

## CURRICULUM OVERVIEW

### EMPLOYABILITY SKILLS FOR ADULTS WITH LEARNING DIFFICULTIES/LEARNING DISABILITIES

The *Employability Skills for Adults with Learning Difficulties/Learning Disabilities* curriculum combines employability skills training with instruction in learner compensation strategies. This unique combination provides a match between the learners' learning strengths and weaknesses, instructional strategies, and employment goals. Learners identify, practice, and demonstrate self-accommodation strategies they will use on the job to maximize the potential for successful employment. The curriculum provides instructors with suggestions for individualized compensations, accommodations, and modifications that can be applied to all aspects of the learners' lives.

#### Organization of the Curriculum

The curriculum is divided into 29 competencies which encompass both employability and compensation instruction. The competencies are organized into five strands; a sixth strand is left open for programs to integrate their own specific vocational training competencies. The six strands are:

- Strand One: Self-Awareness and Advocacy Competencies**
- Strand Two: Communication Competencies**
- Strand Three: Social and Interpersonal Competencies**
- Strand Four: Career Awareness, Development and Exploration Competencies**
- Strand Five: Workplace Culture Competencies**
- Strand Six: Vocational and Job Skills Competencies**

Organizing the curriculum in strands allows for flexibility in its implementation. Each strand contains a set of minimal competencies that are needed to obtain and retain employment. As the competencies are not in chronological order, a suggested scope and sequence has been provided (Appendix A).

#### **STRAND ONE: SELF-AWARENESS AND ADVOCACY COMPETENCIES**

*Self-Awareness and Advocacy* competencies deal with the learners' awareness of their learning strengths, and difficulties/disability. Learners may not recognize factors that are causing the learning difficulties, understand how to use their learning strengths to compensate for difficulties, or select jobs on the basis of how they match individual learning strengths. The more learners know about themselves, the more accurate and realistic they will be in making occupational decisions. Competencies within this strand focus on:

- making informed decisions based on personal learning strengths and difficulties
- setting employment goals
- developing compensation skills and self-advocacy skills

Competencies #1 through #6 are included in this strand:

- #1 Identify and describe expectations and implications of program participation at each stage of project.
- #2 Identify, describe, and demonstrate an understanding of individual learning strengths and challenges.
- #3 Identify, describe, develop, and implement individual accommodation strategies needed to meet learning challenges.
- #4 Describe and demonstrate effective approaches to decision-making through anticipating problem areas and identifying solutions.
- #5 Identify, describe, and prioritize short and long-term goals.
- #6 Identify, describe, and demonstrate an understanding of individual strengths, skills and interests as they relate to life and job goals.

### **STRAND TWO: Communication Skills Competencies**

Competencies in this strand deal with the ability to use oral and written language to communicate on the job. They focus on:

- oral communication
- written communication
- math in the workplace

Competencies #7 through #10 are included in this strand:

- #7 Identify, describe, and demonstrate effective oral and written communication strategies.
- #8 Give and receive oral instructions and job information.
- #9 Respond appropriately to written materials, including general directions, procedures, forms and charts.
- #10 Demonstrate basic workplace math skills.

### **Strand Three: Social and Interpersonal Competencies**

Individuals with learning difficulties and disabilities often experience difficulty in important social skills. Characteristics such as limited short-term memory, difficulty with attention, problems with expressive and receptive communication, and an inability to interpret facial expressions or gestures contribute to difficulties. Instruction in social skills involves teaching adults how to interact with others in a variety of situations. Competencies in this strand focus on:

- interpersonal skills
- team work
- problem-solving

Competencies #11 through #17 are included in this strand:

- #11 Identify, describe, and demonstrate effective approaches to interacting with supervisors and co-workers.
- #12 Identify and demonstrate strategies for self-correcting mistakes.
- #13 Identify and demonstrate strategies for handling criticism.
- #14 Identify and demonstrate effective approaches to conflict resolution.
- #15 Describe and demonstrate the steps in teaching others new skills.
- #16 Identify and demonstrate how to join or initiate a group task appropriately.
- #17 Identify and match appropriate social skills with multiple workplace settings.

#### **Strand Four: Career Awareness, Development, and Exploration Competencies**

The primary goal of instruction is to assist learners in finding work that they can enjoy and that makes them feel comfortable and successful. *Career Awareness, Development, and Exploration* competencies are designed to assist learners in developing an understanding of their place in the world of work through the identification of personal strengths and challenges and consideration of how these relate to identified job goals. Competencies in this strand focus on:

- career planning
- job search techniques
- getting the job

Competencies #18 through #23 are included in this strand:

- #18 Identify and describe the necessary job skills, qualifications, and outlook of various jobs.
- #19 Identify and describe effective approaches to conducting a job search.
- #20 Identify and describe the characteristics an employer seeks in a prospective employee.
- #21 Develop and write a job history and/or a résumé.
- #22 Demonstrate effective approaches to job interview situations.
- #23 Identify and describe the elements of succeeding on the job and job retention strategies.

#### **Strand Five: Workplace Culture Competencies**

Getting a job is half the battle, keeping a job is the other half. *Workplace Culture* competencies develop the learners' understanding of their role within specific workplaces and their awareness of the appropriate behavior in a given workplace situation. Competencies within this strand focus on:

- formal and informal channels of communication
- company mission and goals
- diversity and change
- rights and responsibilities

Competencies #24 through #29 are included in this strand:

- #24 Identify and describe where and how to gather and exchange information at the workplace.
- #25 Describe the functions of the workplace “chain of command” and working as a team member.
- #26 Identify and describe how individual jobs are related within various workplaces and how they collectively impact the workplace’s mission.
- #27 Identify and describe general workplace safety.
- #28 Identify and describe general employee rights and responsibilities.
- #29 Identify examples of cultural diversity in the workplace and their impact on today’s workforce.

### **Strand Six: Vocational and Job Skills Competencies**

Competencies for this strand are not included in the curriculum. Individual programs should add job skills competencies based on the program’s needs and resources. Suggested general areas of job skills instruction include basic computer skills, customer service skills, telephone skills, and office equipment skills.

|                              |
|------------------------------|
| <b>COMPETENCY COMPONENTS</b> |
|------------------------------|

To assist instructors in developing lessons that build on learner strengths and incorporate compensation strategies, each of the 29 competencies includes the following components:

- A. Competency Statement
- B. Core Skills
- C. Suggested Classroom Activities
- D. Suggestions for Assessing Progress
- E. Areas of Learning Difficulty
- F. Compensation Options

#### **A. Competency Statement**

The competencies in this curriculum focus on the major demands of the workplace and the skills learners will need to meet them. Each competency begins with the title and description of the strand in which the competency is found followed by the competency statement.

Example:

|   |
|---|
| <p><b><i>STRAND 1: SELF-AWARENESS AND ADVOCACY</i></b></p> <p><i>Self-awareness and advocacy competencies enable learners with special needs to make informed decisions, set goals, and take responsibility for their own decisions and advocacy.</i></p> <hr/> <p><b>COMPETENCY</b></p> <p>1. Identify and describe expectations and implications of program participation at each stage of project.</p> |
|---|

## **B. Core Skills**

The core skills section of each competency lists the intended learner performance outcomes. Suggested classroom activities, assessment, areas of learning difficulty, and compensation strategies all relate to these core skills.

Example:

### **CORE SKILLS**

- a) Identify program goals and how program fulfills course requirements.
- a) Identify rights and responsibilities as member of group/employee.
- a) Identify challenges and strategies to meet program expectations.

## **Suggested Classroom Activities**

The classroom activities are provided to give instructors suggestions for teaching the core skills. Activities are included that incorporate active learner participation and allow for flexibility in how learners are permitted to learn and demonstrate knowledge and skills.

Example:

### **SUGGESTED CLASSROOM ACTIVITIES**

- a) To “assign” a major responsibility for the management of learners’ own learning in the program, communicate the learning objectives for the session, explain the resources available, clarify time constraints, and leave the room. Upon returning, facilitate a discussion of what transpired and the significance of the process for their future learning. Learners should be encouraged to think ahead to the roles they must play in transferring the program to their lives and work environment.
- a) Using handouts on program’s goals, responsibilities, & course requirements, create information gaps by omitting different key information from each copy. Divide learners into pairs or teams to fill in gaps in their respective materials.
- a) Map, cluster, or create charts illustrating how course requirements, employment goals, behaviors, and expectations relate to the program.
- a) Provide a prepared list of employability and personal skills. Ask learners to identify their “top 10,” ranking them if possible. Do the same with “desired skills” they would like to have. Compare and contrast. Relate to the concept of responsibility and to family, work, and other life situations.
- a) Compare/contrast TV or movie scenes depicting successful vs. unsuccessful work habits and how they relate to employability and program completion. Can also use (or have learners create) cards depicting those habits.

## **D. Suggestion for Assessing Progress**

In this section the focus of the competency is reviewed and suggestions given for measuring progress. Assessment methods should incorporate appropriate self-compensation strategies and reflect the actual classroom and job experience of the learner. Because self-compensation is such an important part of the process, learners must be actively involved in evaluating their own progress (*see class and learner self-evaluation forms Appendix A*).

Example:

| <b>ASSESSMENT</b>  |          |          |          |  |
|--|----------|----------|----------|--|
| <b>Competency 1: Identify and describe expectations and implications of program participation at each stage of project.</b>  |          |          |          |  |
| Assessment methods are based on observable behaviors that indicate mastery of a specific competency or core skill. The skills in this competency focus on understanding course/program requirements (e.g., daily attendance, being on time, completing assignments) and how class rules relate to job requirements and employability. Observable behaviors that would indicate competency mastery might include: |          |          |          |  |
| <ul style="list-style-type: none"> <li>Identifying at least 3 reasons for being on time for class, work, and appointments.</li> <li>Being on time for class, appointments, and work experiences.</li> <li>Keeping a daily record of appointments including the start time of class.</li> </ul>   |          |          |          |  |
| Note: Assessment methods should incorporate any appropriate self-compensation strategies.  |          |          |          |  |
| <p style="text-align: center;">0=Learner Demonstrates No Ability<br/>           1=Learner Demonstrates Minimal Ability<br/>           2=Learner Demonstrates Satisfactory Ability</p>  |          |          |          |  |
| <b>CORE SKILL</b>  | <b>0</b> | <b>1</b> | <b>2</b> | <b>Program Specific Assessment Methods</b> |
| a) Identify program goals and how program fulfills course requirements.  |          |          |          |  |
| b) Identify rights and responsibilities as member of group/employee.   |          |          |          |  |
| b) Identify challenges and strategies to meet program expectations.  |          |          |          |  |

**E. Areas of Learning Difficulties**

Areas of difficulty are divided into eleven core learning characteristics or domains. These domains are further divided into two categories, 1) Cognitive Processing and 2) Reasoning and Language (Appendix B).

**1. Cognitive Processing**

- Memory
- Visual perception
- Auditory perception
- Motor Skills
- Attention

**2. Reasoning and Language**

- Listening
- Speaking
- Reading
- Writing
- Non-Verbal
- Organization

Specific examples of how difficulties within a learning domain relate to the targeted competency are provided. Using both individual learning profiles and classroom profiles (Appendix B), the instructors can target likely areas of difficulty within the instructional process.

Example:

| COGNITIVE PROCESSING Based on your classroom profile, choose from the following compensations.   |   |
|--|---|
| AREA OF LEARNING DIFFICULTY  | COMPENSATION OPTIONS<br><b>T=Teacher-directed compensations; L=Learner-directed compensations</b>   |
| <p>A. Memory</p> <ul style="list-style-type: none"> <li>Remembering facts from immediate conversation</li> <li>Remembering facts required to complete a task</li> <li>Performing multi-step activities or sequencing events</li> </ul>   | <ol style="list-style-type: none"> <li>1. Visually organize details and facts (program goals, etc.) using cue cards and diagrams. (T, L)</li> <li>2. Use mnemonics and acronyms to aid in memory of sequential lists and details such as timelines and strategies for meeting program goals. (T, L)</li> <li>3. Provide verbal explanation with demonstrations of personal responsibilities, strategies for meeting responsibilities, etc. (T)</li> </ol> |
| <p>Visual Perception</p> <ul style="list-style-type: none"> <li>Finding and recording information (e.g., course requirements, classroom rules)</li> <li>Keeping track of time (e.g., being on time for class, completing assignments)</li> <li>Finding one's way around a new environment</li> <li>Dealing with visual distractions and focusing on important information</li> </ul> | <ol style="list-style-type: none"> <li>1. Provide/ask for oral directions or explanations of written material and diagrams. (T, L)</li> <li>2. Provide/request tour of building/work area. (T, L)</li> <li>3. Use checklist to chart task progress. (T, L)</li> <li>4. Decrease visual distractions (e.g., keep work area clear, sitting away from doors and windows in the classroom, etc.). (L)</li> </ol>  |

### **F. Compensation Options**

The compensation options are directly related to the areas of learning difficulties within a targeted competency. Compensations minimize the likelihood of failures and increase the opportunities for success by utilizing the individual's learning strengths to overcome weaknesses. They are alternative ways of learning or accomplishing a task. A variety of compensation options is provided to assist instructors and learners in appropriately selecting compensations.

Each compensation strategy is coded with a "T" for teacher-directed and/or an "L" for learner directed. A "T" is an indication that this is a compensation that is implemented by the teacher. It would involve such things as changing instructional style, using alternative materials, or adjusting the pacing of instruction. A coding of "T, L" indicates that a particular compensation, such as using a day planner or cue cards, requires instruction and guided practice before learners can use it on their own. Learners, with a minimal amount of instruction, can implement compensations coded with an "L".

When selecting or developing compensation strategies, it is important to keep in mind the ease with which the learner can use the strategies and the appropriateness or “fitness of match” of the compensation to the job or task requirements.

Example:

| COGNITIVE PROCESSING <i>Based on your classroom profile, choose from the following compensations.</i>   |  |
|---|--|
| AREA OF LEARNING DIFFICULTY   | COMPENSATION OPTIONS<br><b>T=Teacher-directed compensations; L=Learner-directed compensations</b>  |
| <p>A. Memory</p> <ul style="list-style-type: none"> <li>Remembering facts from immediate conversation</li> <li>Remembering facts required to complete a task</li> <li>Performing multi-step activities or sequencing events</li> </ul>  | <ol style="list-style-type: none"> <li>Visually organize details and facts (program goals, etc.) using cue cards and diagrams. (T, L)</li> <li>Use mnemonics and acronyms to aid in memory of sequential lists and details such as timelines and strategies for meeting program goals. (T, L)</li> <li>Provide verbal explanation with demonstrations of personal responsibilities, strategies for meeting responsibilities, etc. (T)</li> </ol> |
| <p>B. Visual Perception</p> <ul style="list-style-type: none"> <li>Finding and recording information (e.g., course requirements, classroom rules)</li> <li>Keeping track of time (e.g., being on time for class, completing assignments)</li> <li>Finding one’s way around a new environment</li> <li>Dealing with visual distractions and focusing on important information</li> </ul> | <ol style="list-style-type: none"> <li>Provide/ask for oral directions or explanations of written material and diagrams. (T, L)</li> <li>Provide/request tour of building/work area. (T, L)</li> <li>Use checklist to chart task progress. (T, L)</li> <li>Decrease visual distractions (e.g., keep work area clear, sitting away from doors and windows in the classroom, etc.). (L)</li> </ol>   |

**SCOPE AND SEQUENCE**

The 29 competencies are divided into four phases of instruction to move the learner toward eventual employment. Each phase is four weeks in duration, with the third and fourth phases being highly individualized. Many adults with learning difficulties or disabilities are limited in their ability to take concrete information learned in class and apply it to workplace settings or life situations. The four phases include ample opportunity for learners to observe real workplaces, develop strategies and compensations, practice those strategies in real job settings, and reflect on their experiences.

With each new phase, increasingly more time is spent outside of the classroom in work-based experiences. Each work-based activity includes classroom preparation and follow-up. Competencies that are introduced in one phase are reinforced and applied in the succeeding phases. (See *Scope and Sequence, Appendix A*)

## **Phases of Instruction**

Instruction is presented through four phases:

|            |   |
|------------|---|
| Phase I.   | Establishing the Commitment to Work               |
| Phase II.  | Building Employability Skills with Accommodations |
| Phase III. | Connecting the Classroom to the Workplace         |
| Phase IV.  | Experiencing the Job                              |

Through these phases, learners are involved in an ongoing process of determining what compensations and accommodations work best and discovering realistic ways of coping with and getting around learning challenges related to job success.

### **Phase I. Establishing the Commitment to Work**

The first four weeks are designed as an adjustment period for the learner to build work ethics and foundation skills. There is an initial orientation to the program's expectations and objectives followed by personal and employment goal development and occupational awareness. This is done through both classroom instruction and field studies. Field studies can include trips to the local Employment and Training Center ("One-Stop") and the local library as well as to employers. Field studies continue into Phase II. (See *Field Study Guide, Appendix C.*)

### **Phase II. Building Employability Skills and Accommodations**

In this phase, the learners continue field study observations and narrow their preferences for positions to shadow in the next phase. Once the learners can identify their unique processing and learning styles and apply this knowledge in identifying workplace environments that best match their style, they can begin to develop strategies for determining the learning and processing requirements for specific job functions. The closer the match between the job and the learner, the fewer compensations and modifications will be necessary and the greater the opportunities for job success will be. (See *Field Study Guide, Appendix C.*)

### **Phase III. Connecting the Classroom to the Workplace**

The first two phases focus on building the learners' self-awareness, self-esteem, employability skills, compensation strategies, and occupation goals. In Phase III, learners are exposed to individually targeted occupational areas. This is accomplished through job shadowing experiences and continued classroom instruction. (See *Job Shadowing Guide, Appendix C.*)

### **Phase IV. Experiencing the Job**

In Phase IV learners contextualize learning experiences through one or more internships. Learners determine which job tasks match their own skills/abilities and learning strengths. In addition, they implement job-related compensation strategies within an actual job setting. (See *Job Internship Guide, Appendix C.*)

# EMPLOYABILITY SKILLS FOR ADULTS WITH LEARNING DIFFICULTIES/LEARNING DISABILITIES CURRICULUM

## Sequence of Introduction of Competencies

| <b>PHASE I:<br/>COMMITMENT TO WORK</b>  | <b>PHASE II:<br/>EMP. SKILLS AND COMPENSATIONS</b>   | <b>PHASE III:<br/>CONNECTING CLASS TO WORK</b>   | <b>PHASE IV:<br/>EXPERIENCING THE JOB</b>  |
|---|--|--|--|
| <b>FIELD STUDIES</b>  | <b>FIELD STUDIES</b>   | <b>JOB SHADOWING</b>   | <b>INTERNSHIP</b>  |
| <u>Week 1</u><br>1. Identify and describe expectations and implications of program participation at each stage of project.<br>2. Identify, describe, and demonstrate an understanding of individual learning strengths and challenges.<br>5. Identify, describe and prioritize short and long term goals.   | <u>Week 5</u><br>12. Identify and demonstrate strategies for self-correcting mistakes.<br>13. Identify and demonstrate strategies for handling criticism.<br>15. Describe and demonstrate the steps in teaching others new skills.                             | <u>Week 9</u><br>24. Identify and describe where and how to gather and exchange information at the workplace.<br>8. Give and receive oral instructions and job information.<br>9. Respond appropriately to written materials, including general directions, procedures, forms and charts | <u>Week 13</u><br>Integration and application of a competencies within internship  |
| <u>Week 2</u><br>3. Identify, describe, develop, and implement individual compensation strategies needed to meet learning challenges.<br>4. Describe and demonstrate effective approaches to decision making through anticipating problem areas and identifying solutions.<br>6. Identify, describe, and demonstrate an understanding of individual strengths, skills and interests as they relate to life and job goals. | <u>Week 6</u><br>16. Identify and demonstrate how to join or initiate a group task appropriately.<br>17. Identify and match appropriate social skills with multiple workplace settings.  | <u>Week 10</u><br>27. Identify and describe general workplace safety.<br>10. Demonstrate basic workplace math skills.  | <u>Week 14</u><br>Integration and application of a competencies within internship  |
| <u>Week 3</u><br>18. Identify and describe the necessary job skills, qualifications, and outlook of various jobs.<br>23. Identify and describe the elements of succeeding on the job and job retention strategies.<br>20. Identify and describe the characteristics an employer seeks in a prospective employee.  | <u>Week 7</u><br>19. Identify and describe effective approaches to conducting a job search.  | <u>Week 11</u><br>28. Identify and describe general employee rights and responsibilities.<br>29. Identify and describe examples of cultural diversity in the workplace and their impact on today's workforce.  | <u>Week 15</u><br>Integration and application of a competencies within internship  |
| <u>Week 4</u><br>7. Identify, describe, and demonstrate effective oral and written communication strategies.<br>11. Identify, describe, and demonstrate effective approaches to interacting with supervisors and co-workers.<br>14. Identify and demonstrate effective approaches to conflict resolution.   | <u>Week 8</u><br>25. Describe the functions of the workplace "chain of command" and working as a team member.<br>26. Identify and describe how individual jobs are related within various workplaces and how they collectively impact the workplace's mission. | <u>Week 12</u><br>21. Develop and write a job history and/or résumé.<br>22. Demonstrate effective approaches to job interview situations.  | <u>Week 16</u><br>Integration and application of a competencies within internship<br><hr/> <b>PHASE V:<br/>SUCCEEDING ON THE JOB</b> |

## **STRAND 3: SOCIAL AND INTERPERSONAL SKILLS**

*Social and interpersonal competencies enable learners to interact with others in a workplace setting and participate as members of a team.*

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### **COMPETENCY**

11. Identify, describe, and demonstrate effective approaches to interacting with supervisors and co-workers.

### **CORE SKILLS**

- a) Identify and demonstrate a variety of appropriate workplace behaviors and effective interaction with supervisors and co-workers.
- b) Develop and demonstrate appropriate workplace-related listening and oral communication skills.
- c) Develop effective communication by using “I” messages rather than “you” messages.
- d) Recognize non-verbal messages in the workplace.

### **SUGGESTED CLASSROOM ACTIVITIES**

- a) List positive “thinking” and “feeling” words based on learners’ experiences. Use “respect” as an example : Learners can list ways they show respect and disrespect, how they have seen others show respect and disrespect, and how they react when others show respect and disrespect. Brainstorm other behaviors and relate to the workplace.
- b) Assign prepared “listening style” role-play cards that reflect various attitudes and behaviors to one half of the group. Assign “topic” cards to the other half of the group. Pair learners and ask “topic” group to discuss what is noted on their cards. The other group is to role-play behavior on their cards. Allow 2-3 minutes. Discuss the listening, verbal and non-verbal skills involved and how communication is affected. Variations of activity: Ask each pair to role-play for group to observe; critique and discuss. Role-play effective and ineffective interactive situations with supervisors and co-workers.
- c) Play video clips and have learners identify positive and negative aspects of verbal and non-verbal communication. Provide a checklist of various communication cues for learners to look for (facial expression, eye contact, dress/appearance, body posture, movement, gestures, touching, tone of voice, sighs, use of slang, use of humor, etc.).
- d) Set up pairs of statements that reflect different tones and ask learners to discuss the difference (“I’ll try”...vs. “I will” ...; “You have to” or “You should”...vs. “Will you”...; “I can’t”..., “I don’t know”..., vs. “I can”...). Ask learners to convert statements.
- e) Elicit from learners (or provide) a variety of typical “You” messages that may send a negative message to the listener (e.g., “You’re not listening to me.” “You always interrupt me.” “You did this wrong.” “You’re confusing me.”). Discuss why they sound negative. Ask learners to change tone of statements using “I” instead of “you”. Discuss why “I” statements are more effective.
- f) Use a tape-recorder to practice “I” messages and “You” messages, active listening, and paraphrasing instructions.
- g) Pass out “emotion” cards to learners (e.g., sad, angry, frustrated, happy, excited, loving, etc.). Write a neutral sentence on the board related to work. Ask learners to say the statement expressing the emotion written on the card. Discuss how the various tones of voice affect communication.

## Assessment

### **Competency 11: Identify, describe, and demonstrate effective approaches to interacting with supervisors and co-workers.**

This competency focuses on social skills within the workplace. Appropriate social interactions are cited as a major factor in retaining employment and/or job promotions. Assessment starts with observing learners' interactions within the classroom and progresses to observation of social interaction within work-based experiences. Observable behaviors that would indicate competency mastery might include:

- Accepting instructions/directions and acknowledging that instructions were heard by paraphrasing instructions
- Explaining a problem to a supervisor (e.g., asking if supervisor has time to talk, stating the problem clearly, presenting a possible solution)
- Asking for help (e.g., selecting appropriate person to ask, making a conversational opening, describing why and what help is needed)
- Saying no in the right way

Note: Assessment methods should incorporate any appropriate self-compensation strategies.

0=Learner Demonstrates No Ability

1=Learner Demonstrates Minimal Ability

2=Learner Demonstrates Satisfactory Ability

| <i><b>CORE SKILL</b></i>  | <b>0</b> | <b>1</b> | <b>2</b> | <b>Program Specific Assessment Methods</b> |
|---|----------|----------|----------|--|
| a) Identify and demonstrate a variety of appropriate workplace behaviors and effective interaction with supervisors and co-workers. |          |          |          |  |
| b) Develop and demonstrate appropriate workplace-related listening and oral communication skills.                                   |          |          |          |  |
| c) Develop effective communication by using "I" messages rather than "you" messages.  |          |          |          |  |
| d) Recognize non-verbal messages in the workplace.  |          |          |          |  |

**COGNITIVE PROCESSING** *Based on your classroom profile, choose from the following compensations.*

| AREA OF LEARNING DIFFICULTY  | COMPENSATION OPTIONS<br><b>T=Teacher-directed compensations; L=Learner-directed compensations</b>   |
|--|---|
| <p><b>A. Memory</b></p> <ul style="list-style-type: none"> <li>• Remembering names and other appropriate personal information</li> <li>• Remembering names of departments and their supervisors</li> </ul>   | <ol style="list-style-type: none"> <li>1. Draw map of work site. (L)</li> <li>2. Color-code objects and locations. (L)</li> <li>3. Visualize face while verbally rehearsing name. (L)</li> <li>4. Practice learning one or two names a day. (L)</li> </ol>  |
| <p><b>B. Visual Perception</b></p> <ul style="list-style-type: none"> <li>• Matching name with face</li> <li>• Finding way around company</li> <li>• Knowing where things are located</li> </ul>   | <ol style="list-style-type: none"> <li>1. Use list of co-workers with names and photos. (L)</li> <li>2. Note landmarks in company areas. (L)</li> <li>3. Use a company map of area. (L)</li> <li>4. Use highlighter pen to note locations of things on company map. (L)</li> <li>5. Make own chart of company's important locations. (L)</li> </ol> |
| <p><b>C. Auditory Perception</b></p> <ul style="list-style-type: none"> <li>• Understanding pages and announcements</li> <li>• Understanding phone messages</li> <li>• Following conversations in noisy environments</li> </ul>  | <ol style="list-style-type: none"> <li>1. Use a tape-recorder or ask for directions in written form. (T, L)</li> <li>2. Paraphrase instructions/directions to confirm accuracy of understanding. (L)</li> <li>3. Ask message givers to repeat. (L)</li> <li>4. Take notes of oral instructions/directions. (L)</li> </ol>                           |
| <p><b>D. Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Operating machinery and performing manual tasks</li> <li>• Writing reports and filling out forms</li> </ul>   | <ol style="list-style-type: none"> <li>1. Allow extra time when writing instructions or doing other motor tasks. (L)</li> <li>2. Use a template for writing reports. (T, L)</li> <li>3. Fill out forms at home with the help of a friend or co-worker. (L)</li> </ol>   |
| <p><b>E. Attention</b></p> <ul style="list-style-type: none"> <li>• Handling interruptions</li> <li>• Knowing when and how to interrupt others</li> <li>• Concentrating on task for an extended period of time</li> <li>• Completing task or job accurately and in a timely fashion</li> </ul> | <ol style="list-style-type: none"> <li>1. Take brief breaks when appropriate. (L)</li> <li>2. Keep track of time on task. (L)</li> <li>3. Set time limits for tasks. (T, L)</li> <li>4. Practice increasing time on tasks. (T, L)</li> <li>5. Role-play handling interruptions and interrupting. (T, L)</li> </ol>                                  |

**REASONING AND LANGUAGE** *Based on your classroom profile, choose from the following compensations.*

| AREA OF LEARNING DIFFICULTY  | COMPENSATION OPTIONS<br><b>T=Teacher-directed compensations; L=Learner-directed compensations</b>   |
|--|---|
| <p><b>F. Listening</b></p> <ul style="list-style-type: none"> <li>• Understanding oral explanations of workplace rules</li> <li>• Understanding main point and implications of verbal criticism</li> <li>• Identifying and understanding “I” and “you” messages</li> </ul>                 | <ol style="list-style-type: none"> <li>1. Draw pictures to clarify instructions. (T, L)</li> <li>2. Paraphrase instructions to ensure accuracy of comprehension. (L)</li> <li>3. Provide/ask for written copy of information. (T, L)</li> <li>4. Practice interpreting criticism constructively. (T, L)</li> <li>5. Practice appropriate responses to criticism (e.g., “Thank you for telling me.” “I am working on that.”). (T, L)</li> </ol>  |
| <p><b>G. Speaking</b></p> <ul style="list-style-type: none"> <li>• Taking part in social interactions</li> <li>• Paraphrasing oral messages to check understanding</li> <li>• Using “I” and “you” messages appropriately</li> </ul>  | <ol style="list-style-type: none"> <li>1. Develop/practice scenarios of common workplace social interactions. (T, L)</li> <li>2. Develop scripts for asking for clarification and feedback, requesting assistance, etc. (T, L)</li> <li>3. Model/practice re-telling events, stories, or directions. (T, L)</li> </ol>  |
| <p><b>H. Reading</b></p> <ul style="list-style-type: none"> <li>• Understanding written workplace rules</li> <li>• Understanding memos and notices</li> </ul>  | <ol style="list-style-type: none"> <li>1. Point to words and phrases while reading from the board/overhead. (T)</li> <li>2. Allow extra time for reading and writing activities. (T)</li> <li>3. Highlight the most important aspects of workplace rules, memos, and notices. (T, L)</li> <li>4. Discuss the most important workplace documents with co-workers. (L)</li> </ol>   |
| <p><b>I. Writing</b></p> <ul style="list-style-type: none"> <li>• Filling out forms</li> <li>• Writing brief reports</li> </ul>  | <ol style="list-style-type: none"> <li>1. Model/practice strategies for working cooperatively with co-workers to fill out forms and reports. (T, L)</li> <li>2. Model/practice strategies for asking co-workers to double-check work. (T, L)</li> <li>3. Double-check work for accuracy. (L)</li> <li>4. Take forms home and complete at home. (L)</li> <li>5. Use a template for report writing. (T, L)</li> </ol>   |
| <p><b>J. Non-Verbal Communication</b></p> <ul style="list-style-type: none"> <li>• Identifying and interpreting non-verbal messages</li> <li>• Using non-verbal cues to evaluate effectiveness of compensation strategies</li> </ul>   | <ol style="list-style-type: none"> <li>1. Develop a checklist of common non-verbal cues. (T, L)</li> <li>2. Develop/implement strategies for remembering non-verbal details (e.g., mnemonics). (T, L)</li> </ol>  |
| <p><b>K. Organization</b></p> <ul style="list-style-type: none"> <li>• Implementing the decision-making process</li> <li>• Dealing with more than one possible outcome</li> <li>• Planning and implementing compensation strategies</li> <li>• Evaluating compensation outcomes</li> </ul> | <ol style="list-style-type: none"> <li>1. Sequence steps in problem-solving process using color-coding, numbering, checklists, etc. (T, L)</li> <li>2. Determine possible outcomes and their likelihood of occurrence. (L)</li> <li>3. Use a notebook or an organizer to record information or instructions. (T, L)</li> <li>4. Identify one’s strengths and weaknesses and practice appropriate compensation strategies. (T, L)</li> <li>5. Ask for an appraisal of work after using compensation strategies. (L)</li> </ol> |

## JOB SHADOWING WORKPLACE OBSERVATION FORM

|                        |                         |
|------------------------|-------------------------|
| <b>Learner:</b> _____  | <b>Date:</b> _____      |
| <b>Job Site:</b> _____ | <b>Job Title:</b> _____ |

1. How do workers learn their jobs?

A. Through an orientation?

Yes

No

If yes, describe: \_\_\_\_\_

\_\_\_\_\_

B. Through a co-worker or mentor?

Yes

No

If yes, describe: \_\_\_\_\_

\_\_\_\_\_

C. Through a formal company training program?

Yes

No

If yes, describe: \_\_\_\_\_

\_\_\_\_\_

D. Other \_\_\_\_\_

\_\_\_\_\_

2. Are there special terms or language used by the workers?

Yes

No

If yes, describe: \_\_\_\_\_

\_\_\_\_\_

3. Is there a particular code of dress, uniform, or appearance for employees?

Yes

No

If yes, describe: \_\_\_\_\_

\_\_\_\_\_

## JOB SHADOWING WORKPLACE OBSERVATION FORM PAGE 2

Check (✓) how often these situations occur :

4. About how often during the day do workers:

A. talk socially?

B. help one another with work?

| Rarely | Sometimes | Often |
|--------|-----------|-------|
|        |           |       |
|        |           |       |

5. What are the jobs performed by workers in the work area or group and how do they relate to the job being observed?

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6. Check (✓) "yes" if these work conditions apply:

1. Indoors     Yes     No

2. Outdoors     Yes     No

3. Cold     Yes     No

4. Heat     Yes     No

5. Wet     Yes     No

6. Dust     Yes     No

7. Fumes/odors     Yes     No

8. Noise/vibration     Yes     No

Other:  
9. \_\_\_\_\_     Yes     No

10. \_\_\_\_\_     Yes     No

## JOB SHADOWING REFLECTION QUESTIONS

**Learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Job site:** \_\_\_\_\_

1. What were the title and responsibilities of the job you shadowed?

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2. Which parts of the job were of interest to you? Why? \_\_\_\_\_

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3. Which parts were not interesting to you? Why? \_\_\_\_\_

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4. Would you consider a job in this field? Why or why not? \_\_\_\_\_

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5. What surprised you the most about what you learned, heard or observed about this job?

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**JOB SHADOWING REFLECTION QUESTIONS Page 2**

6. What knowledge or skills are you learning in the program that would be used on the job?

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7. What knowledge or skills would you need to strengthen to be successful on the job?

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8. Did any other ideas for jobs come to mind? \_\_\_\_\_

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9. What accommodations would you need for this job, if any? \_\_\_\_\_

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**NOTES:** \_\_\_\_\_

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