



# 721Q Vocational Scope and Sequence Framework



## P721Q TIERED WORKSTUDY PROGRAM Continuum of Student Supports





# ***721Q Vocational Scope and Sequence Framework***

***Independent Living Skill 1: Safety***

***Independent Living Skill 2: Social Skills/ Communication***

***Independent Living Skill 3: Self-Advocacy***

***Independent Living Skill 4: Wellness***

***Independent Living Skill 5: Team Building***

***Independent Living Skill 6: Technology***

***Independent Living Skills 7: Traveling In Your Community (Community Transportation)***

***Independent Living Skills 8: Financial Literacy***

***Independent Living Skill 9: Career Passport***

***Independent Living Skill 10: Interviewing Skills***

***Independent Living Skill 11: Job Search Skills***

***Independent Living Skill 12: Maintaining Employment***



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## Independent Living Skill 1: Safety

Tier 1	Tier 2	Tier 3	Tier 4
Identify safety signs in the school	Follow the directives of safety signs in the school	Follow common safety signs within the community (exit, stop, go, car crossing)	Follow occupational safety practices within the workplace (chemicals: do not touch, do not mix. No entrance, employees only)
List safety materials to complete a task (gloves, masks)	Retrieve safety materials to complete a task (gloves, masks)	Implement safe practices when using dangerous materials (knives, chemicals)	Justify the implementation of safe practices when using dangerous materials (knives, chemicals, body fluids)
Identify safe versus unsafe practices	Communicate the importance of following safety procedures	State the effects of not following safe work practices	Follow safety procedures independently



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## *Independent Living Skill 2: Social Skills/ Communication*

Tier 1	Tier 2	Tier 3	Tier 4
Initiate and reciprocate greetings, ask and answer questions	Demonstrate appropriate conversation skills with peers and staff in school building (i.e.-introducing oneself, giving and receiving compliments, during class breaks)	Differentiate between professional and casual conversational skills among co-workers and supervisors	Demonstrate appropriate conversational skills with co-workers and worksite supervisors (i.e.-introducing oneself, giving and receiving compliments, during work breaks, asking for time off, needing assistance, etc.)
Follow directions given by school staff	Follow directions and give instructions to a peer	Repeat the instructions of a supervisor or co-worker	Initiate and complete a familiar task without being asked
Identify and express feelings in self and others	Communicate feelings in an appropriate manner	Refer to a list of coping strategies to deal with unpleasant feelings	Use coping strategies to deal with unpleasant feelings
Identify different relationships in your life (i.e.- family, friend, teacher, and co-worker)	Define boundaries and how they apply to different people in your life	Differentiate boundaries with personal relations and professional relationships (i.e.- how we behave with our parents is not how we behave with our teachers)	Use appropriate boundaries in personal and professional relationships



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## Independent Living Skill 3: Self-Advocacy

Tier 1	Tier 2	Tier 3	Tier 4
Ask for help from staff	Ask for help from a peer	Communicate specific need for a task	Communicate strategies/accommodations needed
Complete a self-assessment	Complete a self-assessment and use it to set up goals	Use a self-assessment to communicate areas of need	Identify personal needs and ask for specific help
Present a chart with strengths and challenges	Use an assessment to present strengths and areas for growth	Participate in IEP/Feedback meetings by identifying strengths and areas for growth	Lead the team during IEP/Feedback meetings at the worksite
Identify realistic future employment opportunities	Identify tasks that you are good at while recognizing that your dream job may not be the job you get and	State why my work study program is a good match for me	Advocate for the worksite that is best for me based on my skills/interest/strengths



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## Independent Living Skill 4: Wellness

Tier 1	Tier 2	Tier 3	Tier 4
Identify ways to be healthy	Analyze life choices and the importance of healthy habits	Analyze life choices and make a plan to be healthier	Evaluate the relationship of good physical and mental health to job success and personal achievement
Differentiate between healthy and unhealthy foods and the importance of eating a nutritious diet	Plan a meal using healthier choices	Review personal food choices by identifying what items can be replaced for healthier ones	Determine health and wellness practices that influence a job (e.g: not eating breakfast before work may make you tired)
List activities to stay active	Use a self-assessment to track daily physical activity	Make changes to daily routine in order to be more physically active (e.g.: take stairs instead of elevator)	Research places in the community to stay active
List good hygiene practices and identify their importance	Use a checklist to manage personal hygiene	Check yourself before work and take steps to correct hygiene issues	Discuss the consequences of not keeping good hygiene in the workplace
Identify indicators of stress (e.g: heavy breathing, heart racing, fidgeting)	Recognize situations that cause stress	Use coping strategies when feeling stressed	Describe an experience when they felt stressed and the strategy they used to manage the stress



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## *Independent Living Skill 5: Team Building*

Tier 1	Tier 2	Tier 3	Tier 4
Participate in a group activity	Recognize when it is another peer's turn and take your own turn	Take turns to complete a task	Work as a group completing different tasks
Give a compliment to a peer	Comment on a peer's work/performance	Give feedback to a peer	Give feedback to a peer while offering help
Identify opinions different from yours	Listen to different opinions in a respectful manner	Restate your point of view and another person's different point of view	Solve conflict by finding a solution to different opinions/points of view
Accept constructive criticism without reacting negatively	Accept constructive criticism and restate the suggestion	Accept constructive criticism and implement the suggestion	Accept constructive criticism evaluating the effectiveness of the suggestion



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## Independent Living Skill 6: Technology

Tier 1	Tier 2	Tier 3	Tier 4
Identify rules for technology use	Discuss safety practices on the internet/social media	List consequences of unsafe internet/social media practices	Use their cell phones/social media/internet only during appropriate times
Use a computer to navigate the internet, create and save documents	Find resources on the internet (shopping, traveling, planning an activity).	Establish and use different email accounts (professional versus private)	Check daily and write emails using appropriate language for different audiences
Complete a calendar/schedule to manage commitments	Use a calendar/schedule to manage commitments	Use technology (cell phone, computer) to manage personal commitments (calendar, alarms)	Set up an alarm/reminder and use an app on cell phones to manage personal commitments
List the attributes of effective verbal, nonverbal, and electronic communication skills	Demonstrate effective verbal, nonverbal, and electronic communication skills	Evaluate the impact of positive and negative personal choices, including use of electronic communication (i.e.-social networking)	Demonstrate an understanding or potential consequences of engaging in negative personal choices in the work environment



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## Independent Living Skill 7: Traveling In Your Community

Tier 1	Tier 2	Tier 3	Tier 4
Identify the common areas in the building (stairs, elevator, bathrooms, cafeteria, gym, etc...)	Travel the building to identify common areas and specific rooms	Navigate the community staying in the assigned areas	Travel the community getting to a specific destination
Identify the room number they need to travel to using a schedule	Use a school map to identify the room you need to travel to	Use a school map to identify the best route to get to a location by a room number	Use environmental cues to navigate the workplace (arrows, color-coding, signs, department)
Find a location on a map using technology	State the address of your current location and your destination	Use an app to identify busses and train schedules from and to a location	Determine the time to leave a location to arrive on time for a location
Identify the safe people to help me in school/the community	Communicate needs about a specific issue to the correct person	Identify the people in the community who will be able to help/support me	Communicate with community members outside of the school community



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## Independent Living Skill 8: Financial Literacy

Tier 1	Tier 2	Tier 3	Tier 4
Differentiate between a need and want	Make a purchase based on your budget	Budget your money (expenses and earnings)	Use a system to budget your account and manage your money
List ways to earn money	Track earnings in cash and paycheck	Use a balance book to track earnings/expenses	Understand the deductions in a paycheck
State how a salary is calculated	Calculate a salary based on the number of hours worked	List ways to increase your salary (work experience, hours worked, overtime)	Research the salary range for a realistic job
Check your finances to make sure you have enough for purchase	Purchase item(s) within the community matching total prices or rounding them up	Purchase items in the community within your budget including the sales tax in the total	Research prices of items in different stores to save money
Describe checking account, savings account, debit card, and credit card	Define the purpose of a checking account, a savings account, a debit card, and a credit card	Differentiate between a checking account, a savings account, a debit card, and a credit card	Use a check/debit card responsibly



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## Independent Living Skill 9: Career Passport

Tier 1	Tier 2	Tier 3	Tier 4
Relate personal interests, abilities, and skills related to choosing a career	Investigate realistic career options	Describe how work-study experiences support career development	Describe how current job skills transfer to another job
Complete personal information on a job application	Complete a job application listing skills and professional experiences	Complete a job application using a resume as reference	Create a letter of intent for a job posting
Identify the parts of a resume	Complete a resume with personal information and vocational tasks they have experience completing	Develop a personal resume with vocational experiences listed	Create a personal resume with professional experiences, education, references and skills
State what a reference/letter of recommendation is	Describe the difference between a personal and professional reference	Obtain and use references following appropriate steps	Create list of references (1 personal and 2 professional)



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## Independent Living Skill 10: Interviewing Skills

Tier 1	Tier 2	Tier 3	Tier 4
State what a job interview is	Practice interview questions	Answer interview questions in a role play	Participate in a job interview and follow-up after (e.g. thank you letter)
Identify appropriate hygiene and dress code for an interview	Differentiate between “do vs. don’t” in a interview	Role play/use a checklist to apply appropriate interview etiquette	Use appropriate interview etiquette (ie., handshake, eye contact, professional attire, behavior when waiting, hygiene)
Identify the steps of an interview (ie.: 1. shake hands of interviewer, 2. Give copies of resumes, 3. Answer the questions while keeping eye contact 4. Ask questions)	Discuss the attributes of a good job interview	Complete a peer-assessment to evaluate a peer’s interview	Use a self-assessment to evaluate performance on an interview
Set up a reminder to bring copies of your resume to an interview	Highlight the parts of the resume that should be shared in an interview	Use a resume to discuss vocational experiences (discussing how skills learned in one job transfer to another job)	Answer interview questions by referring back to the resume
Discuss the importance of asking questions during an interview	Formulate questions for the interviewer based on a job posting	List questions to ask an interviewer	Prepare questions for an interviewer based on the job interview



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## Independent Living Skill 11: Job Search Skills

Tier 1	Tier 2	Tier 3	Tier 4
Define salary and ways to make a salary increase	Identify the days of the week and hours in which they participate in in-house work study to track hours worked	Calculate daily/weekly/monthly salary based on hours/days worked	Evaluate and compare employment options such as salaries, benefits, and required skills.
List the attributes of a good job	Define minimum wage, benefits, pension and union membership	Discuss the importance of having benefits, pension and union membership	Research realistic jobs identifying salaries, benefits, pension and union membership
Research realistic jobs on the internet identifying the job description	Research realistic jobs on the internet identifying the tasks that the job entails and skills needed	Match skills, strengths, personal priorities and interests with realistic jobs available in the community	Create a bank of "possible jobs" in the community stating why they are a good option
Identify sources to find job opportunities (ex: newspaper, online, networking, community postings)	Navigate websites/the community to find job opportunities	Create a job bank using available resources	Apply for a job online



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## Independent Living Skill 12: Maintaining Employment

Tier 1	Tier 2	Tier 3	Tier 4
Identify your school supervisors	Follow the directives of your school supervisors	Identify your worksite supervisors (worksite employees)	Follow the directives of your supervisors even when you disagree with them
Identify the organizational structure of the school (principal, APs, teachers/paraprofessionals)	Follow the chain-of command in the school (principal, APs, teachers/paraprofessionals)	Identify the chain-of command in the workplace	Follow the chain-of command in the workplace
Follow the sequence of a task	Use a checklist to identify the order of tasks to be completed	Respond to the environment cues by identifying the task that need to be completed first	Start tasks using a sense of urgency
Identify the start or end time of a task	Calculate elapsed time to complete a task	Complete tasks within a time frame	Make a plan to reduce time taken to complete a task
Identify the importance of completing a task within a given time frame	Use a checklist to identify the order of tasks to be completed within a given time frame	Respond to environmental cues by identifying the task that needs to be completed first within a given time frame	Start tasks using a sense of urgency within a given time frame
Identify private information	Differentiate public from private information	Be aware of whom public or private information can be shared with	Identify confidential topics and information from work that shouldn't be shared
Differentiate between positive and negative work habits	List qualities within themselves that make them good workers (e.g: attendance, follow directions)	Complete a self assessment to identify negative work habits and develop a plan of action	Discuss the consequences of negative work habits in the workplace