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

Presented by:

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Vocational/Transition Coordinator  
and  
Phyllis J. Chauza  
High School Prevocational Teacher

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First and Kickapoo - Hiawatha, KS 66434 -- 913+742-7108
Purpose: 1. Train student in general work behaviors and skills  
2. Preparation for community paid employment

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

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

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

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

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

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) The trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training" (p. 4-5).

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

Student Name ____________________________  Age ________
Date of Birth ____________________________  Sex ________  Grade ________
School __________________________________
Parent __________________________________
Address __________________________________
Phone ____________________________  Date ____________________________

Persons Present

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# Individual Transition Planning

Student's Name __________________________ Age _______ School/Agency _______________ Projected Date of School

Completion ___________________ Participants ________________________________

Participants ______________________________

<table>
<thead>
<tr>
<th>INSTRUCTION FOR TRANSITION</th>
<th>Instructional Goals: Projected Young Adult Functioning</th>
<th>Setting(s) for Goal Assessment</th>
<th>Constraints</th>
<th>Responsibility for Monitoring/Documenting</th>
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<tbody>
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<td>Daily Living Skills</td>
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<td>Student/Parent Action Timeline</td>
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<td>School Action Timeline</td>
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<td>Adult S. P. Action Timeline</td>
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| Personal/Social Skills     |                                                      |                                |             | Student/Parent Action Timeline          |
|                            |                                                      |                                |             | School Action Timeline                  |
|                            |                                                      |                                |             | Adult S. P. Action Timeline             |
**Individual Transition Planning**

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<td>Student/Parent Action Timeline</td>
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<td>Leisure Skills</td>
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<td>School Action Timeline</td>
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<tr>
<td>Vocational Skills</td>
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<td>Adult S. P. Action Timeline</td>
</tr>
</tbody>
</table>

Date ______________________

Student's Name ___________________________ Age ___ School/Agency ___________________________ Projected Date of School Completion _______ Participants ___________________________

Participants ___________________________
## Individual Transition Planning

**Student’s Name**: 

**Age**: 

**School/Agency**: 

**Projected Date of School Completion**: 

**Participants**

### Instruction for Transition

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<tr>
<td><strong>Daily Living Skills</strong></td>
<td>Buying &amp; Preparing Food, Caring For Clothing, Managing A Household, and Managing Family Finances</td>
<td>School, Home, &amp; Community</td>
<td>None</td>
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<tr>
<td><strong>Personal/Social Skills</strong></td>
<td>Caring For Personal Needs and Getting Around The Community</td>
<td>School, Home, &amp; Community</td>
<td>None</td>
<td>5/97</td>
</tr>
</tbody>
</table>
# Individual Transition Planning

Student's Name:__________________ Age:____ School/Agency:__________________ Projected Date of School:__________________
Completion:_____________ Participants:________________________________________
Participants:________________________________________

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<td></td>
<td>Student/Parent Action Timeline</td>
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<tr>
<td>Vocational Skills</td>
<td>The Student is very interested in auto mechanics &amp; anything connected with cars.</td>
<td>School, Home, &amp; Community</td>
<td>None</td>
<td>5/97</td>
</tr>
</tbody>
</table>
The major purpose of the vocational work program is to provide valuable work experience education for students. This agreement is made to show responsibilities of the participants: student, parent, school, and employer.

1. The student enters this program to learn as much as the employer can provide in the nature of job information, skills, and attitudes needed to become an independent worker.

2. The employer is asked to inform regular employees of their important role in assisting in the training of the student and of the school’s request for their cooperation.

3. The student is expected to keep regular attendance both at school and on the job. The student’s quarterly grade will be lowered one letter grade for each absence during the quarter that is not excused, or for which time has not been made up.

4. Any job change must be arranged by the vocational coordinator.

5. The employer expects the student to be honest, punctual, cooperative, courteous, willing to learn, and willing to work.

6. The school provides a vocational coordinator and/or paraprofessional to supervise the student on the job. Evaluation of job performance will be completed daily by the vocational coordinator or the paraprofessional. School credit is granted for successful job performance. At the discretion of the vocational coordinator, the student may also earn wages upon becoming proficient.

7. If the student is terminated by the employer from a paid position, the student will not receive credit for the work program during that quarter.

8. The student is required to attend the employer appreciation dinner at the end of the school year. Failure to attend may result in a loss of school credit for the work program.

(Student’s signature) (Parent’s Signature)

(Employer’s signature) (Vocational Coordinator’s signature)
1. Hygiene & Grooming - cleanliness of body & clothing

2. Communication Skills - being understood by others and communicating effectively and appropriately
   - overly loud or soft speech
   - overly fast or slow speech
   - talking too much / asking too many questions
   - not asking enough questions

3. Personal Habits - which are disruptive or annoying to others
   - attention seeking
   - psychomotor or physical abnormality
   - Examples: arguing or complaining to engage in conversation
     - distracting others from their work
     - practical jokes / horseplay / obscene language
     - humming / singing / laughing / giggling / mumbling
     - repetitive noises
     - repetitive body movements / rocking / dancing

4. Odd Behaviors - which may indicate possible emotional problems
   - temper outbursts
   - withdrawn
   - overactive
   - continual talking or mumbling to oneself
   - negative statements of self worth
   - manipulation of others by being unresponsive
   - anticipation of being picked on

5. Motivation Level - willingness to work
   - low enthusiasm for work
   - complains about not liking the job
   - does things to avoid doing a job

6. Physical Capacity to Work
   - complains about standing, etc.
   - shows fatigue
   - rests head
   - physically limited

7. Staying on Task
   - lots of non-productive activity / wastes time
   - wanders away from work area
   - stares into space
   - finds excuses to interrupt work
   - works slower on tasks not liked

8. Punctuality
   - begins working after others have started
   - spends too long in restroom
   - socializes before starting to work
9. Frustration Tolerance - methods of handling problems & stress
   - blames others
   - outbursts of anger
   - shuts down
   - withdraws when facing a difficult situation
   - argues

10. Personal Complaints
    - complains to obtain attention or sympathy
    - complains to avoid work
    - frequently makes excuses for poor performance

11. Distractibility Due to Sensory Stimulation
    - stops or slows work
    - engages in conversation
    - wanders away from work area

12. Reaction to Change in Work Assignment
    - complains or argues
    - refuses to do some jobs
    - accepts changes, but needs a great deal of support & encouragement
    - grudgingly accepts changes
    - slows down or quality of work decreases
    - sabotages the job by purposely doing it incorrectly
    - becomes confused by rapid or frequent changes in work assignment

13. Reaction to Unpleasant or Monotonous Tasks
    - refuses to work
    - complains, argues, or grudgingly works on task
    - quality declines or rate decreases
    - sabotages the job by purposely doing it incorrectly

14. Rules & Safety
    - fools around with equipment
    - creates hazardous conditions / roughhousing
    - distracts others working with dangerous equipment
    - bends or tests the rules
    - carelessly uses potentially dangerous materials

15. Efficiency of Work Methods
    - wasted or unnecessary motions
    - unorganized work area

16. Care of Equipment - Waste of Materials
    - uses much more material than needed
    - fails to put lids on cans
    - fails to return equipment to proper location
    - damages or inappropriately uses equipment

17. Cleanliness of Work Area
    - neatness of the immediate work area during & after production
18. **Amount of Assistance Needed in the Present Setting**
Consider how much one-on-one instruction is needed to learn most tasks
- needs little assistance to learn most tasks
- requires considerable one-on-one help
- requires constant assistance/monitoring

19. **Transfer of Skills - Retaining & applying "hands-on" skills from one situation to another**
- shows competency with a hands-on skill on one job but needs to review the same process on a different job

20. **Problem Solving - Retaining & applying "cognitive" skills from one situation to another**
- has difficulty retaining cognitive skills
- masters a cognitive skills but needs lots of instruction a week later

21. **Amount of Intervention Required to Maintain Work Independence**
- needs considerable support & encouragement to continue working
- needs reminders to stay on task
- seeks continual attention of supervisor
- requires frequent intervention to maintain good behavior

22. **Accepts Supervisory Authority**
- does the job their own way when supervisor is absent
- blatantly refuses to accept supervision

23. **Response to Close Supervision When Supervisor is Monitoring Performance**
- becomes tense, etc. when closely supervised
- tends to want to visit

24. **Requests for Assistance - Getting help when needed**
- excessive requests for help when not really necessary
- frequently does not ask for help when help is needed

25. **Response to Criticism & Pressure for Better Quality / Quantity**
- tends to argue or complain
- blames others / makes excuses
- refuses to continue
- decreases work rate and/or quality

26. **Social Skills With Co-Workers**
- avoids contact with others
- frequently irritates or is irritated by others
- puts others down
- incites trouble
Please circle the appropriate number using the following scale:

- Excellent - 6
- Very good - 5
- Good - 4
- Average - 3
- Fair - 2
- Needs Improvement - 1

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

**Appearance:**

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<th>Item</th>
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<td>Clothes fit OK</td>
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<td>Hair clean &amp; combed</td>
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<td>Clean body (No odor)</td>
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<td>Clean hands &amp; face</td>
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**Attitude:**

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<td>Doesn't waste time</td>
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<td>beginning or completing task</td>
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<td>Doesn't complain about job assignment</td>
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<td>Wants to do task correctly</td>
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<td>Asks questions if not sure what to do</td>
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<td>Completes task according to directions</td>
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<td>Accepts suggestions without arguing</td>
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<td>Doesn't argue when corrected</td>
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<td>Is able to tease others appropriately</td>
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<td>Can distinguish between criticism and teasing</td>
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Human Relations & Communications

1. Gets Along With Employer/Supervisor
   Accepts instructions and suggestions from them
   Is cooperative
   Uses friendly conversation

2. Gets Along With Employees
   Works cooperately with them
   Uses friendly conversation

3. Is Courteous
   Doesn't make rude or inappropriate remarks
   Gives compliments
   Says, "Excuse Me, Thank You, etc."

4. Uses Proper Language
   Mannerly and polite in verbal interaction

Workmanship:

1. Knowledge Of Job
   Knows/understands steps of job task
   Uses materials and equipment correctly

2. Completes Assigned Tasks With Reasonable Speed and Accuracy
   Works at adequate speed alone
   Works at adequate speed with others
   Works to complete task
   Does careful & accurate work

3. Can Work By Themselves
   Remains in work area
   Stays on task

4. Can Work With Others
   Limits personal conversations
   Works cooperatively

5. Takes Care Of Tools & Equipment
   Handles equipment & material carefully
   Cleans up work area
   Puts material & equipment away

Comments:

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**WORK PROGRAM EVALUATION**

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<td>1. Willing to work and assume responsibility</td>
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<td>3. Understands and follows instructions</td>
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<td>4. Listens to suggestions</td>
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<td>5. Accepts corrections</td>
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<td>6. Can take criticism</td>
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<td>7. Can take teasing</td>
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<td>2. Gets to work on time</td>
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<td>3. Gives notice when unable to attend</td>
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Vocational Coordinator
**Student Name:** The Student  
**Implementation Date:** 8-27-93  
**Hours Per Week:** 5  
**Completion Date:** 5-27-94

**Annual Goal:** The Student will improve vocational skills in the area of career awareness as measured by mastery of 3/4 short term objectives

**Persons Responsible:** The Student  
**Vocational Coordinator:**

**Goals Met:**

**Methods...Materials:**

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Vocational Coordinator
**Student Name:** The Student  
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**Annual Goal:** The Student will improve vocational skills in the area of career awareness as measured by mastery of 3/4 short term objectives.

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3. Understands and follows instructions
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### Dependability:
1. Dependable attendance
2. Gets to work on time
3. Gives notice when unable to attend

### Human Relations and Communications:
1. Gets along with employer
2. Gets along with employees
3. Is courteous
4. Uses proper language

### Workmanship:
1. Knowledge of job
2. Completes assigned tasks with reasonable speed and accuracy
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### Comments:

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Vocational Coordinator
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Date: 

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TYPES OF JOB SKILLS STUDENTS LEARN IN AREA BUSINESSES

1. Local factories - observation & tour

2. Veterinary - cleaning animal cages; feeding & watering animals; walking animals

3. Grocery store - stocking & pricing groceries; bagging & carry out; cashiering; wrapping, & pricing produce; bagging & stocking produce

4. Bakery/deli - placing frozen rolls on trays; filling & frosting baked goods; bagging, wrapping, & pricing baked goods; filling salad containers; making sandwiches

5. Restaurants - bussing & setting up tables; filling condiments & placing on tables; wrapping silverware; filling napkin holders; folding pizza boxes; washing dishes; making salads; cleaning & cutting up vegetables; wrapping potatoes; mixing pizza sauce; filling pizza sauce cups; oiling pizza pans; weighing spaghetti; and buttering garlic bread

6. Headstart and individual day cares - caring for children & helping them with various activity projects

7. Nursing homes & hospitals - folding bed pads & linen; hanging up clothes; sorting dirty laundry; setting washing machines & dryers; changing bedding & making beds; taking wheel chair residents from rooms to dining area & back; putting bibs on residents; helping with dishes & food preparation; dust mopping & mopping hallways; washing windows; and other general dusting & cleaning

8. Newspaper - collating ads; inserting address labels into mail bags; learning to set up & take a picture to make a negative; learning how plates used to print the paper are made for the press; helping change the rolls of paper; emptying the trash; observing a paper being printed by the press; helping bundle & tie papers as they come off the press

9. Lumberyard - stacking lumber; cutting, pointing & bundling stakes; pricing & putting inventory away; sweeping up sawdust; helping measure, cut, & roll carpet; helping build storage sheds
10. Mechanic shops - observing; helping with repairs; looking up parts in the computer; stocking inventory parts; helping repair radiators & mufflers to learn proper welding techniques

11. Convenience stores - filling ice machines & cup dispensers; stocking & facing coolers; bagging ice; cleaning pool tables; sweeping & mopping floor; washing windows; pricing & stocking merchandise

12. Physical & Respiratory Therapy - cleaning whirlpools; filling ultrasound bottles; making up hot packs; filing, filling out appointment slips

13. Photo developing - putting film through the developer; cutting pictures apart & trimming edges; putting negatives in sleeves; counting & pricing pictures

14. Tire repair - learn the complete process of repairing tires

15. Clerical skills - filing; collating & stapling pages together; putting booklets together; xeroxing copies; folding letters & putting them envelopes; metering mail; alphabetizing; adding journal columns for the bookkeeper; inputting data into the computer; making forms on the computer

16. Elementary school - doing flashcards with students; listening to students read; helping with activity sheets; helping students on the computer; helping in the library sorting & putting books away
Dear Colleague:

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

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

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

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

STATEMENT OF PRINCIPLE

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

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

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.

- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.

- Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).

- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Department of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.

- The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:

  1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.

  2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.

  3) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.

  4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

- Vocational exploration: 5 hours per job experienced
- Vocational assessment: 90 hours per job experienced
- Vocational training: 120 hours per job experienced

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

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

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

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

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

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

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

BEST COPY AVAILABLE
DAILY LIVING SKILLS

1. Managing Family Finances
   1.1 Identifying Money and Making Correct Change
   1.2 Making Wise Expenditures
   1.3 Obtaining and Using Bank and Credit Facilities
   1.4 Keeping Basic Financial Records
   1.5 Calculating and Paying Taxes

2. Selecting, Managing, Maintaining a Home
   2.1 Selecting Adequate Housing
   2.2 Maintaining a Home
   2.3 Using Basic Appliances and Tools
   2.4 Maintaining the Home Exterior

3. Caring for Personal Needs
   3.1 Dressing Appropriately
   3.2 Exhibiting Proper Grooming and Hygiene
   3.3 Demonstrating Knowledge of Physical Fitness, Nutrition, and Weight Control
   3.4 Demonstrating Knowledge of Common Illness Prevention and Treatment

4. Raising Children/Family Living
   4.1 Preparing for Adjustment to Marriage
   4.2 Preparing for Raising Children (physical care)
   4.3 Preparing for Raising Children (psychological care)
   4.4 Practicing Family Safety Procedures in the Home

5. Buying and Preparing Food
   5.1 Demonstrating Appropriate Eating Skills
   5.2 Planning Balanced Meals
   5.3 Purchasing Food
   5.4 Preparing Meals
   5.5 Cleaning Food Preparation Areas
   5.6 Storing Food

6. Buying and Caring for Clothing
   6.1 Washing Clothing
   6.2 Ironing and Storing Clothing
   6.3 Performing Simple Mending
   6.4 Purchasing Clothing

7. Engaging in Civic Activities
   7.1 Understanding Local Laws and Government
   7.2 Understanding Federal Government
   7.3 Understanding Citizenship Rights and Responsibilities
   7.4 Understanding Registration and Voting Procedures
   7.5 Understanding Selective Service Procedures
   7.6 Understanding Civil Rights and Responsibilities when Questioned by the Law

8. Utilizing Recreation and Leisure
   8.1 Participating Actively in Group Activities
   8.2 Knowing Activities and Available Community Resources
   8.3 Understanding Recreational Values
8.4 Using Recreational Facilities in the Community
8.5 Planning and Choosing Activities Wisely
8.6 Planning Vacations

9. Getting Around the Community (mobility)
9.1 Demonstrating Knowledge of Traffic Rules and Safety Practices
9.2 Demonstrating Knowledge and Using Various Means of Transportation
9.3 Driving a car

PERSONAL AND SOCIAL SKILLS

10. Achieving Self-Awareness
10.1 Attaining a Sense of Body
10.2 Identifying Interests and Abilities
10.3 Identifying Emotions
10.4 Identifying Needs
10.5 Understanding the Physical Self

11. Acquiring Self-Confidence
11.1 Expressing Feelings of Worth
11.2 Telling How Others See Him/Her
11.3 Accepting Praise
11.4 Accepting Criticism
11.5 Developing Confidence in Self

12. Achieving Socially Responsible Behavior
12.1 Knowing Character Traits Needed for Acceptance
12.2 Knowing Proper Behavior in Public Places
12.3 Developing Respect for the Rights and Properties of Others
12.4 Recognizing Authority and Following Instructions
12.5 Recognizing Personal Roles

13. Maintaining Good Interpersonal Skills
13.1 Knowing How to Listen and Respond
13.2 Knowing How to Make and Maintain Friendships
13.3 Establishing Appropriate Heterosexual Relationships
13.4 Knowing How to Establish Close Relationships

14. Achieving Independence
14.1 Understanding the Impact of Behaviors on Others
14.2 Understanding Self-Organization
14.3 Developing Goal Seeking Behavior
14.4 Striving Toward Self-Actualization

15. Achieving Problem Solving Skills
15.1 Differentiating Bipolar Concepts
15.2 Understanding the Need for Goals
15.3 Looking at Alternatives
15.4 Anticipating Consequences
15.5 Knowing Where to Find Good Advice

16. Communicating Adequately with Others
16.1 Recognizing Emergency Situations
16.2 Reading at the Level Needed for Future Goals
16.3 Writing at the Level Needed for Future Goals
16.4 Speaking Adequately for Understanding
16.5 Understanding the Subtleties of Communication

OCCUPATIONAL GUIDANCE AND PREPARATION

17. Knowing and Exploring Occupational Possibilities
17.1 Identifying the Personal Values Met Through Work
17.2 Identifying the Societal Values Met Through Work
17.3 Identifying the Remunerative Aspects of Work
17.4 Understanding How Jobs are Classified into Different Occupational Systems
17.5 Identifying Occupational Opportunities Available Locally
17.6 Identifying Sources of Occupational Information

18. Selecting and Planning Occupational Choices
18.1 Identifying Major Occupational Needs
18.2 Identifying Major Occupational Interests
18.3 Identifying Occupational Attitudes
18.4 Identifying Requirements of Appropriate and Available Jobs
18.5 Making Realistic Occupational Choices

19. Exhibiting Appropriate Work Habits and Behaviors
19.1 Following Directions
19.2 Working with Others
19.3 Working at a Satisfactory Rate
19.4 Accepting Supervision
19.5 Recognizing the Importance of Attendance and Punctuality
19.6 Meeting Demand for Quality Work
19.7 Developing Occupational Safety Skills

20.1 Demonstrating Satisfactory Balance and Coordination
20.2 Demonstrating Satisfactory Manual Dexterity
20.3 Demonstrating Satisfactory Stamina and Endurance
20.4 Demonstrating Satisfactory Sensory Discrimination

21. Obtaining a Specific Occupational Skill

22. Seeking, Securing, and Maintaining Employment
22.1 Searching for a Job
22.2 Applying for a Job
22.3 Interviewing for a Job
22.4 Adjusting to Competitive Standards
22.5 Maintaining Post-School Occupational Adjustment
MANAGING FAMILY FINANCES

Student: Date:

Today's Task:

Please circle the appropriate number using the following scale:

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

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

Budgeting:

1. Determine amount of money needed
   Determine if there is enough money for the purchase
   (circle appropriate number)
   5 4 3 2 1

2. Construct a monthly income budget
   Monthly payments
   (circle appropriate number)
   5 4 3 2 1

3. Saving financial receipts & records
   (circle appropriate number)
   5 4 3 2 1

Comparison Shopping:

1. Using advertisements
   (circle appropriate number)
   5 4 3 2 1

2. Identify purchases as necessities (needs) or luxuries (wants)
   (circle appropriate number)
   5 4 3 2 1

3. Identifying & comparing prices & information on labels & tags
   (circle appropriate number)
   5 4 3 2 1

4. Chooses most economical buy
   (circle appropriate number)
   5 4 3 2 1

5. Determines amount of money saved
   (circle appropriate number)
   5 4 3 2 1
Checkbook:

1. Opening a checking account
   Signs signature card correctly

2. Fills out deposit slip correctly
   Date
   Name of checks deposited
   Amount of checks deposited
   Total amount of deposit
   Correctly endorses checks
   Correctly records deposit in check register & figures new balance

3. Fills out check correctly & completely
   Date check is written
   To whom check is written (payee)
   Amount of money in figures
   Amount of money in words
   Signature
   Memo

4. Records check correctly in check register
   Check number
   Date
   Description of check
   Numerical dollar amount
   Figures correct balance

5. Reconciles Bank Statement Correctly
   Finds closing bank statement balance
   Adds outstanding deposits
   Subtracts outstanding checks
   Subtracts service charge & other bank charges from check register
   Agreement of bank statement & check register

6. Savings Account
   Signature card
   Passbook deposits & withdrawals
   Savings account interest
BUYING & PREPARING FOOD

Student: 

Date: 

Today's Task:

Please circle the appropriate number using the following scale:

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

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

<table>
<thead>
<tr>
<th>Meal Planning:</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>1. Understands basic food groups. Identify appropriate foods eaten at typical daily meals</td>
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<td>2. Constructs balanced breakfast, lunch, and dinner menus for an entire week. Includes good snack foods Minimizes use of junk foods</td>
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<tr>
<td>3. Plans a day's meals within a given budget. Considers cost of food items Uses specials from grocery store ads Considers cost of brand name &amp; generic products Considers cost of prepared, packaged, or convenience foods</td>
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<thead>
<tr>
<th>Purchasing Food Items:</th>
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<th>4</th>
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<tbody>
<tr>
<td>1. Construct weekly shopping list within budget. Considers quantity, unit cost, coupon savings, total cost</td>
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<td>2. Checks freshness of food items. Expiration dates &amp; seasonal items</td>
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<tr>
<td>3. Reads &amp; understands product labels. Product name &amp; brand, net weight, serving size, nutrition</td>
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<tr>
<th>Storage Of Food:</th>
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<th>4</th>
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<th>1</th>
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<tbody>
<tr>
<td>1. Appropriate food storage techniques. Cupboard, wrapping or containers, refrigerator, freezer Checks expiration dates for length of storage time</td>
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<td>2. Identify spoiled foods. Appearance, smell, taste</td>
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<tr>
<th>Cleanliness Of Food Preparation Area:</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. Washes hands</td>
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<tr>
<td>2. Checks cleanliness of utensils &amp; work area</td>
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</tbody>
</table>
Preparing Meals & Food Items:

1. Preparing from recipe
   - Reads & follows instructions accurately
   - Uses correct measurements
   - Measures ingredients accurately
   
   5 4 3 2 1

2. Preparing from directions on boxes & cans
   - Reads & follows instructions accurately
   - Uses correct measurements
   - Measures added ingredients accurately
   
   5 4 3 2 1

3. Proper use of cooking methods
   - Boiling, baking, frying, microwaving
   
   5 4 3 2 1

4. Proper use of appliances & tools
   
   5 4 3 2 1

Practices Safety Procedures:

1. Handling knives, electrical appliances, hot items
   - Knows sharp side of knife
   - Correctly plugs in & unplugs cords with dry hands
   - Correct use of appliances
   - Turns pot handles towards center of stove
   - Use of hot pads
   
   5 4 3 2 1

2. Wipes up spills
   
   5 4 3 2 1

3. Knows first aid procedures
   - Minor burns
   - Minor cuts
   
   5 4 3 2 1

Demonstrates Proper Eating:

1. Sets table properly
   - Dishes, center pieces, food items
   - Includes all necessary items
   
   5 4 3 2 1

2. Appropriate eating habits
   - Cutting up food
   - Amount of food per bite
   - Chews with mouth closed
   - Doesn’t belch, talk with food in mouth, make noises, play with food
   - Cleans up plate
   - Use of napkin
   
   5 4 3 2 1

Cleanup Procedures:

1. Proper storage of unused food
   
   5 4 3 2 1

2. Proper waste disposal
   
   5 4 3 2 1

3. Washing & drying dishes
   - Uses hot water & adequate soap
   - Cleanliness
   - Stored in proper place
   - Thoroughness of wiping off table, counter, & appliances used
   
   5 4 3 2 1
CARING FOR CLOTHING

Student: ____________________________ Date: ____________________________

Today's Task:

Please circle the appropriate number using the following scale:

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

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

Laundry:

1. Sorting by colors & fabrics
   Reads care & instruction labels on clothing
   5 4 3 2 1

2. Setting temperature dials on machines correctly
   5 4 3 2 1

3. Uses correct amount of detergent, bleach, & softner
   5 4 3 2 1

4. Stain removal
   5 4 3 2 1

Ironing Clothing:

1. Setting correct temperature on iron for fabric
   5 4 3 2 1

2. Proper procedure for ironing
   Shirts
   Blouses
   Slacks
   Skirts
   Dresses
   5 4 3 2 1

3. Safety Precautions
   Steam iron
   Dry iron
   Cord
   5 4 3 2 1

Storage Procedures:

1. Hanging
   Slacks
   Skirts
   Dresses
   Blouses
   T-Shirts & tops
   45
Performing Simple Mending:

1. Determining correct measurement
   - Hems
   - Buttons

2. Measures & pins correctly

3. Chooses appropriate thread color

4. Use of needle & thread
   - Threading needle
   - Tying end of thread
   - Spacing between stitches

5. Puts a hem in neatly & securely
   - Stitches don’t show on right side of fabric
   - Straight hem
   - Ties thread to secure hem

6. Sews a button on neatly & securely
   - Proper placement of button on clothing
   - Ties thread to secure button

7. Mending sweaters
   - Tying loose threads
   - Pulling loose threads to wrong side
   - Pulling threads together to close a hole

8. Mending with iron-on patches
   - Appropriate color or patch
   - Cuts patch to correct size
   - Ironing patch on fabric

Operating Sewing Machine:

1. Chooses appropriate thread color

2. Fills & installs bobbin correctly

3. Correctly threads machine

4. Sets tension correctly

5. Sewing seams
   - Straight lines
   - Securing ends
Today's Task:

Please circle the appropriate number using the following scale:

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5 - Independent use of skill

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

Cleaning And Maintenance:

1. Thoroughness of routine cleaning activities
   - Dusting furniture
   - Sweeping floors
   - Mopping floors
   - Vacuuming floors
   - Cleaning and disinfecting stool, tub, and sink
   - Cleans mirrors
   - Checks for cobwebs in corners and window sills
   - Wipes off appliances, counters, and cupboards
   - Wipes off walls when needed

2. Use of cleaning products
   - Chooses the appropriate product to use
   - Knows how to use the various cleaning products
   - Uses products economically

3. Home maintenance
   - Contacting necessary repairmen
   - Getting an estimate for repairs
   - Lawn care
   - Snow removal
   - Painting
   - Interior and exterior care
Selecting Appropriate Housing:

1. Renting a house or an apartment
   - Checks advertisements
   - Using real estate agencies
   - Considers location to work and shopping
   - Considers neighborhood characteristics
   - Has adequate living space
   - Condition of building and living space
   - Affordability
   - Cost of furnished and unfurnished housing
   - Acquiring necessary furniture and appliances

2. Understands responsibilities of renting
   - Signing a lease
   - Security and damage deposit
   - Rent and utility payments
   - Maintenance and repair responsibilities
   - Having pets

3. Procedures for connecting utilities
   - Contacting utility company
   - Amount of initial deposit
   - Monthly charge
   - Delinquent fees
   - Shut off notice

Safety Procedures:

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

Student:  
Date:  

Today's Task:

Please circle the appropriate number using the following scale:

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

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

Appearance:

1. Proper hygiene  
   Bathing  5 4 3 2 1  
   Hair  
   Teeth

2. Proper grooming  
   Hair  5 4 3 2 1  
   Deodorant  
   Cologne  
   Shaving  
   Nails

3. Purchases appropriate items  5 4 3 2 1

4. Appropriate dress  5 4 3 2 1
   Colors match  
   Fabrics match  
   Fits properly  
   Not torn or missing buttons  
   In season
Medical Needs:

1. Making doctor appointments
   
2. Public health department
   Medical & dental care
   Pregnancy care

3. Emergency medical assistance
   Emergency telephone numbers
   Reads a thermometer correctly
   Understands & correctly reads prescription labels
   Generic prescriptions
   Understands & knows about over-the-counter medicines

4. Health Insurance
   Individual policy
   Group policy
   Medicaid

5. Illness prevention & treatment
# VEHICLE OWNERSHIP

**Student:**

**Date:**

**Today's Task:**

Please circle the appropriate number using the following scale:

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

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

## Purchasing A Vehicle:

1. **Buying from a car dealer or directly from previous owner**
   - Checks ads and comparison shops
   - Checks condition of car
   - Checks for needed repairs
   - Checks mileage
   - Compares price of car to its book value
   - Checks gas mileage
   - Understands warranties

   - Rating: 5 4 3 2 1

2. **Understands the costs of ownership**
   - Initial purchase cost
   - Sales tax and title
   - License, registration, and fees
   - Cost of financing
   - Cost of insurance
   - Maintenance
   - Gas

   - Rating: 5 4 3 2 1

3. **Knowledge of minimum insurance requirements**
   - Collision
   - Comprehensive
   - Medical
   - Liability
   - Deductibles

   - Rating: 5 4 3 2 1
**TRANSITION EVALUATION**

**Daily Living Skills**

<table>
<thead>
<tr>
<th>Student:</th>
<th>School Year:</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Managing Family Finances:</th>
<th>64%</th>
<th>73%</th>
<th>82%</th>
<th>91%</th>
<th>98%</th>
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</thead>
<tbody>
<tr>
<td>1. Constructs a budget within given income</td>
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<td>2. Determines amount of money needed for monthly payments</td>
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<tr>
<td>3. Compares prices among stores</td>
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<td>4. Checks information on labels and tags</td>
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<td>5. Chooses most economical buy</td>
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<td>6. Fills out check correctly and completely</td>
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<td>7. Records check correctly in check register</td>
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<td>8. Reconciles bank statement correctly</td>
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<thead>
<tr>
<th>Buying And Preparing Food:</th>
<th></th>
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<tbody>
<tr>
<td>1. Constructs a balanced menu</td>
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<td>2. Constructs a weekly shopping list within a budget</td>
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<td>3. Prepares meals and food items correctly</td>
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<td>4. Uses appropriate food storage techniques</td>
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<td>5. Practices safety procedures</td>
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<td>6. Demonstrates proper eating</td>
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<td>7. Thoroughly cleans food preparation area and utensils</td>
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<thead>
<tr>
<th>Caring For Clothing:</th>
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<tbody>
<tr>
<td>1. Uses correct laundry techniques</td>
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<td>2. Uses correct ironing techniques</td>
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<td>3. Stores clothing properly</td>
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<td>4. Uses correct mending techniques</td>
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<tr>
<th>Managing A Household:</th>
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</thead>
<tbody>
<tr>
<td>1. Thoroughness of routine cleaning activities</td>
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<tr>
<td>2. Understands procedures and responsibilities of renting</td>
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<tr>
<td>3. Practices safety procedures</td>
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<thead>
<tr>
<th>Caring For Personal Needs:</th>
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<tbody>
<tr>
<td>1. Practices proper hygiene and grooming</td>
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<td>2. Purchases appropriate items</td>
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<tr>
<td>3. Knows procedures for obtaining medical assistance</td>
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<thead>
<tr>
<th>Vehicle Ownership:</th>
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<tbody>
<tr>
<td>1. Understands the costs of vehicle ownership</td>
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<td>2. Knowledge of minimum insurance requirements</td>
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Comments: 52
**Short Term Objectives**

<table>
<thead>
<tr>
<th>Date</th>
<th>Progress Check:</th>
<th>Comments:</th>
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</table>

**By the end of the first quarter:**
when given a transition task in the area of daily living skills, the student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 70% accuracy as measured by evaluation form.

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<th>Date</th>
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<th>Comments:</th>
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**By the end of the second quarter:**
when given a transition task in the area of daily living skills, the student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 73% accuracy as measured by evaluation form.

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**By the end of the third quarter:**
when given a transition task in the area of daily living skills, the student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 77% accuracy as measured by evaluation form.

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**By the end of the fourth quarter:**
when given a transition task in the area of daily living skills, the student will complete the task in the areas of: managing family finances, caring for personal needs, buying and preparing food, caring for clothing, and managing a household with 80% accuracy as measured by evaluation form.