 - When they transition out of school / graduate
2. Identify the skills the student will need in order to be successful in
 - Elementary school
 - Middle school
 - High school
 - Adult Life
3. Include objectives in the student's IEP that address the identified skill areas

What students are suited to a *Total Life Learning* curriculum?

The *Total Life Learning* curriculum has been developed for students ages 3 to 22 who are blind, visually impaired, including those who have additional disabilities or are deafblind. Many students with sensory impairments also have additional disabilities within the communication, cognitive, physical, neurological, or health domains.

How does the *Total Life Learning* curriculum apply to preschool and elementary age children?

The skills we use as adults to be part of a workplace and part of a community were introduced to us when we were very young. Preschoolers and elementary students visit the firehouse or the police station and begin to learn about the jobs that people do in the community. Likewise, young children learn responsibility at home by having chores to do like cleaning their rooms, taking out the trash, and helping parents with grocery shopping. We also begin learning social skills and personal care skills beginning at a very young age. All of these are components of the *Total Life Learning* curriculum. We did not begin to learn these skills when we were in middle school or high school—the foundation was



already set at a very young age. This same expectation is necessary for students with visual impairments and, in fact, is even more critical, because so many of the concepts that we learned incidentally through observation as young sighted children must be specifically taught to children with visual impairments.

How does the *Total Life Learning* curriculum align with the Expanded Core Curriculum?

Instruction in the Expanded Core Curriculum (ECC) is critical for students with visual impairments due to their unique, disability-specific needs. The *Total Life Learning* curriculum aligns with the Expanded Core Curriculum in various ways. Although the focus is on career education, this curriculum also addresses other areas of the ECC as listed below:

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- self-determination

What beliefs must we share when implementing a *Total Life Learning* curriculum?

- It is critical that students with sensory impairments **participate in an individualized total life learning program beginning in the preschool years and continuing through their transition out of school**. Children as young as four years old can begin to learn work habits and responsibility through simple jobs at home. If vocational training is gradually introduced into a student's program, then by the time the student reaches adolescence, they will be well prepared for real work opportunities.
- Participation in a *Total Life Learning* program will **increase opportunities** for students and graduates to become active members of their community.
- *Total Life Learning* is a **collaborative process** among families, educators, service providers, and community resource providers.
- **Understanding the impact of our student's hearing and vision impairments** is critical and should guide instruction at every grade level.
- **Professionals must develop competence in preparing students** for post-school transition placements.
- An essential component of a meaningful educational experience is career education. **Career education does not occur in a vacuum, or in isolation**, but occurs throughout a student's educational experiences.

What principles guide the *Total Life Learning* curriculum?

Guiding Principle 1—Career Awareness: An effective *Total Life Learning* curriculum lays the foundation for and promotes student understanding of how people contribute productively in their communities. Career awareness incorporates all areas of the curriculum, including fine motor, cognitive, communication, daily living, social, and behavioral skills and teaches these skills through meaningful activities.

Guiding Principle 2—Career Exploration: An effective *Total Life Learning* curriculum offers exposure to experiential learning. Through career exploration, students gain information by watching work being performed, talking with employees, and actually trying out work under direct supervision of school personnel. Exploration enables students to make choices regarding career or occupational areas they wish to pursue.

Guiding Principle 3—Career Preparation: An effective *Total Life Learning* curriculum takes place in community and school-based settings. This curriculum exposes students to a variety of work settings to help them develop concepts of different types of work and make decisions about their strengths and preferences. This curriculum emphasizes the importance of student participation in a variety of real experiences that offer opportunities to increase independence and competence. In addition, this curriculum encourages students to build on previous experience as they progress to new training environments. Exposure to a variety of environments provides additional or related learning and reinforces current skills and work-related behaviors.

Guiding Principle 4—Career Placement: An effective *Total Life Learning* curriculum takes place in community settings, usually in the final stages of transition planning. A cooperative arrangement between the school and an employer in which each contributes to the student's education and employability in designated ways is essential. To the extent possible, students should receive payment from the employer or a stipend from the school program or a combination of these so that they develop the concepts related to work for pay and learn money management skills.

Guiding Principle 5—Career Maintenance and Career Mentoring: An effective curriculum reinforces and gives value to the work that students do; it creates a sense of responsibility and provides leadership opportunities.





Curriculum Goals, Objectives and Activities

“Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.”

– Booker T. Washington

The Curriculum Tool Intro

A Note to Teachers:

This curriculum should assist you in developing IEPs for your students. It is important to remember that all instruction should include a focus on vocabulary that is situation specific.

Curriculum Terminology

This curriculum is for students with sensory impairments ages 3 through 22. Preparation for the future begins in the classroom. Some of the terminology used in this curriculum is geared toward older students preparing for the world of work. Teachers of younger students will need to interpret the wording of the terminology in a manner that is appropriate for younger students.

For example:

- Job = task, tabletop or in-class activity, chore
- Supervisor/Boss = teacher, classroom staff, residential staff
- Coworkers = classmates
- Work setting = classroom, residence
- Work area = part of the classroom

Curriculum Levels

The curriculum has three color icon-coded levels (Beginner, Intermediate, and Advanced), and teachers should assess their students to determine what curriculum level is appropriate.

- **Beginner:** Pre-K through 4th grade (3–10 years) and older students functioning at an earlier level. This level addresses foundational skills, including:

- | | |
|-------------------------|---|
| • Work habits | • Interests, abilities, and preferences |
| • Communication | • Safety awareness |
| • Work behavior | • Community awareness |
| • Physical capacity | • Personal care |
| • Mobility | • Money skills |
| • Organizational skills | |



▲ **Intermediate:** 5th through 8th grade (11–14 years) and older students functioning at an earlier level. This level addresses higher-level skills, including:

- Work habits
- Communication
- Work behavior
- Physical capacity
- Mobility/transportation
- Organizational skills
- Career awareness
- Abilities and preferences
- Self-preservation and safety in the community
- Personal care
- Compensation and money skills

■ **Advanced:** 9th through 12th grade (15–22 years). This level addresses even more complex skills relating to:

- Work habits
- Communication
- Work behavior
- Physical capacity
- Mobility/transportation
- Organizational skills
- Career exploration and decision-making
- Job performance and retention
- Self-preservation
- Knowledge of and access to community resources
- Personal care
- Compensation and money skills
- Individual transition planning
- Post-secondary education and training
- Legal issues

The curriculum includes:

- Goals
- Objectives
- Activities (ideas for activities a teacher might use to teach the skills outlined in the goals and objectives)



Strand 1: Work Skills

A. Work Habits

	Goal	Criteria	Objectives	Activities
1	Works for at least 15 minutes before needing a break.	<i>Student maintains consistent attention to task for a 15-minute period.</i>	<ul style="list-style-type: none"> • Student participates in a task for at least 15 minutes before needing a break. 	<ul style="list-style-type: none"> • Student works on packaging, collating, sequencing, sorting, assembly tasks, etc. • Student fulfills chores (setting the table, restocking, recycling, etc.). • Student is reinforced for on-task behavior beginning with small increments of time and building to 15 minutes. • Student is provided with a predetermined amount of work and taught that when they complete the work they can have a break or be finished. The work amount is increased incrementally.
2	Demonstrates the ability to end a task.	<i>Student leaves a task unfinished if necessary.</i>	<ul style="list-style-type: none"> • Student tolerates ending a work period with the task unfinished. • Student responds to dismissal (i.e., bell ringing, supervisor/instructor direction that the work period is over). 	<ul style="list-style-type: none"> • Teacher provides more work than the work period allows so that the student can practice leaving work unfinished. • Student is provided with a timer or a time frame that indicates when the work period is finished.
3	Generalizes skills to new tasks with similar requirements.	<i>Student demonstrates the ability to apply skills to other activities requiring similar skills.</i>	<ul style="list-style-type: none"> • Student tolerates change in materials, environments, etc. • Student learns how vocabulary generalizes from one activity to another. • Student develops organizational strategies/routines. 	<ul style="list-style-type: none"> • Student practices using some new vocabulary in different activities. • Student participates in organizing work activities. • Student labels the skills they are working on (sorting, matching, inserting, etc.) and the sequence of the steps.
4	Locates/retrieves or asks for materials he/she needs for work.	<i>Student initiates a request for or seeks materials as needed.</i>	<ul style="list-style-type: none"> • Student lists the procedure for getting more work materials. • Student identifies location of work materials. • Student identifies materials needed for an activity. • Student determines how to arrange the materials if unable to physically retrieve or ask for them. 	<ul style="list-style-type: none"> • Student is given limited materials so that they practice asking for more when needed. • Student participates in role-plays asking for more materials. • Student practices setting up the job and going to get what they need. • Student identifies necessary materials for a job.

A. Work Habits (continued)

	Goal	Criteria	Objectives	Activities
● 5	Evaluates his/her own efforts and production.	<i>Student identifies whether their skills and production match the requirements of the job.</i>	<ul style="list-style-type: none"> • Student lists/demonstrates knowledge of the requirements of the job. • Student performs the skills of the job. • Student meets the production expectations of the job. 	<ul style="list-style-type: none"> • Student completes self-evaluation check sheet. Student keeps a record/work log re: production.
● 6	Uses break time and “down” time appropriately.	<i>Student occupies self during break time in a manner that is appropriate to the setting.</i>	<ul style="list-style-type: none"> • Student recognizes what activities are appropriate for break time, e.g., use of bathroom, leisure activities, eat a snack, etc. • Student develops and uses a repertoire of leisure-time activities when not working, e.g., puzzles, magazines, socializing, iPods, etc. 	<ul style="list-style-type: none"> • Student practices taking a break or lunch hour and making choices of leisure activities. • Student identifies preferred leisure activities. • Student makes and selects from a list of leisure activities. • Student purchases items for leisure time.
▲ 7	Works for an extended period of time before needing a break.	<i>Student maintains consistent attention to task for two hours or more.</i>	<ul style="list-style-type: none"> • Student works for an extended period of time before needing a break. 	<ul style="list-style-type: none"> • Student works on packaging, collating, sequencing, sorting, assembly tasks, etc. • Student fulfills chores (setting the table, restocking, recycling, etc.). • Student is reinforced for on-task behavior beginning with 30 minutes and building incrementally to two hours.
▲ 8	Demonstrates increased independence in job settings.	<i>Student completes work routines with decreased assistance from staff.</i>	<ul style="list-style-type: none"> • Student increases job performance/productivity on familiar work tasks and familiar routines with decreased staff prompts/cues. 	<ul style="list-style-type: none"> • Student increases independence in routines using natural supports, checklists, self-monitoring. • Student sets production goals for self. • Student determines when help is needed (or not).

B. Communication

	Goal	Criteria	Objectives	Activities
1	Accepts directions from supervisor, teacher, others.	<i>Student consistently responds appropriately to first direction from supervisor in a timely manner.</i>	<ul style="list-style-type: none"> • Student follows directions initially from a familiar person and then from a less familiar person. 	<ul style="list-style-type: none"> • Student plays game, e.g., Simon Says. • Student follows directions from teacher. • Student follows directions while working in the student store or when working with an outside teacher.
2	Follows multi-step directions.	<i>Student consistently follows multi-step directions (2 steps, 3 steps, etc.).</i>	<ul style="list-style-type: none"> • Student completes 2 step familiar routines. • Student completes 3+ step familiar routines. • Student completes 2 step unfamiliar directions/tasks/routines. • Student completes 3+ step unfamiliar directions/tasks/routines. 	<ul style="list-style-type: none"> • Student follows entry/exit routines, wake-up routines, and mealtime routines. • Student makes a bag lunch, completes a chore, or makes a delivery. • Student goes to a work placement, completes a job, and picks up a paycheck.
3	Recognizes the need for help.	<i>Student indicates need for assistance when unsure of task or direction.</i>	<ul style="list-style-type: none"> • Student recognizes the need for help and makes the need known to others. 	<ul style="list-style-type: none"> • Student receives limited supplies during an activity and needs to ask for help. • Student uses problem-solving skills and asks for assistance as they deal with a change in the activity or the environment. • Student manages or troubleshoots the problem as tasks become more complex and problems are created (e.g., machine is broken, student is confused by the complexity of the task). • Teacher structures activities to require need for assistance, materials, etc. • Teacher models how to ask for help. • Models when to ask for help. • Asks "Do you need help?" • Helps the student make requests. • Reinforces the student's attempt to do the task independently. • Teaching them when it is time to ask for assistance.

B. Communication (continued)

	Goal	Criteria	Objectives	Activities
● 4	Student asks for a break as needed.	<i>Student asks for help appropriately only when necessary from the correct person.</i>	<ul style="list-style-type: none"> • Student recognizes who, when, and how to ask for help. 	<ul style="list-style-type: none"> • Student takes care of personal needs without prompts. • Student replenishes supplies. • Student initiates getting help appropriately.
● 5	Uses common courtesies. Treats supervisors and coworkers/staff with respect.	<i>Student covers mouth, is polite on the job, and demonstrates respect for others (including personal space and property of others).</i>	<ul style="list-style-type: none"> • Student identifies some common courtesies (maintaining appropriate personal space, greetings, eye contact, modulation of voice, and other appropriate social skills.) • Student uses appropriate titles. • Student interacts with coworkers and supervisors in a positive manner. • Student identifies disrespectful behaviors (teasing, bullying, etc.). 	<ul style="list-style-type: none"> • Student participates in social skills training. • Student participates in role-plays as they practice social skills. • Student plays games involving turn-taking and sharing. • Student practices role-plays using environmental cues.
● 6	Begins and ends interactions appropriately.	<i>Student completes interactions with others with a closing comment or indication of understanding.</i>	<ul style="list-style-type: none"> • Student says hello and good bye in a manner that is appropriate. • Student recognizes natural cues regarding initiation and the closure of a conversation/communication exchange. 	<ul style="list-style-type: none"> • Student learns appropriate vocabulary for closing a conversation. • Student learns a general closing routine via role plays, rehearsal, communication card, etc. • Student learns a closing routine for specific settings via role-plays, rehearsal, communication card, etc.
▲ 7	Informs supervisor/staff when sick or late.	<i>Student contacts appropriate person in anticipation of absence or tardiness.</i>	<ul style="list-style-type: none"> • Student determines whom to contact and how to make appropriate contact. • Student communicates that they do not feel well. 	<ul style="list-style-type: none"> • Student keeps a contact list. • Student participates in role-play activities to practice.

B. Communication (continued)

	Goal	Criteria	Objectives	Activities
▲ 8	Accepts feedback.	<i>Student listens to feedback (positive and constructive) and incorporates into practice.</i>	<ul style="list-style-type: none"> • Student identifies what feedback is. • Student identifies positive vs. constructive feedback. • Student listens and restates the feedback given. • Student responds appropriately to feedback, or accepts direction to improve a task. 	<ul style="list-style-type: none"> • Student debriefs with job coach at the end of a work session to review the work of the day. • Student participates in role-play activities and receives feedback from a “boss.” • Student fills out self-evaluation worksheets or a work log.
▲ 9	Correctly interprets the meaning of the speaker.	<i>Student demonstrates strategies to ensure that they have understood the speaker.</i>	<ul style="list-style-type: none"> • Student demonstrates strategies to check for understanding or for clarification: Asks the speaker to restate, student restates, student asks for explanation, etc. 	<ul style="list-style-type: none"> • Student participates in role-plays as they practice different strategies. • Student participates in role-plays with familiar and unfamiliar persons. • Student participates in role-plays with familiar and unfamiliar situations. • Student identifies different strategies that can be used to obtain clarification.

C. Work Behaviors

	Goal	Criteria	Objectives	Activities
● 1	Knows the difference between work and play.	<i>Student demonstrates understanding by identifying and carrying out appropriate work behavior when necessary.</i>	<ul style="list-style-type: none"> • Student identifies appropriate work behavior and play behavior. • Student demonstrates appropriate behaviors at the appropriate time. 	<ul style="list-style-type: none"> • Student reviews appropriate work behavior. • Student reviews instances to demonstrate appropriate work behavior and when to relax and have fun with coworkers. • Student reviews appropriate workplace fun.

C. Work Behaviors (continued)

	Goal	Criteria	Objectives	Activities
2	Knows the rules for a specific work setting.	<i>Student demonstrates understanding by reciting the rules or via actions.</i>	<ul style="list-style-type: none"> • Student says hello and good bye in a manner that is appropriate. • Student recognizes natural cues regarding initiation and the closure of a conversation/communication exchange. 	<ul style="list-style-type: none"> • Student reviews rules (e.g., morning circle, when reviewing schedule for the day) upon arrival to the workplace. • Student identifies rules. • Student reviews presented rules prior to beginning work at their level of understanding using the appropriate mode of communication. • Student is taught to review the rules on a regular basis and to use the checklists/reference tools they have been given.
3	Abides by the rules of a specific work setting.	<i>Student follows the rules within specific settings.</i>	<ul style="list-style-type: none"> • Student accepts positive and negative consequences related to following rules, e.g., positive reinforcement (money, praise) or being reprimanded by your boss, or not receiving the preferred activity after the task. 	<ul style="list-style-type: none"> • Student discusses and role-plays rules appropriate for the workplace. • Student role-plays consequences for not following the rules. • Student identifies self-management techniques used to adhere to rules.
4	Remains in designated work area.	<i>Student refrains from leaving the work area until the appropriate time or when given permission.</i>	<ul style="list-style-type: none"> • Student accepts the parameters of the workplace/workspace and the specific boundaries that exist. 	<ul style="list-style-type: none"> • Teacher shows/explains the parameters of the workspace. • Student is oriented to the space by an O&M instructor.
5	Tolerates busy and/or noisy work environment.	<i>Student demonstrates the ability to maintain composure despite environmental distractions.</i>	<ul style="list-style-type: none"> • Student identifies existing distractions in the environment. • Student utilizes self-management strategies. • Student communicates when something is bothering them and advocates for accommodation, including environmental modifications. 	<ul style="list-style-type: none"> • Student participates in role-play activities where there are distractions in the environment. • Student makes a list of strategies they can use when distractions are present. • Student practices desensitization techniques to increase ability to tolerate the environment. • Student uses other strategies, e.g., turn off hearing aids, etc. to manage the environment.

C. Work Behaviors (continued)

	Goal	Criteria	Objectives	Activities
6	Works cooperatively with others.	<i>Student demonstrates teamwork skills (role, responsibility, expectations, etc.) and shares materials when engaged in work activities with others.</i>	<ul style="list-style-type: none"> • Student demonstrates the ability to work and communicate with others: takes turns, shares materials, shows flexibility, knows role expectations, etc. 	<ul style="list-style-type: none"> • Student works as a member of a team in a variety of settings. • Student engages in turn-taking activities, e.g., games, etc. • Student participates in role-play activities involving sharing a task or activity with others.
7	Manages emotions and behaviors.	<i>Student maintains appropriate demeanor in the workplace.</i>	<ul style="list-style-type: none"> • Student identifies emotional triggers. • Student identifies strategies they can use to manage their emotions and behaviors. • Student assists in developing environmental modifications/accommodations to assist them in managing their emotions and behaviors. • Student identifies the appropriate time and place to emote. • Student accepts consequences for behavior. 	<ul style="list-style-type: none"> • Student participates in role-play activities to identify appropriate management strategies. • Student makes a list of strategies that can be used to manage their emotions and behaviors. • Student makes a list of times/places when it is okay to emote. • Student reviews rules and repercussions for breaking the rules.

C. Work Behaviors (continued)

	Goal	Criteria	Objectives	Activities
▲ 8	Responds appropriately to the emotions and behavior of others.		<ul style="list-style-type: none"> • Student identifies emotional triggers of others. • Student identifies strategies he or she can use to respond to the emotions and behaviors of others. • Student can distinguish between inappropriate and appropriate behavior of others. • Student implements appropriate strategies to respond to the emotions and behaviors of others (e.g., ignores, gets a supervisor for assistance, moves out of the way, etc.). 	<ul style="list-style-type: none"> • Student participates in role-play activities to identify appropriate management strategies. • Student makes a list of strategies that can be used to respond to the emotions and behaviors of others.
▲ 9	Is punctual for scheduled job(s).	<i>Student follows daily work schedule and anticipates time needed for travel.</i>	<ul style="list-style-type: none"> • Student identifies work schedule. • Student determines time needed to get to an appointment or work. • Student is punctual for transportation. • Student anticipates when extra time is needed (e.g., weather) and plans appropriately. • Student develops a back-up plan. 	<ul style="list-style-type: none"> • Student has and uses a personal timekeeping device. • Student participates in role-play activities to practice. • Student practices using a calendar, appointment book, or PDA.
▲ 10	Demonstrates flexibility regarding changes in routine.	<i>Student responds appropriately to changes within the work setting as they arise.</i>	<ul style="list-style-type: none"> • Student demonstrates flexibility in response to change. 	<ul style="list-style-type: none"> • Student engages in mock activities whereby changes in routine are teacher-directed. • Student develops a plan for adapting to the change (talk through the change in routine to self or others, rewrite to-do list, change picture sequence). • Example: work sequence, fire alarm interrupts your break. • Student discusses different types of work routine changes that might arise, e.g., change in work schedule, new task becomes a priority, change in staffing, fire alarm goes off, etc.

D. Physical Capacity

	Goal	Criteria	Objectives	Activities
1	Develops fine motor skills needed for work/task.	<i>Student demonstrates manual dexterity needed for the work.</i>	<ul style="list-style-type: none"> Student works on various work tasks requiring the use of a wide range of hand/ fine motor skills with increased productivity. 	<ul style="list-style-type: none"> Student participates in a variety of work tasks requiring: opening and closing, grasp and release, putting in and taking out, assembly, collating, stapling, cutting with scissors, removing staples, folding, turning, screwing and unscrewing, using two hands together, use of tools (screwdrivers, pliers, jigs, etc.) inserting, hole punching, stamping, stuffing envelopes, etc.
2	Develops gross motor skills needed for the work.	<i>Student develops strength, stamina, endurance, balance and coordination needed to complete the work.</i>	<ul style="list-style-type: none"> Student works on a variety of work tasks demonstrating increased strength, stamina, endurance, balance, and coordination. 	<ul style="list-style-type: none"> Student participates in a variety of work tasks requiring: standing, moving from place to place, techniques for lifting and carrying, sitting, keeping their head up, maintaining a consistent work rate, tracking time and productivity on task, identifying own limits/abilities and strengths, maintaining balance, coordinating multiple skills (e.g., carrying something and opening a door).

E. Mobility/Transportation

	Goal	Criteria	Objectives	Activities
1	Uses environmental signs (e.g. EXIT, Men's Bathroom, etc.).	<i>Student identifies common environmental signs.</i>	<ul style="list-style-type: none"> Student uses environmental signs or tangible symbols correctly (e.g., finds the men's or women's restroom, exit, bus stop, lunch room, stairway, etc.). 	<ul style="list-style-type: none"> Student learns appropriate vocabulary for closing a conversation. Student learns a general closing routine via role-plays, rehearsal, communication card, etc. Student learns a closing routine for specific settings via role-plays, rehearsal, communication card, etc.
2	Develops travel skills.	<i>Student travels to work settings as independently as possible.</i>	<ul style="list-style-type: none"> Student develops their travel skills to the work site and increases their level of independence. 	<ul style="list-style-type: none"> Student participates in mobility instruction specific to traveling to the work setting. Student earns the ability to travel at various levels of independence per determination by Orientation and Mobility Specialist. Student practices routes. Student identifies familiar routes and how to respond if the route is blocked/unavailable.

E. Mobility/Transportation (continued)

	Goal	Criteria	Objectives	Activities
3	Follows proper safety procedures while traveling.	<i>Student follows mobility clearance guidelines.</i>	<ul style="list-style-type: none"> • Student learns approved routes for travel to/from work via an O&M instructor. • Student identifies safe/unsafe situations and behaviors. • Student develops a back-up plan. 	<ul style="list-style-type: none"> • Student carries cane when not in familiar settings. • Student carries a wallet with money and an ID. • Student identifies appropriate cross walks, audible signals, traffic lights, and signs. • Student carries back-up plan information.
4	Demonstrates mobility skills specific to the job.	<i>Student follows their mobility plan for the work setting.</i>	<ul style="list-style-type: none"> • Student demonstrates mobility skills specific to job (e.g. finds bathroom, lunchroom, entrances and exits, locates supervisor, supplies, personal belongings, work space, etc. 	<ul style="list-style-type: none"> • Student participates in mobility instruction specific to the work setting. • Student earns the ability to travel at various levels of independence per determination by Orientation and Mobility Specialist. • Student practices routes and key locations within the work setting. • Student identifies familiar routes and how to respond if the route is blocked/unavailable.
5	Identifies mobility training needs for the job site.	<i>Student describes accessibility challenges and training needs for the job site.</i>	<ul style="list-style-type: none"> • Student identifies mobility needs and communicates them to the appropriate person. 	<ul style="list-style-type: none"> • Student participates in mobility instruction specific to traveling within the work setting. • Student earns the ability to travel at various levels of independence per determination by Orientation and Mobility Specialist. • Student practices routes. • Student identifies familiar routes and how to respond if the route is blocked/unavailable. • Student identifies transportation pick-up and drop-off points.
6	Has an awareness of the types of transportation available (e.g. The Ride, volunteer driver, personal car, walk, taxi, school bus, train).	<i>Student demonstrates awareness of transportation programs and identifies those that are available within their geographic area.</i>	<ul style="list-style-type: none"> • Student identifies realistic transportation options for the worksite. • Student researches and identifies transportation options and necessary requirements (application, costs, etc.). 	<ul style="list-style-type: none"> • Student works with an Orientation and Mobility Specialist to explore transportation modes available to them and travel etiquette. • Student uses the internet to research the options. • Student contacts the appropriate agencies to obtain a travel ID card and/or other services. • Student completes application for services with an Orientation and Mobility specialist.

E. Mobility/Transportation (continued)

	Goal	Criteria	Objectives	Activities
7	Communicates plan for transportation.	<i>Student identifies and plans appropriately for transportation needs in familiar and unfamiliar settings or situations.</i>	<ul style="list-style-type: none"> • Student identifies the route to the work setting (including work room in the school setting). • Student identifies the travel options to go to the work setting (bus, train, etc.) • Student identifies a travel plan and communicates that plan to others. 	<ul style="list-style-type: none"> • Student develops a resource directory/contact information related to their travel plan (agency contacts, personal contacts, work contacts, provider contacts, and account information). • Student role-plays sharing information as needed.
8	Troubleshoots transportation or mobility issues (e.g. no pick-up, wrong drop-off, late, route variation).	<i>Student demonstrates ability to manage transportation problems and has back-up plans in place.</i>	<ul style="list-style-type: none"> • Student develops strategies for dealing with mobility or transportation problems. 	<ul style="list-style-type: none"> • Student practices troubleshooting by participating in a variety of teacher-directed mock situations related to travel. • Student utilizes their resource directory to access information to assist them with solving the transportation issue. • Student presents their options for transportation if their regular plan fails. • Student develops a set of questions to ask the driver prior to getting in/on the taxi or bus or other transportation.
9	Budgets for fare or pass system.	<i>Student anticipates the costs for transportation and plans accordingly.</i>	<ul style="list-style-type: none"> • Student develops and utilizes a budget for transportation. 	<ul style="list-style-type: none"> • Student calculates the amount of money needed per week/per month for transportation. • Student researches different options for transportation fees to find the most cost-effective method (e.g., pass vs. pay per use). • Student develops a system for putting money aside for transportation costs.

Strand 2: Organizational Skills

	Goal	Criteria	Objectives	Activities
● 1	Maintains his/her personal items within the work place.	<i>Student keeps track of personal belongings.</i>	<ul style="list-style-type: none"> • Student establishes a system for maintaining personal items in the work place (hanging coat, putting away bag, use of locker, use of classroom cubbies etc.). 	<ul style="list-style-type: none"> • Student labels personal belongings, designs label for locker or cubby for identification purposes (self and others). • Student practices keeping their personal items within a teacher-specified area. • Student identifies specified area for their belongings within the work area and a method for ensuring that their belongings are safely stored.
● 2	Organizes and maintains a systematic and neat work area.	<i>Student easily finds what they need to complete the work task.</i>	<ul style="list-style-type: none"> • Student establishes a system for maintaining work area so that it is efficient and neat. 	<ul style="list-style-type: none"> • Student practices setting up a work task in an organized manner, i.e., using a tray, left-to-right set-up, color contrast, labeling, etc. • Student practices maintaining the work area in an organized fashion. • Student practices cleaning their work surfaces. • Student develops a daily routine for checking the work area to determine if reorganization or cleaning is needed. • Student develops a daily routine for reorganizing/cleaning the work area.
▲ 3	Organizes personal belongings in preparation for the day (bag lunch included).	<i>Student prepares lunch, clothing, medications, money, etc.</i>	<ul style="list-style-type: none"> • Student identifies what is needed for the day. • Student develops a system to remind them what needs to be done to prepare for work (picture list, written list, reminder note, object cue). • Student gathers needed items. 	<ul style="list-style-type: none"> • Student identifies what is needed for the work day (setting alarm clock, breakfast plan, clothing plan, lunch plan, money/pass, bag for work, medications, etc.). • Student identifies which necessary preparation should be done the night before and which preparation should be done in the morning prior to work. • Student makes a reminder system to assist them in getting ready for work (pictures, notes, etc.).

Strand 3: Self-Advocacy Skills

A. Interests, Abilities, and Preferences

	Goal	Criteria	Objectives	Activities
1	Knows own preferences and can express them. Makes choices when they are available.	<i>Student states their own interests and preferences as related to leisure and employment-related activities.</i>	<ul style="list-style-type: none"> • Student identifies likes and dislikes. • Student shares this information in a polite manner. • Student makes choices related to work, e.g., materials, tasks, locations, snack choices, career paths. 	<ul style="list-style-type: none"> • Student completes informal and formal interest inventories. • Student plans recreational activities. • Student makes choices between preferred and non-preferred activities. • Student participates in IEP and transition meetings. • Student participates in role-play activities (i.e. face-to-face; phone calls) where they have to state or answer questions regarding their preferences.
2	Knows own personal information.	<i>Student knows personal information and understands personal boundaries as to which information to give to various people.</i>	<ul style="list-style-type: none"> • Student produces prewritten ID card, school identification card or personal information. • Student maintains confidentiality related to personal information. 	<ul style="list-style-type: none"> • Student secures official state identification card with a photo.
3	Identifies own aptitudes.	<i>Student states their own aptitudes (skills, strengths, and abilities) related to leisure and employment-related activities.</i>	<ul style="list-style-type: none"> • Student identifies their skills, strengths, and abilities and shares this information with others. • Student can identify how their skills, strengths, and abilities may transfer into choices for leisure and employment-related activities. 	<ul style="list-style-type: none"> • Student completes assessments that measure aptitude. • Student develops a list of strengths and abilities based on information/feedback they gather from employers, parents, staff, work experience, personal records, etc.
4	Distinguishes between his/her interests and aptitudes as they relate to career vs. hobby.	<i>Student differentiates between skills that support recreational activities and skills that support career activities.</i>	<ul style="list-style-type: none"> • Student identifies how their aptitudes and interests can support career activities vs. recreational activities. • Student identifies how to apply their interests/preferences to a specific task in order to make their task more manageable and interesting, with or without the staff's assistance. 	<ul style="list-style-type: none"> • Student makes a list of interests/aptitudes and determines how their interests translate into jobs and/or leisure activities. • Student researches (Dictionary of Occupational Titles internet, Career Connect, etc.) and matches their interests and aptitudes with careers.

A. Interests, Abilities, and Preferences (continued)

	Goal	Criteria	Objectives	Activities
▲ 5	Seeks assistance and/or information from responsible people.	<i>Student identifies work experience and the specific skills used within those experiences.</i>	<ul style="list-style-type: none"> • Student identifies specific individuals or categories of individuals that can provide assistance or information. 	<ul style="list-style-type: none"> • Student lists chores and jobs they have had. • Student gathers data relevant for a resume. • Student creates a portfolio using information from work experiences and data collected. • Student creates a resume. • Student participates in the development of a person-centered plan.
■ 6	Identifies previous work experience and relevant skills.	<i>Student identifies strengths and areas of need.</i>	<ul style="list-style-type: none"> • Student describes past work-related experiences (where they worked, what they did, the job title, the length of time at that job, type of supervision, etc.). 	<ul style="list-style-type: none"> • Student receives direct feedback from teacher, supervisors and/or employers, reviews personal records, etc. to identify their strengths and needs. • Student makes a list of strengths and needs and shares with others for feedback. • Student identifies accommodations and support personnel necessary for the work environment. Student develops a method for sharing that information with a potential employer via portfolio, resume, etc.
■ 7	Provides information about strengths and areas of need, including disability-related needs.	<i>Student identifies accommodations needed and communicates this to pertinent people.</i>	<ul style="list-style-type: none"> • Student identifies personal abilities and communicates that information to others. • Student uses this information for decision-making in planning for work. 	<ul style="list-style-type: none"> • Student works with teacher to learn the definition of an accommodation and how it applies to them. • Student gives a pitch of what accommodations are needed and why, in a succinct way. • Student participates in the development of a person-centered plan.
■ 8	Provides information about necessary accommodations.	<i>Student accesses info such as SSN, states/provides personal information and maintains confidentiality appropriately.</i>	<ul style="list-style-type: none"> • Student identifies specific accommodations needed and accurately conveys this information. 	<ul style="list-style-type: none"> • Student gathers their identification information from home, school, etc. • Student practices providing that information using a worksheet in a mode that is appropriate for them. • Student states identifying information when asked. • Student develops a system for maintaining the information in a place that is easy for them to access. • Student participates in role-play activities in which they are asked to share personal information and practice when/where/with whom it is appropriate to share the information.

A. Interests, Abilities, and Preferences (continued)

	Goal	Criteria	Objectives	Activities
9	Direct others to provide the appropriate support; such as, Orientation and Mobility, job coaching, reader, PCA.	<i>Student understands their role as their own best advocate as they request accommodations and direct support personnel.</i>	<ul style="list-style-type: none"> • Student assumes their role and responsibility for obtaining accommodations and directing support personnel. 	<ul style="list-style-type: none"> • Student participates in role-play activities. • Student shares documented information about their abilities and their specific support needs (assessments, reports, etc.).
10	Demonstrates ability to use technology as a communication tool.	<i>Student uses the phone/relay/TTY, videophone, cell phone/texting, email, Skype, etc. to communicate with employers and others.</i>	<ul style="list-style-type: none"> • Student identifies different types of technology available to them and selects the mode that is suitable for their needs. • Student demonstrates the ability to use that mode. 	<ul style="list-style-type: none"> • Student explores different types of communication technology to identify the mode that works for them. • Student makes a list of pros and cons regarding the different types of technology. • Student practices communicating with different modes. • Student identifies preferred and most practical mode(s). • Student provides phone number(s) and/or email address upon request.

B. Legal Issues

	Goal	Criteria	Objectives	Activities
1	Identifies and accesses entitlement programs (SSI, Medicaid, PASS program).	<i>Student identifies and accesses services they are entitled to based on their disability, financial need, and other circumstances.</i>	<ul style="list-style-type: none"> • Student identifies entitlement services. • Student researches application process for services, obtains an application, completes the application, and submits the application. • Student follows up with entitlement agency as needed. 	<ul style="list-style-type: none"> • Student looks at the SSA.gov website to gather information. • Student attends a presentation by the Social Security Administration. • Student calls local SSI office to make an appointment. • Student obtains the appropriate documentation needed to support the application. • Student maintains a file of correspondence. • Student maintains a file of pay stubs.

B. Legal Issues (continued)

	Goal	Criteria	Objectives	Activities
2	Demonstrates understanding of legal issues related to citizenship, age of majority (guardianship, military, voter registration).	<i>Student identifies the legal rights and responsibilities related to citizenship, guardianship, military registration and voter registration.</i>	<ul style="list-style-type: none"> • Student identifies rights of citizenship. • Student identifies the various levels of guardianship. • Student identifies what decisions they can make depending on the level of guardianship, e.g., sign own IEP, make decisions regarding medical issues, etc. • Student identifies what the process is for voter and military registration. 	<ul style="list-style-type: none"> • Student obtains information related to guardianship via counseling, career education, or other class. • Student participates in IEP team discussion related to guardianship and other turning-18 issues. • Student seeks advice regarding the turning-18 decisions they have to make. • Student maintains a file of correspondence and records.

C. Individual Transition Planning

	Goal	Criteria	Objectives	Activities
1	Student participates in transition planning process.	<i>Student identifies steps of the transition planning process.</i>	<ul style="list-style-type: none"> • Student describes the function of an ITP meeting and identifies the team members to be invited to participate in the ITP meeting. • Student participates in as many aspects of planning as possible. • Student shares with team their vision for the future. 	<ul style="list-style-type: none"> • Student prepares material for the ITP meeting (resume, portfolio, likes/dislikes/abilities lists, etc.). • Student participates in the development of a person-centered plan. • Student makes a list of their transition team members, including identifying appropriate agencies, school staff, and family members. • Student uses transition planning resources/tools to develop their own transition timeline. • Student identifies how they will participate in their transition planning.
2	Identifies community vocational options that match interests and abilities.	<i>Student identifies potential options for employment.</i>	<ul style="list-style-type: none"> • Student identifies the resources available in their home community. • Student identifies which of the job options listed match their interests and abilities. 	<ul style="list-style-type: none"> • Student prepares a list of resources/job options in their home community. • Student compares the list with their list of interests and abilities. • Student identifies resources/job options in their home community to explore further. • Student gathers information regarding the prerequisite skills needed for the identified job options.

C. Individual Transition Planning (continued)

	Goal	Criteria	Objectives	Activities
3	Identifies a "Plan A" and a "Plan B."	<i>Student develops a vision statement and identifies the first choice (Plan A) and second choice (Plan B) related to post-secondary placement.</i>	<ul style="list-style-type: none"> • Student demonstrates an understanding that they need to have a back-up plan for their future planning in case their first choice is not available. • Student creates a backup plan that is realistic. 	<ul style="list-style-type: none"> • Student identifies their "ideal" choice for a future career based on their interests, abilities, and identified work options. • Student identifies their back-up choice(s) in the event that their first choice is not available. • Student shares their plan with the transition team for their input.
4	Prepares and participates in ongoing transition planning meetings.	<i>Student attends and participates in their transition meetings.</i>	<ul style="list-style-type: none"> • Student reviews progress and determines responsibilities of team members (student, parent, school, and agencies). 	<ul style="list-style-type: none"> • Student prepares for transition planning meetings (list of questions, concerns and issues they would like to address). • Student maintains an ongoing to-do list of their responsibilities and the responsibilities of team members. • Student regularly reviews the status of items on the to-do list. • Student participates in scheduling ITP meeting. • Student practices regular communication with transition team members.

D. Knowledge and Accessing of Community Resources

	Goal	Criteria	Objectives	Activities
1	Identifies adult agencies and other transition support personnel (school, community, and family).	<i>Student determines eligibility for agency services and identifies other transition support personnel.</i>	<ul style="list-style-type: none"> • Student names specific transition support personnel and agencies for which they are eligible and the specific services that each provides. 	<ul style="list-style-type: none"> • Student identifies support needed to gather the information. • Student researches adult service agencies to determine eligibility. • Student identifies adult support personnel from school, home, and community.

D. Knowledge and Accessing of Community Resources (continued)

	Goal	Criteria	Objectives	Activities
2	Knows role and services provided by various adult agencies and other transition support personnel.	<i>Student determines services provided by adult agencies and other transition support personnel.</i>	<ul style="list-style-type: none"> Student lists specific support provided by each identified agency as well as transition support personnel. 	<ul style="list-style-type: none"> Student identifies support needed to gather the information. Student gathers information regarding the services each agency can provide. Student describes services provided by adult agency personnel. Student states the roles of transition support personnel (school, home, community). Student invites representatives from state agencies to meet and describe their roles. Student explores state agency websites to review related services and roles. Student sets up an informational interview with their assigned case manager. Student invites representatives from state agencies to meet and describe their roles.
3	Obtains and maintains contact information for transition support personnel.	<i>Student develops personal file with contact information for adult agencies and accesses it when needed.</i>	<ul style="list-style-type: none"> Student develops a file in a format that meets their needs and ensures that the file is updated and available for use. 	<ul style="list-style-type: none"> Student identifies support needed to develop the file. Student develops a file in a format that meets their needs. Student updates file periodically during the transition process. Student practices using the contact file either through role-play or real situations.
4	Knows when to ask for help from service providers.	<i>Student states the type of assistance each agency and transition support personnel can provide.</i>	<ul style="list-style-type: none"> Student identifies situations in their school or work placement that require them to ask for assistance and determines the service provider to whom they should make the request for assistance. 	<ul style="list-style-type: none"> Student participates in various role-play activities in which they have to determine when to ask for assistance, whom to ask, and what to ask for. Student learns from a mentor (former student, older student, member of the community) about the experience they have had related to receiving assistance. Student develops list of questions for agency or transition support personnel.

D. Knowledge and Accessing of Community Resources (continued)

	Goal	Criteria	Objectives	Activities
5	Demonstrates an awareness of relevant resources and advocacy groups.	<i>Student identifies the benefit of advocacy and identifies the relevant resources.</i>	<ul style="list-style-type: none"> • Student defines the term advocacy and how it benefits them. 	<ul style="list-style-type: none"> • Student attends meetings with advocacy groups. • Student joins consumer groups such as VIBUG, DB Contact, ACB, NFB, Work Without Limits. • Student explores websites of advocacy-related groups. • Student reviews Braille and written materials. • Student invites guest speakers to address advocacy issues. • Student participates in consumer group activities.
6	Knows legislation and policy specific to disability rights, ADA.	<i>Student demonstrates an understanding of the legislation related to their rights.</i>	<ul style="list-style-type: none"> • Student identifies the laws related to disability rights and describes how the laws protect them. 	<ul style="list-style-type: none"> • Student visits the State House and rallies. • Student attends meetings/lectures related to disability awareness. • Student writes letters to government officials. • Student learns about political candidates and their position on disability rights. • Student identifies their local political representatives. • Student participates in political activities to raise awareness and gather support for changes in policy and legislation. • Student participates in a variety of learning activities exploring the legislation that protects disability rights.

E. Self-Preservation and Safety in the Community

	Goal	Criteria	Objectives	Activities
1	Recognizes danger.	<i>Student recognizes and responds appropriately to signs of danger.</i>	<ul style="list-style-type: none"> • Student identifies potentially dangerous situations and responds appropriately. 	<ul style="list-style-type: none"> • Student identifies community and work setting signs and symbols indicating danger and/or potentially hazardous situations (wet floor, emergency doors, smell of gas, smoke and other environmental cues, flashing lights, alarms, etc.). • Student participates in training in preparation for potential emergencies (lockdown, intruder, etc.). • Student participates in role-plays related to various dangerous situations. • Student identifies people to report to when they suspect a dangerous situation exists.

E. Self-Preservation and Safety in the Community (continued)

	Goal	Criteria	Objectives	Activities
● 2	Responds appropriately to unusual, unsafe, and dangerous situations.	<i>Student recognizes unsafe or dangerous situations (fire, strangers, chemical spills, weather emergency, threatening behavior, etc.) and takes appropriate action.</i>	<ul style="list-style-type: none"> • Student evacuates building in fire drills in a specified amount of time using predetermined routes. • Student follows directions in an urgent situation. • Student learns the emergency procedures of the work environment. 	<ul style="list-style-type: none"> • Student practices evacuation during fire drills. • Student locates fire extinguishers, exits, first aid kits, etc. • Student practices the emergency procedures for the work environment. • Student takes safety training classes, e.g., model mugging, first aid, CPR, babysitting course, etc.
▲ 3	Demonstrates an awareness of strangers (e.g. what is private or public information).	<i>Student recognizes and responds appropriately when meeting unfamiliar people.</i>	<ul style="list-style-type: none"> • Student distinguishes between familiar and unfamiliar people and the information that should or should not be shared. 	<ul style="list-style-type: none"> • Student names groups of people with whom information can be shared even if they are not familiar (e.g., policeman, doctor, fireman, etc.). • Student identifies the type of information that is appropriate to share with those individuals. • Student participates in role-plays to practice appropriate responses to various scenarios.
▲ 4	Safely uses equipment on the job.	<i>Student follows the work site guidelines for attire and equipment use.</i>	<ul style="list-style-type: none"> • Student identifies appropriate work attire. • Student identifies appropriate safety strategies/skills based on the equipment used in the job. • Student identifies the equipment, clothing, etc. they need to bring with them to work and ensures that the clothing/equipment is in clean and working order. 	<ul style="list-style-type: none"> • Student identifies objects for personal safety, e.g., goggles, gloves, hairnet/hat. • Student labels/identifies a variety of unsafe situations presented by photographs and describes appropriate response. • Example: Evacuate to the fire alarm.

Strand 4: Personal Care/Daily Living Skills

A. Personal Care

	Goal	Criteria	Objectives	Activities
1	Demonstrates appropriate bathroom skills.	<i>Student uses bathroom facilities in a variety of settings in appropriate manner (safely, neatly, timely, and efficiently).</i>	<ul style="list-style-type: none"> • Student locates the bathroom, secures the stall door, negotiates a communal vs. a single bathroom, follows sanitary standards, adjusts clothing appropriately, obtains assistance as needed in an appropriate manner, and carries needed supplies with them. 	<ul style="list-style-type: none"> • Student identifies the amount of time needed and appropriate times to go to the bathroom. • Student identifies signage and practices identifying a variety of bathroom signs. • Student identifies appropriate steps to using the bathroom (right amount of toilet paper, flushing the toilet, locking the door, washing hands, adjust clothing, trash in basket, not socializing). • Student role-plays use of public toilet and the correct manner. Make a list of supplies they need to have with them for the bathroom and a plan to carry their supplies.
2	Demonstrates meal skills.	<i>Student goes to work prepared for lunch and snack and eats appropriately.</i>	<ul style="list-style-type: none"> • Student takes responsibility for making/acquiring a lunch and snacks for work. • Student uses utensils and good manners. • Student manages personal space and items at break and lunch time, cleans up after self, eats within allotted time, and seeks assistance as needed. • Student converses with a peer during meals. 	<ul style="list-style-type: none"> • Student participates in meal time instruction—see independent living skills curriculum. • Student makes a bag lunch for work. • Student identifies food items available at work placements (vending machines, food trucks, cafeteria, etc.) and plans accordingly. • Student takes a lunch break within a work environment with other peers. • Student identifies the equipment (if any) is available on site for storage and for heating food.
3	Demonstrates an awareness of his/her body and mannerisms.	<i>Student maintains personal hygiene for work, e.g., showers, shaves, etc. Student covers mouth when coughing/sneezing, etc.</i>	<ul style="list-style-type: none"> • Student identifies an acceptable distance when communicating with others and demonstrates compliance. • Student identifies self-stimulatory behaviors and a management plan for regulating them. 	<ul style="list-style-type: none"> • Student identifies appropriate general hygiene needs. • Student identifies hygiene needs specific to self. • Student practices hygiene routines. • Student uses a reminder system (checklist or flip card) to assist them in following their hygiene routines. • Student identifies the hygiene supplies they need to bring to work and how they will carry them. • Student participates in role-plays consisting of asking for assistance with a hygiene problem, identifying an appropriate person, and making their needs known.

A. Personal Care (continued)

	Goal	Criteria	Objectives	Activities
● 4	Demonstrates proper hygiene.	<i>Student adheres to the dress code of their specific work environment and dresses accordingly.</i>	<ul style="list-style-type: none"> • Student maintains good personal hygiene by utilizing a routine that ensures they are presentable for work. • Student manages specific hygiene needs e.g., menstrual cycle, illness or health conditions, dental issues, weather changes, skin problems, etc. 	<ul style="list-style-type: none"> • Student matches photos of various outfits with the appropriate activity. • Student checks the weather and identifies weather-appropriate clothing. • Student asks for the rules/dress code of the environment. • Student determines the available clothing (not in the laundry). • Student identifies a system to assist them in planning their clothing for work. • Student identifies people they can ask to check that they are dressed appropriately. • Student plans and prepares for back-up clothing needs. • Student identifies the location where they can store their belongings.
▲ 5	Maintains an appropriate personal appearance at work.	<i>Student identifies healthcare needs and manages these needs accordingly.</i>	<ul style="list-style-type: none"> • Student plans attire for the work day considering weather, dress code, and laundry. 	<ul style="list-style-type: none"> • Student lists their medications. • Student lists their allergies and what is needed to avoid or respond to an allergic reaction. • Student evaluates the work environment for what they need—hat, sunscreen, water, etc. • Student lists the side effects of their medications. • Student role-plays different medication scenarios and practices problem-solving. • Student lists other medical issues and the necessary interventions.

A. Personal Care (continued)

	Goal	Criteria	Objectives	Activities
6	Manages health and medications (e.g. allergies, EpiPen, inhaler, etc.).	<i>Student shows awareness of personal space and regulates self-stimulatory behavior.</i>	<ul style="list-style-type: none"> • Student identifies the medications that they take, what they are for and the side effects of the medication. • Student identifies their own allergies and describes how to manage them. • Student takes care of issues related to sun exposure, hydration, etc. • Student carries or stores medications in a safe manner. • Student identifies when medications need to be replaced. • Student seeks assistance when a medical concern arises. • Student identifies when they are too sick to go to work. 	<ul style="list-style-type: none"> • Student identifies personal mannerisms and how they are perceived by others. • Student identifies strategies for managing that behavior (replacement or alternative). • Student defines the term “personal space.” • Student role-plays various scenarios in order to manage personal space and personal mannerisms.

B. Compensation/Money Skills

	Goal	Criteria	Objectives	Activities
1	Uses money in a vending machine.	<i>Student makes a purchase from a vending machine using coins and/or bills.</i>	<ul style="list-style-type: none"> • Student identifies different types of vending machines. • Student identifies skills necessary to operate different types of vending machines. • Student identifies when to ask for help and whom to ask. 	<ul style="list-style-type: none"> • Student assists with labeling a vending machine to make it accessible for use. • Student locates the key features of the vending machine, e.g., coin slot, dollar slot, retrieval bin, coin return, etc. • Student requests assistance in using the vending machine. • Student uses a coin guide or “cheat sheet” for making a purchase, e.g., “three quarters to buy a soda from the soda machine.”

B. Compensation/Money Skills (continued)

	Goal	Criteria	Objectives	Activities
● 2	Understands work is related to pay.	<i>Student demonstrates an expectation of payment for work.</i>	<ul style="list-style-type: none"> • Student receives compensation for work (pay or reinforcement) at a level that meets their understanding: <ul style="list-style-type: none"> – Preferred Activity – Reinforcer – Money to trade immediately for reinforcement – Cash – Paycheck 	<ul style="list-style-type: none"> • Student receives pay/allowance for chores. • Student discusses hourly pay vs. flat rate or piece rate for specific tasks. • Student fills out a time sheet. • Student maintains a work log showing when they worked and what they did.
● 3	Manages money using a wallet.	<i>Student carries a wallet with ID and money in a safe and organized manner.</i>	<ul style="list-style-type: none"> • Student consistently carries their wallet. • Student ensures that their wallet contains an ID card, money, debit card. • Student keeps their wallet organized. • Student ensures that wallet is kept in a safe place. 	<ul style="list-style-type: none"> • Student selects an appropriate wallet e.g., appropriate fasteners and openings/slots. • Student identifies how/where to carry their wallet. • Student identifies safe ways to carry their wallet or manage their wallet when making a purchase. • Student practices organizing their wallet, e.g., coins, bills, receipts, IDs, etc. • Student identifies an appropriate amount of money to carry. • Student uses a debit card.
▲ 4	Student has a system for managing their paycheck.	<i>Student obtains a paycheck and deposits or cashes the check.</i>	<ul style="list-style-type: none"> • Student identifies where and when to get their paycheck. • Student identifies the appropriate process for depositing or cashing the check. 	<ul style="list-style-type: none"> • Student identifies their pay rate and what they pay in taxes. • Student identifies their pay schedule. • Student recognizes if the paycheck is incorrect and seeks assistance. • Student lists what they need to do to deposit or cash the check. • Student role-plays various scenarios related to obtaining, depositing, or cashing their paycheck. • Student sets up direct deposit process. • Student makes a deposit into an ATM machine.

Strand 5: Employment

A. Career Exploration and Decision-Making

	Goal	Criteria	Objectives	Activities
▲ 1	Student identifies a variety of job/career/chore/work/volunteer options.	<i>Student identifies and researches sources for obtaining information about careers, programs, services, etc.</i>	<ul style="list-style-type: none"> • Student uses a variety of resources to identify a variety of career/work/chore/volunteer possibilities. 	<ul style="list-style-type: none"> • Student interviews family members, school personnel, neighbors, and community members about the types of jobs they do. • A guest speaker is invited to talk about their job. • Student explores a variety of resources e.g., Monster.com, Dictionary of Occupational Titles, Career Connect, community field trips, One-stop career centers, etc. • Student participates in job-shadowing activities. • Student creates a journal/book identifying jobs at a restaurant, hotel, department store, etc.
▲ 2	Student participates in a variety of vocational training experiences.	<i>Student participates in vocational training experiences, summer jobs, chores, part-time jobs, volunteer experiences, etc.</i>	<ul style="list-style-type: none"> • Student develops a variety/range of skills through participation in vocational training experiences. 	<ul style="list-style-type: none"> • Student participates in a variety of chores. • Student participates in a variety of on-campus work placements. • Student participates in a variety of community work or volunteer placements. • Student develops a portfolio or resume/diary/log describing their work experiences.
■ 3	Student identifies job/career/chore/work/volunteer requirements.	<i>Student researches specific careers (including criteria, requirements, cost etc.).</i>	<ul style="list-style-type: none"> • Student identifies the specific entry-level skills required for the identified career, work, chore, volunteer opportunity, etc. 	<ul style="list-style-type: none"> • Student participates in job-shadowing. • Student takes a field trip to a workplace. • Student interviews a person who is doing a specific job. • Student reads a story about a person doing a specific job. • Student seeks information online. • Student makes phone calls to obtain information.
■ 4	Student decides to pursue a specific chore, job, career, volunteer placement.	<i>Student uses information they have gathered to make a decision regarding the specific placement they want to pursue.</i>	<ul style="list-style-type: none"> • Student identifies 2-3 placement options that are realistic for them. • Student identifies prerequisite skills. 	<ul style="list-style-type: none"> • Student uses interest inventories, interviews with others, etc. to determine how their interests and aptitudes fit with the requirements of a specific placement. • Student participates in a placement trial. • Student attends an orientation. • Student participates in job-shadowing.

A. Career Exploration and Decision-Making (continued)

	Goal	Criteria	Objectives	Activities
5	Student develops an awareness of training or post-secondary programs needed to pursue selected career options.	<i>Student researches services/training offered to support their career interest.</i>	<ul style="list-style-type: none"> Student identifies 2-3 training or post-secondary program options that can assist them in pursuing a career. 	<ul style="list-style-type: none"> Student identifies potential places to visit. Student arranges for a visit. Student prepares a list of questions to pose during a visit. Student gathers information about the requirements of the program and the funding options.

B. Job Search Skills

	Goal	Criteria	Objectives	Activities
1	Participates in mock job interview.	<i>Student successfully participates in a mock job interview.</i>	<ul style="list-style-type: none"> Student identifies and demonstrates appropriate interview behaviors. 	<ul style="list-style-type: none"> Student prepares for an interview by identifying appropriate attire, proper grooming and appearance. Student participates in role-play activities of mock interviews. Student uses internet resources (AFB videos, etc.). Student videotapes mock interview and critiques themselves.
2	Participates in an actual job interview.	<i>Student successfully participates in a job interview.</i>	<ul style="list-style-type: none"> Student executes appropriate interview behaviors. Student arrives on time and prepared for the interview. 	<ul style="list-style-type: none"> Student searches for information about the employer. Student develops a list of questions for the interview specific to the employer. Student prepares answers specific to the desired position.
3	Completes post-interview activities.	<i>Student completes and documents post-interview activities.</i>	<ul style="list-style-type: none"> Student completes the interview process including reflection, contact, activities, and documentation. 	<ul style="list-style-type: none"> Student reflects on their interview performance via conversation with job coach, mentor, etc. and/or via a journal, etc. Student completes any accommodations documents and activities required by the employer. Student writes a thank-you letter to the employer. Student makes a follow-up call a week later. Student documents all follow-up activities, including correspondence, and makes note of dates and time.

B. Job Search Skills (continued)

	Goal	Criteria	Objectives	Activities
4	Identifies job search resources (e.g. newspapers, Career Connect, online).	<i>Student identifies and researches job search resources.</i>	<ul style="list-style-type: none"> • Student compiles a comprehensive list of potential job search resources, including network contacts. 	<ul style="list-style-type: none"> • Student interviews family members, school personnel, neighbors, mentors, and community members about the types of resources used to find their jobs. • Guest speakers are invited to talk about resources. • Student explores a variety of resources: Monster.com, Career Connect, One-stop resources, etc. • Student creates a file including resources and network personnel.
5	Identifies availability and location of vocational placement in local community.	<i>Student uses a variety of methods to gather information related to vocational placement accommodations and locations in their community.</i>	<ul style="list-style-type: none"> • Student uses a variety of resources to identify the availability and location of potential vocational placements in the community. 	<ul style="list-style-type: none"> • Student schedules appointments with appropriate job support personnel. • Student connects with appropriate adult agency contacts. • Student identifies the location of placements and transportation resources. • Student uses internet resources to identify potential work placements.
6	Arranges informational interviews.	<i>Student contacts employers and requests an informational interview, tour, etc.</i>	<ul style="list-style-type: none"> • Student schedules informational interviews and identifies and arranges for supports needed. 	<ul style="list-style-type: none"> • Student contacts employers to schedule an appointment for an informational interview. • Student records the date, time, location and contact person for the interview. • Student develops a plan for travel. • Student determines and arranges for supports they may need i.e., staff, interpreter, etc. • Student confirms the plan with all parties involved.
7	Gathers and organizes documents necessary for informational interviews.	<i>Student ensures that all required paperwork is up to date and ready for the informational interview.</i>	<ul style="list-style-type: none"> • Student compiles their relevant and current documents (both electronic and hard copies) including resume, reference list, application, portfolio, etc. 	<ul style="list-style-type: none"> • Student identifies what they need to bring with them, i.e., references, resume, portfolio, etc. • Student prepares a statement describing them, including a plan for disclosure. • Student prepares answers for questions that might be asked of them. • Student prepares the application paperwork. • Student ensures that their resume and references are up to date. • Student proofreads their paperwork to ensure that it is legible, properly formatted, and well-written.

B. Job Search Skills (continued)

	Goal	Criteria	Objectives	Activities
8	Evaluates a job offer.	<i>Student makes an informed decision regarding a job offer.</i>	<ul style="list-style-type: none"> • Student evaluates factors to determine if the job offer is acceptable. 	<ul style="list-style-type: none"> • Student reviews compensation to determine if the offer is acceptable. • Student reviews schedule to determine if it is compatible with their availability. • Student develops a transportation plan and determines accommodations. • Student determines further training needed in order to perform the job. • Student identifies accommodations needed to perform the job.
9	Upon acceptance, completes prerequisite activities.	<i>Student fulfills all prerequisite requirements.</i>	<ul style="list-style-type: none"> • Student completes all prerequisite activities to begin job. 	<ul style="list-style-type: none"> • Student completes HR requirements, including CORI, W-2, I-9, training, physical, etc. • Student confirms work schedule. • Student confirms transportation. • Student notifies appropriate adult agencies. • Student arranges for necessary accommodations and supports. • Student purchases work attire.

C. Job Retention

	Goal	Criteria	Objectives	Activities
1	Complies with expectations and policies of job setting.	<i>Student identifies and complies with the rules and expectations of the work setting.</i>	<ul style="list-style-type: none"> • Student meets employer expectation for the work setting. 	<ul style="list-style-type: none"> • Student obtains and reads the employer's handbook. • Student participates in activities (worksheets, role plays, etc.) to develop understanding of the workplace policies and procedures. • Student demonstrates compliance with rules and expectations of the job.

C. Job Retention (continued)

	Goal	Criteria	Objectives	Activities
▲ 2	Demonstrates problem-solving skills in the work setting.	<i>Student identifies solutions for potential problems encountered on the job.</i>	<ul style="list-style-type: none"> • Student identifies and utilizes problem-solving strategies appropriate to a specific situation. 	<ul style="list-style-type: none"> • Student identifies person in the work place who is available for assistance. • Student seeks assistance when unclear about expectations. • Student develops strategies to solve a variety of problems via role-play activities, worksheets, conversations with job coaches, mentors, etc. • Student identifies person in the workplace who is available to work through different issues and needs and the best way to contact them based on the circumstances.
▲ 3	Demonstrates an understanding of factors for maintaining employment.	<i>Student maintains employment for one year.</i>	<ul style="list-style-type: none"> • Student identifies factors related to maintaining a job as well as factors leading to promotion or termination. 	<ul style="list-style-type: none"> • Student identifies factors in their work record related to their success on the job, e.g., production, attendance, work behaviors, appearance, etc. • Student identifies factors that can lead to promotion, e.g., motivation, initiative, production, attendance, work behaviors, etc. • Student identifies infractions that can lead to termination, e.g., tardiness, absenteeism, insubordination, poor productivity, inappropriate social skills, etc.
▲ 4	Demonstrates self-advocacy/self-determination.	<i>Student demonstrates the ability to advocate for self and get their needs met.</i>	<ul style="list-style-type: none"> • Student makes requests for accommodations as needed. • Student makes their needs known in an appropriate way. • Student seeks to further develop their skills and request training as needed. 	<ul style="list-style-type: none"> • Student identifies their accessibility needs, e.g., Braille, sign language interpreter, large print, etc. • Student identifies person to seek out when they need assistance. • Student identifies the appropriate way to make requests. • Student seeks assistance to identify internal training resources in the job setting, e.g., disability coordinator, case manager, etc. • Student uses internal communication systems to stay informed about schedules, events, etc.

C. Job Retention (continued)

	Goal	Criteria	Objectives	Activities
▲ 5	Adheres to the culture of workplace.	<i>Student recognizes the culture of the workplace and adapts accordingly.</i>	<ul style="list-style-type: none"> • Student identifies cultural norms in various settings (break room setting and routines, dress code, music, work pace, use of cell phone, etc.). • Student identifies the cultural norms in the work place. • Student identifies whom they can talk to to get information/clarification regarding cultural norms. 	<ul style="list-style-type: none"> • Student lists cultural norms in their cottage and school setting. • Student discusses why the norms exist. • Student identifies ways to get information about the cultural norms of a particular setting when they are unsure, e.g., observation, asking a trusted person. • Student identifies situations when workplace teasing is inappropriate and/or asks a trusted person if they are unclear.
▲ 6	Understands the roles of supervisor and coworkers.	<i>Student recognizes the functions of their coworkers' jobs and their supervisor's job.</i>	<ul style="list-style-type: none"> • Student describes the job function of their supervisor and their coworkers. • Student demonstrates understanding of the types of conversational topics appropriate for coworkers vs. supervisor. • Student recognizes the need for confidentiality related to conversations with coworkers. 	<ul style="list-style-type: none"> • Student lists appropriate topics for discussion with supervisor and lists those topics appropriate for coworkers. • Student states the topics that are relevant for the supervisor. • Student determines appropriate time/place/audience for discussing personal matters. • Student states the role that gossip plays in the work setting.
■ 7	Updates and maintains career portfolio/resume.	<i>Student documents work history.</i>	<ul style="list-style-type: none"> • Student describes the importance of maintaining a personal file of all work-related information. 	<ul style="list-style-type: none"> • Student keeps resume electronically, including work samples, evaluations, and a productivity log. • Student requests a reference letter from supervisor(s). • Student keeps track of conferences, training certificates.

Strand 6: Post-Secondary Education

	Goal	Criteria	Objectives	Activities
1	Plans high school program.	<i>Student enrolls in classes required for college admission.</i>	<ul style="list-style-type: none"> • Student uses resources (case manager of education plan, counselor, family, college admission requirements) to identify and complete courses needed for college admission. 	<ul style="list-style-type: none"> • Student meets with case manager or counselor to develop a plan for their high school program to meet admission requirements. • Student discusses plan with family and IEP team. • Student identifies supports needed to be successful in the high school program. • Student researches general school admission requirements. • Student advocates in order for their support needs to be met.
2	Begins the school admission testing process.	<i>Student prepares for and takes the PSAT or ACT.</i>	<ul style="list-style-type: none"> • Student creates an account on the College Board website (www.collegeboard.org) and applies for accommodations (with support from school testing administrator), and registers for the PSAT and signs up for all appropriate services. 	<ul style="list-style-type: none"> • Student identifies and meets deadlines for registration and approval for accommodations. • Student participates in practice test questions/exams garnered from the website.
3	Identifies potential course of study.	<i>Student explores potential majors and careers.</i>	<ul style="list-style-type: none"> • Student completes research and other activities to identify potential majors and careers. 	<ul style="list-style-type: none"> • Student completes school exploration surveys. • Student uses resources on the College Board website. • Student identifies course of study requirements. • Student reads about majors and careers. • Student interviews family members and family friends about their majors and careers.
4	Talks to guidance counselor/case manager about post-secondary plans.	<i>Student processes their possibilities with school resources.</i>	<ul style="list-style-type: none"> • Student meets with guidance counselor or case manager on a regular basis. 	

Post-Secondary Education (continued)

	Goal	Criteria	Objectives	Activities
5	Takes the ACT or SAT.	<i>Student prepares for and takes the SAT or ACT.</i>	<ul style="list-style-type: none"> • Student registers for the ACT or SAT, prepares for the testing, and takes the test. 	<ul style="list-style-type: none"> • Student identifies and meets deadlines for registration and approval for accommodations. • Student participates in practice test questions/exams garnered from the website. • Student obtains letter regarding accommodations from College Board to send with the registration paperwork.
6	Identifies a few schools of interest and arranges to visit.	<i>Student visits schools of interest.</i>	<ul style="list-style-type: none"> • Student identifies pros and cons of several schools. 	<ul style="list-style-type: none"> • Student uses a campus visit checklist for each school visit. • Student researches the availability of tours at each school. • Student identifies which aspects they liked at each school and what they didn't like.
7	Researches disability services available at each school they visit.	<i>Student identifies what supports each school has for students with visual and/or hearing impairments.</i>	<ul style="list-style-type: none"> • Student determines whether disability services will meet their needs. 	<ul style="list-style-type: none"> • Student seeks information related to whether the school has experience with students with visual and/or hearing impairments. • Student identifies key personnel in the disability services office and schedules informational interview. • Student talks with Commission for the Blind or state rehabilitation representative to get their recommendations/input.
8	Applies to approximately three schools.	<i>Student completes and submits school applications.</i>	<ul style="list-style-type: none"> • Student completes and submits necessary application materials according to school deadlines. 	<ul style="list-style-type: none"> • Student requests applications and financial aid forms from schools. • Student keeps a calendar of application deadline dates. • Student requests recommendations and follows up to ensure they have been completed and sent. • Student writes application essays. • Student submits applications and keeps copies for himself. • Student requests transcripts to be sent to schools.

Post-Secondary Education (continued)

	Goal	Criteria	Objectives	Activities
9	Engages in post-application activities.	<i>Student ensures that all admission requirements are met.</i>	<ul style="list-style-type: none"> • Student completes follow-up activities to ensure that all application materials have been received. 	<ul style="list-style-type: none"> • Student creates an account with each school to track application materials (or contact admissions office). • Student requests and participates in pre-admission interviews. • Student schedules a transition planning meeting to identify service providers and the roles and responsibilities of each.
10	Pursues all potential financial resources.	<i>Student identifies and applies for potential financial resources.</i>	<ul style="list-style-type: none"> • Student completes FAFSA and scholarship applications and applies for all potential funding. 	<ul style="list-style-type: none"> • Student attends FAFSA seminar with parents. • Student and family complete FAFSA form according to deadlines. • Student researches potential scholarships. • Student completes and submits scholarship materials. • Student contacts state rehabilitation agency to confirm funding and equipment commitment.
11	Completes post-acceptance activities.	<i>Student identifies and completes all post-acceptance activities.</i>	<ul style="list-style-type: none"> • Student completes activities to ensure that all support services are set up for school attendance. 	<ul style="list-style-type: none"> • Student sets up orientation and mobility training re: the school campus with the responsible agency. • Student informs all involved parties of their post-secondary plan. • Student makes a plan for housing. • Student identifies and plans for all support needs specific to their disability (housing, transportation, mobility, materials, interpreting, readers, etc.). • Student updates contact list to include new support personnel. • Student attends orientation. • Student meets with disability office personnel. • Student schedules a final transition planning meeting to identify service providers and the roles and responsibilities of each. • Student identifies equipment needed in final transition planning meeting.

**“The greater the obstacle,
the more glory in
overcoming it.”**

– Molière



Curriculum Assessment Tool

**“Tell me and I’ll forget;
show me and I may
remember; involve me
and I’ll understand.”**

– Confucius 450 BC


Curriculum Assessment Tool

A Note to Teachers:


This curriculum is for students with sensory impairments ages 3 to 22. Preparation for the future begins in the classroom. Teachers of younger students will need to interpret the wording of the goals and objectives in a manner that is appropriate for younger students.

Curriculum Levels and Assessment


The curriculum has three color icon-coded levels (Beginner, Intermediate, and Advanced), and teachers should assess their students to determine what curriculum level is appropriate.

 **Beginner:** Pre-K through 4th grade (3–10 years) and older students functioning at an earlier level. This level addresses foundational skills, including:

- Work habits
- Communication
- Work behavior
- Physical capacity
- Mobility
- Organizational skills
- Interests, abilities, and preferences
- Safety awareness
- Community awareness
- Personal care
- Money skills

 **Intermediate:** 5th through 8th grade (11–14 years) and older students functioning at an earlier level. This level addresses higher-level skills, including:

- Work habits
- Communication
- Work behavior
- Physical capacity
- Mobility/transportation
- Organizational skills
- Career awareness
- Abilities and preferences
- Self-preservation and safety in the community
- Personal care
- Compensation and money skills

 **Advanced:** 9th through 12th grade (15–22 years). This level addresses even more complex skills relating to:

- Work habits
- Communication
- Work behavior
- Physical capacity
- Mobility/transportation
- Organizational skills



- Career exploration and decision-making
- Job performance and retention
- Self-preservation
- Knowledge of and access to community resources
- Personal care
- Compensation and money skills
- Individual transition planning
- Post-secondary education and training
- Legal issues

It is recommended that the assessment be conducted twice a year: Fall and Spring. The assessment findings should be used when writing the student's next IEP.

When assessing your students, it is important to:

- Assess students in familiar and unfamiliar environments
- Assess students initially with supervision and support and then with decreasing supervision and support

Assessment Rating Scale:

The assessment rating scale is as follows:

M = Mastered: Student has achieved the objective as described

AP = Adequate Progress: Student has demonstrated progress and is likely to achieve the objective

E = Emerging: Student has been introduced to the objective and is at the early stage of skill development

NI = Not Introduced: This objective has not been addressed (explain in comment section)

NA = Not Appropriate: (explain in comment section)

At the end of each section there is a summary box. In this box you can summarize the student's:

- Strengths
- Areas of need
- Priorities for instruction
- Recommendations



Total Life Learning: Preparing for Transition

A Curriculum for ALL Students with Sensory Impairments

Student Name: _____

Assessed By:

DATE

PRINT NAME

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_____	_____
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Strand 1: Work Skills

A. Work Habits Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Works for at least 15 minutes before needing a break.	<ul style="list-style-type: none">• Student participates in a task for at least 15 minutes before needing a break.			
2	Demonstrates the ability to end a task.	<ul style="list-style-type: none">• Student tolerates ending a work period with the task unfinished.• Student responds to dismissal (i.e., bell ringing, supervisor/instructor direction that the work period is over).			
3	Generalizes skills to new tasks with similar requirements.	<ul style="list-style-type: none">• Student tolerates change in materials, environments, etc.• Student learns how vocabulary generalizes from one activity to another.• Student develops organizational strategies/routines.			
4	Locates/retrieves or asks for materials they need for work.	<ul style="list-style-type: none">• Student lists the procedure for getting more work materials.• Student identifies location of work materials.• Student identifies materials needed for an activity.• Student determines how to arrange the materials if unable to physically retrieve or ask for them.			

M = Mastered

AP = Adequate Progress

E = Emerging

NI = Not Introduced

NA = Not Appropriate

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A. Work Habits Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
● 5	Evaluates their own efforts and production.	<ul style="list-style-type: none"> • Student lists/demonstrates knowledge of the requirements of the job. • Student performs the skills of the job. • Student meets the production expectations of the job. 			
● 6	Uses break time and “down” time appropriately.	<ul style="list-style-type: none"> • Student recognizes what activities are appropriate for break time, e.g., use of bathroom, leisure activities, eat a snack, etc. • Student develops and uses a repertoire of leisure-time activities when not working, e.g., puzzles, magazines, socializing, iPods, etc. 			
▲ 7	Works for an extended period of time before needing a break.	<ul style="list-style-type: none"> • Student works for an extended period of time before needing a break. 			
▲ 8	Demonstrates increased independence in job settings.	<ul style="list-style-type: none"> • Student increases job performance/productivity on familiar work tasks and familiar routines with decreased staff prompts/cues. 			

M = Mastered

AP = Adequate Progress

E = Emerging

NI = Not Introduced

NA = Not Appropriate

B. Communication Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Accepts directions from supervisor, teacher, others.	<ul style="list-style-type: none">• Student follows directions initially from a familiar person and then from a less familiar person.			
2	Follows multi-step directions.	<ul style="list-style-type: none">• Student completes 2 step familiar routines.• Student completes 3+ step familiar routines.• Student completes 2 step unfamiliar directions/tasks/ routines.• Student completes 3+ step unfamiliar directions/tasks/ routines.			
3	Recognizes the need for help.	<ul style="list-style-type: none">• Student recognizes the need for help and makes the need known to others.			
4	Student asks for a break as needed.	<ul style="list-style-type: none">• Student recognizes who, when, and how to ask for help.			

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B. Communication Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
● 5	Uses common courtesies. Treats supervisors and coworkers/staff with respect.	<ul style="list-style-type: none"> • Student identifies some common courtesies (maintaining appropriate personal space, greetings, eye contact, modulation of voice, etc. appropriate social skills). • Student uses appropriate titles. • Student interacts with coworkers and supervisors in a positive manner. • Student identifies disrespectful behaviors (teasing, bullying, etc.) 			
● 6	Begins and ends interactions appropriately.	<ul style="list-style-type: none"> • Student says hello and good bye in a manner that is appropriate. • Student recognizes natural cues regarding initiation and the closure of a conversation/communication exchange. 			
▲ 7	Informs supervisor/staff when sick or late.	<ul style="list-style-type: none"> • Student determines whom to contact and how to make appropriate contact. • Student communicates that they do not feel well. 			

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B. Communication Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
▲ 8	Accepts feedback.	<ul style="list-style-type: none"> • Student identifies what feedback is. • Student identifies positive vs. constructive feedback. • Student listens and restates the feedback given. • Student responds appropriately to feedback, or accepts direction to improve a task. 			
▲ 9	Correctly interprets the meaning of the speaker.	<ul style="list-style-type: none"> • Student demonstrates strategies to check for understanding or for clarification: Asks the speaker to restate, student restates, student asks for explanation, etc. 			

C. Work Behaviors Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
● 1	Knows the difference between work and play.	<ul style="list-style-type: none"> • Student identifies appropriate work behavior and play behavior. • Student demonstrates appropriate behaviors at the appropriate time. 			

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C. Work Behaviors Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
2	Knows the rules for a specific work setting.	<ul style="list-style-type: none"> • Student says hello and good bye in a manner that is appropriate. • Student recognizes natural cues regarding initiation and the closure of a conversation/ communication exchange. 			
3	Abides by the rules of a specific work setting.	<ul style="list-style-type: none"> • Student accepts positive and negative consequences related to following rules, e.g., positive reinforcement (money, praise) or being reprimanded by your boss, or not receiving the preferred activity after the task. 			
4	Remains in designated work area.	<ul style="list-style-type: none"> • Student accepts the parameters of the workplace/workspace and the specific boundaries that exist. 			
5	Tolerates busy and/or noisy work environment.	<ul style="list-style-type: none"> • Student identifies existing distractions in the environment. • Student utilizes self-management strategies. • Student communicates when something is bothering them and advocates for accommodation, including environmental modifications. 			

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C. Work Behaviors Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
6	Works cooperatively with others.	<ul style="list-style-type: none"> • Student demonstrates the ability to work and communicate with others: takes turns, shares materials, shows flexibility, knows role expectations, etc. 			
7	Manages emotions and behaviors.	<ul style="list-style-type: none"> • Student identifies emotional triggers. • Student identifies strategies he or she can use to manage their emotions and behaviors. • Student assists in developing environmental modifications/ accommodations to assist them in managing their emotions and behaviors. • Student identifies the appropriate time and place to emote. • Student accepts consequences for behavior. 			
8	Is punctual for scheduled job(s).	<ul style="list-style-type: none"> • Student identifies work schedule. • Student determines time needed to get to an appointment or work. • Student is punctual for transportation. • Student anticipates when extra time is needed (e.g., weather) and plans appropriately. • Student develops a back-up plan. 			

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C. Work Behaviors Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
▲ 9	Demonstrates flexibility regarding changes in routine.	<ul style="list-style-type: none"> • Student demonstrates flexibility in response to change. 			
■ 10	Responds appropriately to the emotions and behavior of others.	<ul style="list-style-type: none"> • Student identifies emotional triggers of others. • Student identifies strategies they can use to respond to the emotions and behaviors of others. • Student can distinguish between inappropriate and appropriate behavior of others. • Student implements appropriate strategies to respond to the emotions and behaviors of others (e.g., ignores, gets a supervisor for assistance, moves out of the way, etc.) 			
M = Mastered AP = Adequate Progress E = Emerging NI = Not Introduced NA = Not Appropriate					

D. Physical Capacity Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Develops fine motor skills needed for work/task.	<ul style="list-style-type: none">• Student works on various work tasks requiring the use of a wide range of hand/ fine motor skills with increased productivity.			
2	Develops gross motor skills needed for the work.	<ul style="list-style-type: none">• Student works on a variety of work tasks demonstrating increased strength, stamina, endurance, balance, and coordination.			

E. Mobility/Transportation Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Uses environmental signs (e.g. EXIT, Men's Bathroom, etc.).	<ul style="list-style-type: none">• Student uses environmental signs or tangible symbols correctly (e.g., finds the men's or women's restroom, exit, bus stop, lunch room, stairway, etc.).			

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E. Mobility/Transportation Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
2	Develops travel skills.	<ul style="list-style-type: none"> • Student develops their travel skills to the work site and increases their level of independence. 			
3	Follows proper safety procedures while traveling.	<ul style="list-style-type: none"> • Student learns approved routes for travel to/from work via an O&M instructor. • Student identifies safe/unsafe situations and behaviors. • Student develops a back-up plan. 			
4	Demonstrates mobility skills specific to the job.	<ul style="list-style-type: none"> • Student demonstrates mobility skills specific to job (e.g., finds bathroom, lunchroom, entrances and exits, locates supervisor, supplies, personal belongings, work space, etc. 			
5	Identifies mobility training needs for the job site.	<ul style="list-style-type: none"> • Student identifies mobility needs and communicates them to the appropriate person. 			

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E. Mobility/Transportation Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
6	Has an awareness of the types of transportation available (e.g., The Ride, volunteer driver, personal car, walk, taxi, school bus, train).	<ul style="list-style-type: none"> • Student identifies realistic transportation options for the worksite. • Student researches and identifies transportation options and necessary requirements (application, costs, etc.). 			
7	Communicates plan for transportation.	<ul style="list-style-type: none"> • Student identifies the route to the work setting (including work room in the school setting). • Student identifies the travel options to go to the work setting (bus, train, etc.) • Student identifies a travel plan and communicates that plan to others. 			
8	Troubleshoots transportation or mobility issues (e.g., no pick-up, wrong drop-off, late, route variation).	<ul style="list-style-type: none"> • Student develops strategies for dealing with mobility or transportation problems. 			
9	Budgets for fare or pass system.	<ul style="list-style-type: none"> • Student develops and utilizes a budget for transportation. 			

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Strand 1 Summary: Work Skills

Use the area below to summarize the preceding section of the assessment.

A	Work Habits
B	Communication
C	Work Behaviors
D	Physical Capacity
E	Mobility/Transportation

Recommendations:	
Date:	Initials:

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Strand 2: Organizational Skills

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
● 1	Maintains their personal items within the work place.	<ul style="list-style-type: none">• Student establishes a system for maintaining personal items in the work place (hanging coat, putting away bag, use of locker, use of classroom cubbies, etc.).			
● 2	Organizes and maintains a systematic and neat work area.	<ul style="list-style-type: none">• Student establishes a system for maintaining work area so that it is efficient and neat.			
▲ 3	Organizes personal belongings in preparation for the day (bag lunch included).	<ul style="list-style-type: none">• Student identifies what is needed for the day.• Student develops a system to remind them what needs to be done to prepare for work (picture list, written list, reminder note, object cue).• Student gathers needed items.			

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Strand 2 Summary: Organizational Skills

Use the area below to summarize the preceding section of the assessment.

Recommendations:

Date:

Initials:

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NA = Not Appropriate

Strand 3: Self-Advocacy Skills

A. Interests, Abilities, and Preferences Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
● 1	Knows own preferences and can express them. Makes choices when they are available.	<ul style="list-style-type: none"> • Student identifies likes and dislikes. • Student shares this information in a polite manner. • Student makes choices related to work, e.g., materials, tasks, locations, snack choices, career paths. 			
● 2	Knows own personal information.	<ul style="list-style-type: none"> • Student produces prewritten ID card, school identification card or personal information. • Student maintains confidentiality related to personal information. 			
▲ 3	Identifies own aptitudes.	<ul style="list-style-type: none"> • Student identifies their skills, strengths, and abilities and shares this information with others. • Student can identify how their skills, strengths, and abilities may transfer into choices for leisure and employment-related activities. 			
▲ 4	Distinguishes between their interests and aptitudes as they relate to career vs. hobby.	<ul style="list-style-type: none"> • Student identifies how their aptitudes and interests can support career activities vs. recreational activities. • Student identifies how to apply their interests/preferences to a specific task in order to make their task more manageable and interesting, with or without the staff's assistance. 			

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A. Interests, Abilities, and Preferences Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
▲ 5	Seeks assistance and/or information from responsible people.	<ul style="list-style-type: none"> • Student identifies specific individuals or categories of individuals that can provide assistance or information. 			
■ 6	Identifies previous work experience and relevant skills.	<ul style="list-style-type: none"> • Student describes past work-related experiences (where they worked, what they did, the job title, the length of time at that job, type of supervision, etc.). 			
■ 7	Provides information about strengths and areas of need, including disability-related needs.	<ul style="list-style-type: none"> • Student identifies personal abilities and communicates that information to others. • Student uses this information for decision-making in planning for work. 			
■ 8	Provides information about necessary accommodations.	<ul style="list-style-type: none"> • Student identifies specific accommodations needed and accurately conveys this information. 			

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A. Interests, Abilities, and Preferences Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
9	Directs others to provide the appropriate support, such as Orientation and Mobility, job coaching, reader, PCA.	<ul style="list-style-type: none">• Student assumes their role and responsibility for obtaining accommodations and directing support personnel.			
10	Demonstrates ability to use technology as a communication tool.	<ul style="list-style-type: none">• Student identifies different types of technology available to them and selects the mode that is suitable for their needs.• Student demonstrates the ability to use that mode.			

B. Legal Issues Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Identifies and accesses entitlement programs (SSI, Medicaid, PASS program).	<ul style="list-style-type: none">• Student identifies entitlement services.• Student researches application process for services, obtains an application, completes the application, and submits the application.• Student follows up with entitlement agency as needed.			

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NA = Not Appropriate

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B. Legal Issues Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
2	Demonstrates understanding of legal issues related to age of majority (guardianship, military, voter registration).	<ul style="list-style-type: none"> • Student identifies the various levels of guardianship. • Student identifies what decisions they can make depending on the level of guardianship, e.g., sign own IEP, make decisions regarding medical issues, etc. • Student identifies what the process is for voter and military registration. 			

C. Individual Transition Planning Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Student participates in transition planning process.	<ul style="list-style-type: none"> • Student describes the function of an ITP meeting and identifies the team members to be invited to participate in the ITP meeting. • Student participates in as many aspects of planning as is possible. • Student shares with team their vision for the future. 			

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C. Individual Transition Planning Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
2	Identifies community vocational options that match interests and abilities.	<ul style="list-style-type: none">• Student identifies the resources available in their home community.• Student identifies which of the job options listed match their interests and abilities.			
3	Identifies a “Plan A” and a “Plan B.”	<ul style="list-style-type: none">• Student demonstrates an understanding that they need to have a back-up plan for their future planning in case their first choice is not available.• Student creates a backup plan that is realistic.			
4	Prepares and participates in ongoing transition planning meetings.	<ul style="list-style-type: none">• Student reviews progress and determines responsibilities of team members (student, parent, school, and agencies).			

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D. Knowledge and Accessing of Community Resources Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Identifies adult agencies and other transition support personnel (school, community, and family).	<ul style="list-style-type: none"> Student names specific transition support personnel and agencies for which they are eligible and the specific services that each provides. 			
2	Knows role and services provided by various adult agencies and other transition support personnel.	<ul style="list-style-type: none"> Student lists specific support provided by each identified agency as well as transition support personnel. 			
3	Obtains and maintains contact information for transition support personnel.	<ul style="list-style-type: none"> Student develops a file in a format that meets their needs and ensures that the file is updated and available for use. 			

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D. Knowledge and Accessing of Community Resources Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
4	Knows when to ask for help from service providers.	<ul style="list-style-type: none">• Student identifies situations in their school or work placement that require them to ask for assistance and determines the service provider to whom they should make the request for assistance.			
5	Demonstrates an awareness of relevant resources and advocacy groups.	<ul style="list-style-type: none">• Student defines the term advocacy and how it benefits them.			
6	Knows legislation and policy specific to disability rights, ADA.	<ul style="list-style-type: none">• Student identifies the laws related to disability rights and describes how the laws protect them.			
M = Mastered AP = Adequate Progress E = Emerging NI = Not Introduced NA = Not Appropriate					

E. Self-Preservation and Safety in the Community Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
● 1	Recognizes danger.	<ul style="list-style-type: none"> • Student identifies potentially dangerous situations and responds appropriately. 			
● 2	Responds appropriately to unusual, unsafe, and dangerous situations.	<ul style="list-style-type: none"> • Student evacuates building in fire drills in a specified amount of time using predetermined routes. • Student follows directions in an urgent situation. • Student learns the emergency procedures of the work environment. 			
▲ 3	Demonstrates an awareness of strangers (e.g., what is private or public information).	<ul style="list-style-type: none"> • Student distinguishes between familiar and unfamiliar people and the information that should or should not be shared. 			
▲ 4	Safely uses equipment on the job.	<ul style="list-style-type: none"> • Student identifies appropriate work attire. • Student identifies appropriate safety strategies/skills based on the equipment used in the job. • Student identifies the equipment, clothing, etc. they need to bring with them to work and ensures that the clothing/equipment is in clean and working order. 			

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NA = Not Appropriate

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Strand 3 Summary: Self-Advocacy Skills

Use the area below to summarize the preceding section of the assessment.

A	Interests, Abilities, and Preferences
B	Legal Issues
C	Individual Transition Planning
D	Knowledge and Accessing Community Resources
E	Self-Preservation and Safety in the Community

Recommendations:	
Date:	Initials:

M = Mastered AP = Adequate Progress E = Emerging NI = Not Introduced NA = Not Appropriate

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Strand 4: Personal Care/Daily Living Skills

A. Personal Care Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Demonstrates appropriate bathroom skills.	<ul style="list-style-type: none"> • Student locates the bathroom, secures the stall door, negotiates a communal vs. a single bathroom, follows sanitary standards, adjusts clothing appropriately, obtains assistance as needed in an appropriate manner, and carries needed supplies with them. 			
2	Demonstrates meal skills.	<ul style="list-style-type: none"> • Student takes responsibility for making/acquiring a lunch and snacks for work. • Student uses utensils and good manners. • Student manages personal space and items at break and lunch time, cleans up after self, eats within allotted time, and seeks assistance as needed. • Student converses with a peer during meals. 			
3	Demonstrates an awareness of their body and mannerisms.	<ul style="list-style-type: none"> • Student identifies an acceptable distance when communicating with others and demonstrates compliance. • Student identifies self-stimulatory behaviors and a management plan for regulating them. 			

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E = Emerging

NI = Not Introduced

NA = Not Appropriate

A. Personal Care Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
4	Demonstrates proper hygiene.	<ul style="list-style-type: none"> • Student maintains good personal hygiene by utilizing a routine that ensures they are presentable for work. • Student manages specific hygiene needs, e.g., menstrual cycle, illness or health conditions, dental issues, weather changes, skin problems, etc. 			
5	Maintains an appropriate personal appearance at work.	<ul style="list-style-type: none"> • Student plans attire for the work day considering weather, dress code, and laundry. 			
6	Manages health and medications (e.g. allergies, EpiPen, inhaler, etc.).	<ul style="list-style-type: none"> • Student identifies the medications that they take, what they are for and the side effects of the medication. • Student identifies their own allergies and describes how to manage them. • Student takes care of issues related to sun exposure, hydration, etc. • Student carries or stores medications in a safe manner. • Student identifies when medications need to be replaced. • Student seeks assistance when a medical concern arises. • Student identifies when they are too sick to go to work. 			

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AP = Adequate Progress
E = Emerging
NI = Not Introduced
NA = Not Appropriate

B. Compensation/Money Skills Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
● 1	Uses money in a vending machine.	<ul style="list-style-type: none"> • Student identifies different types of vending machines. • Student identifies skills necessary to operate different types of vending machines. • Student identifies when to ask for help and whom to ask. 			
● 2	Understands work is related to pay.	<ul style="list-style-type: none"> • Student receives compensation for work (pay or reinforcement) at a level that meets their understanding: <ul style="list-style-type: none"> – Preferred Activity – Reinforcer – Money to trade immediately for reinforcement – Cash – Paycheck 			
● 3	Manages money using a wallet.	<ul style="list-style-type: none"> • Student consistently carries their wallet. • Student ensures that their wallet contains an ID card, money, debit card • Student keeps their wallet organized. • Student ensures that wallet is kept in a safe place. 			
▲ 4	Student has a system for managing their paycheck.	<ul style="list-style-type: none"> • Student identifies where and when to get their paycheck. • Student identifies the process for depositing or cashing the check. 			

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NA = Not Appropriate

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Strand 4 Summary: Personal Care/Daily Living Skills

Use the area below to summarize the preceding section of the assessment.

A

Personal Care

B

Compensation/Money Skills

Recommendations:

Date:

Initials:

M = Mastered AP = Adequate Progress E = Emerging NI = Not Introduced NA = Not Appropriate

Strand 5: Employment

A. Career Exploration and Decision-Making Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
▲ 1	Student identifies a variety of job/career/chore/work/volunteer options.	<ul style="list-style-type: none"> Student uses a variety of resources to identify a variety of career/work/chore/volunteer possibilities. 			
▲ 2	Student participates in a variety of vocational training experiences	<ul style="list-style-type: none"> Student develops a variety/range of skills through participation in vocational training experiences. 			
■ 3	Student identifies job/career/chore/work/volunteer requirements.	<ul style="list-style-type: none"> Student identifies the specific entry-level skills required for the identified career, work, chore, volunteer opportunity, etc. 			

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E = Emerging

NI = Not Introduced

NA = Not Appropriate

A. Career Exploration and Decision-Making Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
■ 4	Student decides to pursue a specific chore, job, career, volunteer placement.	<ul style="list-style-type: none">• Student identifies 2–3 placement options that are realistic for them.• Student identifies prerequisite skills needed.			
■ 5	Student develops an awareness of training or post-secondary programs needed to pursue selected career options.	<ul style="list-style-type: none">• Student identifies 2–3 training or post-secondary program options that can assist them in pursuing a career.			

B. Job Search Skills Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
▲ 1	Participates in mock job interview.	<ul style="list-style-type: none">• Student identifies and demonstrates appropriate interview behaviors.			

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NI = Not Introduced

NA = Not Appropriate

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B. Job Search Skills Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
▲ 2	Participates in an actual job interview.	<ul style="list-style-type: none"> • Student executes appropriate interview behaviors. • Student arrives on time and prepared for the interview. 			
▲ 3	Completes post-interview activities.	<ul style="list-style-type: none"> • Student completes the interview process, including reflection, contact, activities, and documentation. 			
■ 4	Identifies job search resources (e.g., newspapers, Career Connect, online).	<ul style="list-style-type: none"> • Student compiles a comprehensive list of potential job search resources, including network contacts. 			
■ 5	Identifies availability and location of vocational placement in local community.	<ul style="list-style-type: none"> • Student uses a variety of resources to identify the availability and location of potential vocational placements in the community. 			

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B. Job Search Skills Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
6	Arranges informational interviews.	<ul style="list-style-type: none">• Student schedules informational interviews and identifies and arranges for supports needed.			
7	Gathers and organizes documents necessary for informational interviews.	<ul style="list-style-type: none">• Student compiles their relevant and current documents (both electronically and hard copies) including resume, reference list, application, portfolio, etc.			
8	Evaluates a job offer.	<ul style="list-style-type: none">• Student evaluates factors to determine if the job offer is acceptable.			
9	Upon acceptance, completes prerequisite activities.	<ul style="list-style-type: none">• Student completes all prerequisite activities to begin job.			
M = Mastered AP = Adequate Progress E = Emerging NI = Not Introduced NA = Not Appropriate					

C. Job Retention Assessment

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
▲ 1	Complies with expectations and policies of job setting.	<ul style="list-style-type: none"> • Student meets employer expectation for the work setting. 			
▲ 2	Demonstrates problem-solving skills in the work setting.	<ul style="list-style-type: none"> • Student identifies and utilizes problem-solving strategies for a specific situation. 			
▲ 3	Demonstrates an understanding of factors for maintaining employment.	<ul style="list-style-type: none"> • Student identifies factors related to maintaining a job, as well as factors leading to promotion or termination. 			
▲ 4	Demonstrates self-advocacy/self-determination.	<ul style="list-style-type: none"> • Student makes requests for accommodations as needed. • Student makes their needs known in an appropriate way. • Student seeks to further develop their skills and request training as needed. 			

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NA = Not Appropriate



C. Job Retention Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
▲ 5	Adheres to the culture of workplace.	<ul style="list-style-type: none"> • Student identifies cultural norms in various settings (break room setting and routines, dress code, music, work pace, use of cell phone, etc.). • Student identifies the cultural norms in the work place. • Student identifies who they can talk to to get information/clarification regarding cultural norms. 			
▲ 6	Understands the roles of supervisor and coworkers.	<ul style="list-style-type: none"> • Student describes the job function of their supervisor and their coworkers. • Student demonstrates understanding of the types of conversational topics appropriate for coworkers vs. supervisor. • Student recognizes the need for confidentiality related to conversations with coworkers. 			
■ 7	Updates and maintains career portfolio/resume.	<ul style="list-style-type: none"> • Student describes the importance of maintaining a personal file of all work-related information. 			

M = Mastered

AP = Adequate Progress

E = Emerging

NI = Not Introduced

NA = Not Appropriate

Strand 1 Summary: Work Skills

Use the area below to summarize the preceding section of the assessment.

A Career Exploration and Decision Making

B Job Search Skills

C Job Retention

Recommendations:

Date:

Initials:

M = Mastered

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NA = Not Appropriate

Strand 6: Post-Secondary Education

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
1	Plans high school program.	<ul style="list-style-type: none">• Student uses resources (case manager of education plan, counselor, family, college admission requirements) to identify and complete courses needed for college admission.			
2	Begins the school admission testing process.	<ul style="list-style-type: none">• Student creates an account on the College Board website (www.collegeboard.org) and applies for accommodations (with support from school testing administrator), and registers for the PSAT and signs up for all appropriate services.			
3	Identifies potential course of study.	<ul style="list-style-type: none">• Student completes research and other activities to identify potential majors and careers.			
M = Mastered AP = Adequate Progress E = Emerging NI = Not Introduced NA = Not Appropriate					

Post-Secondary Education Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
4	Talks to guidance counselor/case manager about college plans.	<ul style="list-style-type: none"> Student meets with guidance counselor or case manager on a regular basis. 			
5	Takes the ACT or SAT.	<ul style="list-style-type: none"> Student registers for the ACT or SAT, prepares for the testing, and takes the test. 			
6	Identifies a few schools of interest and arranges to visit.	<ul style="list-style-type: none"> Student identifies pros and cons of several schools. 			

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NA = Not Appropriate

Post-Secondary Education Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
7	Researches disability services available at each school they visit.	<ul style="list-style-type: none">• Student determines whether disability services will meet their needs.			
8	Applies to approximately three schools.	<ul style="list-style-type: none">• Student completes and submits necessary application materials according to school deadlines.			
9	Engages in post-application activities.	<ul style="list-style-type: none">• Student completes follow-up activities to ensure that all application materials have been received.			

M = Mastered AP = Adequate Progress E = Emerging NI = Not Introduced NA = Not Appropriate

Post-Secondary Education Assessment (continued)

	Goal	Objectives	Rate/ Date	Rate/ Date	Comment (please include date of comment)
10	Pursues all potential financial resources.	<ul style="list-style-type: none"> Student completes FAFSA and scholarship applications and applies for all potential funding. 			
11	Completes post-acceptance activities.	<ul style="list-style-type: none"> Student completes activities to ensure that all support services are set up for college attendance. 			

M = Mastered

AP = Adequate Progress

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NA = Not Appropriate

Strand 6 Summary: Post-Secondary Education

Use the area below to summarize the preceding section of the assessment.

Recommendations:

Date:Initials:

M = Mastered AP = Adequate Progress E = Emerging NI = Not Introduced NA = Not Appropriate



Resources

**“It’s not how much you
do but how much love
you put into what you
are doing.”**

– Mother Teresa

Resources

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Helen Keller National Center, www.hknc.org

American Foundation for the Blind, www.afb.org

American Foundation for the Blind (Career Connect)
www.afb.org/section.aspx?FolderID=2&SectionID=7

American Foundation for the Blind: An Introduction to the Blindness System in the United States, www.afb.org

National Federation of the Blind (Resources), nfb.org/resources

American Council of the Blind, www.acb.org

National Library Service for the Blind and Physically Handicapped (NLS), www.loc.gov/nls

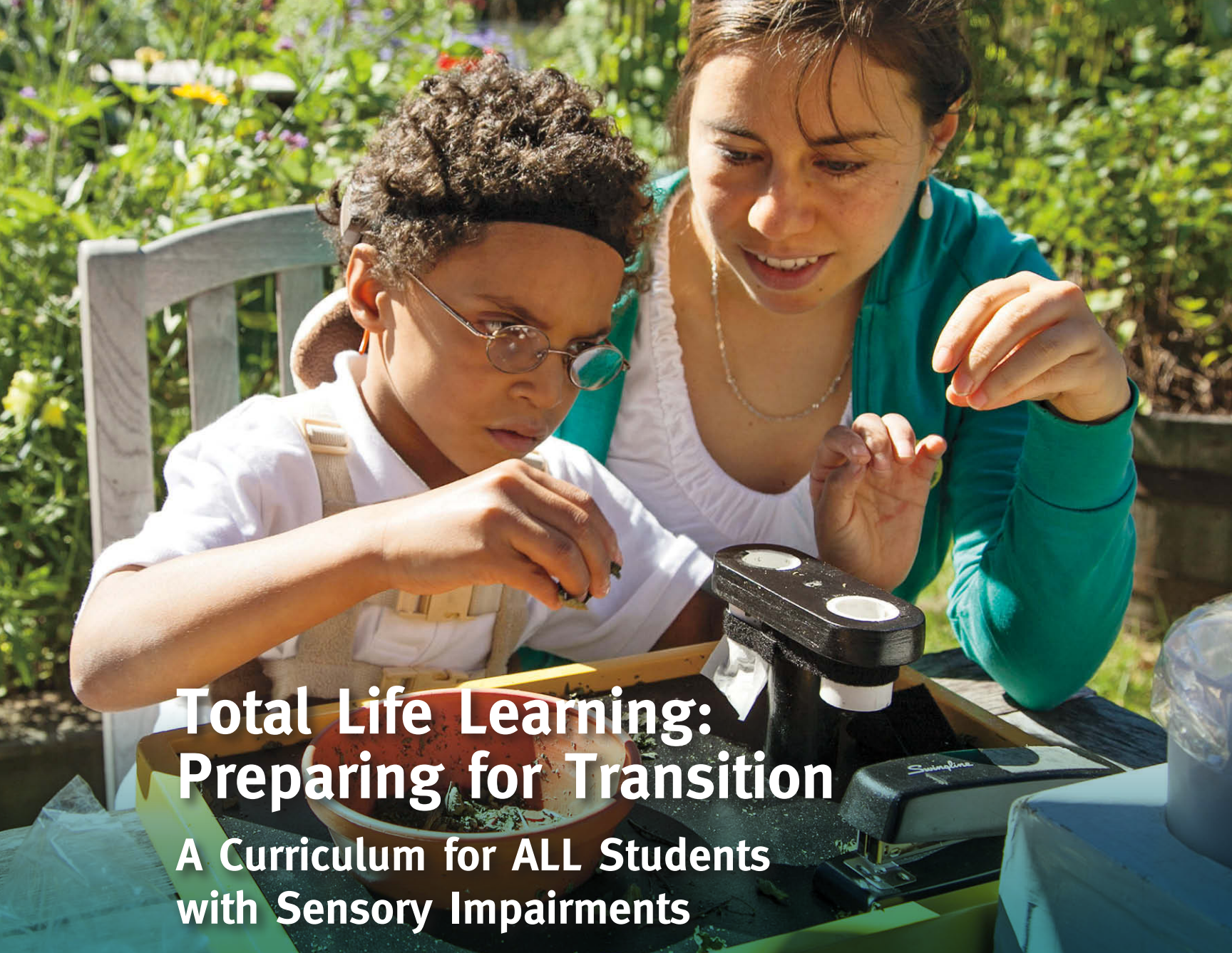
Job Accommodation Network (Vocational Rehabilitation Agencies), askjan.org

National Research and Training Center on Blindness and Low Vision, www.blind.msstate.edu

American Printing House for the Blind (Adaptive Athletic/Sport Organization Links)
www.aph.org

United States Association of Blind Athletes, www.usaba.org

**“Alone we can do so little;
together we can do so much.”
– Helen Keller**



Total Life Learning: Preparing for Transition

A Curriculum for ALL Students with Sensory Impairments



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