

Pre-Vocational Skills for Early Classroom Experiences

Purpose: The purpose of this checklist is to guide and support students in the development of daily living skills, personal/social skills and job readiness skills.

Grades K -2

Daily Living		
<p>1. Managing Personal Finances</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Identify money and values <input type="checkbox"/> b. Recognize that money is exchanged for wants and needs <input type="checkbox"/> c. Differentiate between wants and needs <input type="checkbox"/> d. Save money for future purchase, i.e., piggy bank 	<p>2. Selecting & Managing a Household</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Help with chores at home and school (indoor and outdoor) <input type="checkbox"/> b. Use eating utensils, fork, knife, straw <input type="checkbox"/> c. Identify various places where people live, i.e., house, condo, apt, RV 	<p>3. Caring for Personal Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of physical fitness <input type="checkbox"/> b. Exhibit proper grooming and hygiene (washing hands, brushing teeth, toileting) <input type="checkbox"/> c. Dress appropriately <input type="checkbox"/> d. Demonstrate knowledge of common illness, prevention and treatment (cover mouth when coughing; handwashing) <input type="checkbox"/> e. Practice personal safety
<p>4. Exhibiting Responsible Citizenship</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Follow rules 	<p>5. Utilizing Recreational Facilities and Engaging in Leisure</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of available community resources <input type="checkbox"/> b. Choose activities <input type="checkbox"/> c. Engage in group and individual activities 	<p>6. Accessing and Participating in the Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of traffic rules & safety <input type="checkbox"/> b. Demonstrate knowledge of various modes of transportation <input type="checkbox"/> c. Find one's way around the community <input type="checkbox"/> d. Cross the street safely <input type="checkbox"/> e. Use stranger caution <input type="checkbox"/> f. Maintain personal belongings <input type="checkbox"/> g. Problem solve if lost (ask for help) <input type="checkbox"/> h. Ask for assistance & stays with group <input type="checkbox"/> i. Safely ride in a vehicle
<p>7. Using Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Use a computer for learning & recreation, i.e, games, following instructions, videos <input type="checkbox"/> b. Use technology to communicate, i.e, assistive tech <input type="checkbox"/> c. Identify a variety of technologies, i.e, cell, IPAD <input type="checkbox"/> d. Use technology independently and collaboratively <input type="checkbox"/> e. Use tech device, i.e., login, keyboard, mouse, icons <input type="checkbox"/> f. Follow school rules for using technology,i.e, passwords 		

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Personal Social		
<p>8. Achieving Self- Awareness</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Identify physical and psychological needs <input type="checkbox"/> b. Identify likes, dislikes, interests and abilities <input type="checkbox"/> c. Identify emotions <input type="checkbox"/> d. Demonstrate knowledge of physical self i.e., body parts 	<p>9. Acquiring Self-Confidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Express feelings of self-worth <input type="checkbox"/> b. Accept and give praise <input type="checkbox"/> c. Accept and give criticism <input type="checkbox"/> d. Develop confidence in oneself 	<p>10. Achieving Socially Responsible Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Show respect for the rights and properties of others <input type="checkbox"/> b. Recognize authority figures and follow instructions <input type="checkbox"/> c. Demonstrate appropriate behavior in public areas <input type="checkbox"/> d. Know Important character traits, i.e., honesty, reliability, sensitivity <input type="checkbox"/> e. Recognize personal roles, i.e., class member, team player, sibling
<p>11. Maintaining Good Interpersonal Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate listening and responding skills <input type="checkbox"/> b. Establish and maintain relationships <input type="checkbox"/> c. Make and maintain friendships 	<p>12. Achieving Self Determination</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Make responsible choices <input type="checkbox"/> b. Monitor one's behavior <input type="checkbox"/> c. Set goals(short term) <input type="checkbox"/> d. Follow through on tasks <input type="checkbox"/> e. Advocate for self <input type="checkbox"/> f. Participate in the IEP, i.e., like/dislikes, introductions <input type="checkbox"/> g. Solve problems <input type="checkbox"/> h. Communicate effectively <input type="checkbox"/> i. Make appropriate decisions 	<p>13. Making Choices</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Ask for help <input type="checkbox"/> b. Accept assistance when needed <input type="checkbox"/> c. Anticipate consequences involved when making a choice <input type="checkbox"/> d. Express preferences and interests
<p>14. Communicating with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Communicate with understanding 		

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Grades K -2

Job Readiness

15. Knowing and Exploring Career Possibilities (Career Awareness)

- a. Identify community helpers
- b. Identify likes at home and school
- c. Identify various workers at home and school
- d. Identify one or more jobs of interest
- e. Identify characteristics of a good worker

16. Exhibiting Appropriate Work Habits & Behaviors

- a. Follow directions and observe rules
- b. Recognize awareness of supervision
- c. Demonstrate knowledge of safety
- d. Work with others
- e. Complete class/ school jobs
- f. Understand 'doing one's best'
- g. Demonstrate the ability to try again after a setback or failure
- h. Begin work in a timely manner

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Grades 3-5

Daily Living		
<p>1. Managing Personal Finances</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Count money and make purchases <input type="checkbox"/> b. Identify need vs. want <input type="checkbox"/> c. Describe how sales taxes adds to a purchase price <input type="checkbox"/> e. Identify basic banking services, i.e, checking, savings, credit cards, mobile banking 	<p>2. Selecting & Managing a Household</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Help with chores at home and at school (indoor and outdoor) <input type="checkbox"/> b. Use basic cooking utensils and small appliances <input type="checkbox"/> c. Identify various places where people live, i.e., house, condo, apt, RV 	<p>3. Caring for Personal Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of physical fitness, nutrition and weight <input type="checkbox"/> b. Exhibit proper grooming and hygiene (washing hands, brushing teeth, toileting) <input type="checkbox"/> c. Dress appropriately <input type="checkbox"/> d. Demonstrate knowledge of common illness, prevention and treatment <input type="checkbox"/> e. Practice personal safety
<p>4. Buying, Preparing, and Consuming Food</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Purchase food <input type="checkbox"/> b. Clean food preparation areas <input type="checkbox"/> c. Store food <input type="checkbox"/> d. Prepare meals <input type="checkbox"/> e. Demonstrate appropriate eating habits (food groups) <input type="checkbox"/> f. Plan/eat balanced meals 	<p>5. Caring for Clothing</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Wash/clean/sort clothes <input type="checkbox"/> b. Fold and Store clothing 	<p>6. Exhibiting Responsible Citizenship</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Understand basics functions of local, state & federal government <input type="checkbox"/> b. Demonstrate knowledge of school and community rules and the ability to follow the rules
<p>7. Utilizing Recreational Facilities and Engaging in Leisure</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of available community resources (parks, pools, etc.) <input type="checkbox"/> b. Choose activities <input type="checkbox"/> c. Engage in group and individual activities 	<p>8. Accessing and Participating in the Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of traffic rules and safety <input type="checkbox"/> b. Demonstrate knowledge of various modes of transportation <input type="checkbox"/> d Cross the street safely <input type="checkbox"/> e. Use stranger caution <input type="checkbox"/> f. Maintain personal belongings <input type="checkbox"/> g. Problem solves if lost (ask for help) <input type="checkbox"/> h. Ask for assistance & stays with group <input type="checkbox"/> i. Safely ride in a vehicle 	<p>9. Using Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Use a computer for learning & recreation, i.e, games, research, knowledge, social media following instructions, videos <input type="checkbox"/> b. Use technology to communicate, i.e. assistive tech, word processing skills <input type="checkbox"/> c. Identify a variety of technologies, i.e, cell, IPAD, laptop, debit card <input type="checkbox"/> d. Use technology independently and collaboratively <input type="checkbox"/> e. Use tech devices, i.e., login, play, pause keyboard, mouse, touch screen, icons <input type="checkbox"/> f. Follow school rules for using technology, i.e, passwords, sharing devices

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Grades 3-5

Personal Social		
<p>10. Achieving Self-Awareness</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Identify physical and psychological needs <input type="checkbox"/> b. Identify likes, dislikes, interests and abilities <input type="checkbox"/> c. Identify emotions <input type="checkbox"/> d. Demonstrate knowledge of physical self i.e. body parts, personal space 	<p>11. Acquiring Self-Confidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Express feelings of self-worth <input type="checkbox"/> b. Describe others' perception of self <input type="checkbox"/> c. Accept and give praise <input type="checkbox"/> d. Accept and give criticism <input type="checkbox"/> e. Develop confidence in oneself 	<p>12. Achieving Socially Responsible Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Show respect for the rights and properties of others <input type="checkbox"/> b. Recognize authority and follow instructions <input type="checkbox"/> c. Demonstrate appropriate behavior in public areas <input type="checkbox"/> d. Know Important character traits, i.e., honesty, reliability, sensitivity <input type="checkbox"/> e. Recognize personal roles, i.e., class Member, team player, sibling <input type="checkbox"/> f. Demonstrate awareness of how one's behavior affects others
<p>13. Maintaining Good Interpersonal Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate listening and responding skills <input type="checkbox"/> b. Establish and maintain close relationships <input type="checkbox"/> c. Make and maintain friendships <input type="checkbox"/> d. Manages conflict 	<p>14. Achieving Self Determination</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Make responsible choices <input type="checkbox"/> b. Monitor one's behavior <input type="checkbox"/> c. Give and receive meaningful feedback <input type="checkbox"/> d. Set goals <input type="checkbox"/> e. Follow through on tasks <input type="checkbox"/> f. Advocate for self <input type="checkbox"/> g. Participate in the IEP, i.e., like/dislikes, introductions <input type="checkbox"/> h. Explain one's disability <input type="checkbox"/> i. Solve problems <input type="checkbox"/> j. Communicate effectively <input type="checkbox"/> k. Make appropriate decisions 	<p>15. Making Choices</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Ask for help <input type="checkbox"/> b. Accept assistance when needed <input type="checkbox"/> c. Anticipate consequences/understand risks involved when making a choice <input type="checkbox"/> d. Express preferences and interests <input type="checkbox"/> e. Develop/evaluation of the choice made and alternatives <input type="checkbox"/> f. Follow sequential steps for making choices
<p>16. Communicating with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Recognize and respond to emergency situations <input type="checkbox"/> b. Communicate with understanding 		

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Grades 3-5

Job Readiness

17. Knowing and Exploring Career Possibilities (Career Awareness)

- a. Identify why people work
- b. Identify types of jobs and training needed
- c. Classify jobs into occupational categories
- d. Identify likes at home and school
- e. Identify various workers at home and school
- f. Identify one or more jobs of interest

18. Exhibiting Appropriate Work Habits & Behaviors

- a. Follow directions and observe rules
- b. Recognize importance of attendance & punctuality
- c. Recognize awareness of supervision
- d. Demonstrate knowledge of work safety
- e. Work with others
- f. Meet demands for quality school work
- g. Work at a satisfactory rate
- h. Identify work related interests and abilities
- i. Demonstrate the ability to try again after a setback or failure

19. Exhibiting Sufficient Physical-Manual Skills (Career Preparation)

- a. Demonstrate stamina and endurance
- b. Demonstrate satisfactory balance & coordination
- c. Demonstrate manual dexterity
- d. Demonstrate sensory discrimination
- e. Experience job skills in the classroom/school

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Grades 6-8

Daily Living		
<p>1. Managing Personal Finances</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Count money and make correct change <input type="checkbox"/> b. Define purchases by necessity vs. luxury <input type="checkbox"/> c. Describe sales taxes on purchases <input type="checkbox"/> d. Explain how credit cards work <input type="checkbox"/> e. Describe the importance of basic banking services, i.e., checking, savings, credit cards, mobile banking 	<p>2. Selecting & Managing a Household</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Help with chores at home/jobs at school (indoor and outdoor) <input type="checkbox"/> b. Use basic appliances and tools <input type="checkbox"/> c. Identify various places where people live, i.e., house, condo, apt, RV <input type="checkbox"/> d. Describe the difference between renting and owning a home 	<p>3. Caring for Personal Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of physical fitness, nutrition and weight <input type="checkbox"/> b. Exhibit proper grooming and hygiene (washing hands, brushing teeth, toileting) <input type="checkbox"/> c. Dress appropriately <input type="checkbox"/> d. Demonstrate knowledge of common illness, prevention and treatment <input type="checkbox"/> e. Practice personal safety, i.e., SSN, internet
<p>4. Buying, Preparing, and Consuming Food</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Purchase food <input type="checkbox"/> b. Clean food preparation areas <input type="checkbox"/> c. Store food <input type="checkbox"/> d. Prepare meals <input type="checkbox"/> e. Demonstrate appropriate eating habits <input type="checkbox"/> f. Plan/eat balanced meals 	<p>5. Buying and Caring for Clothing</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Wash/clean/sort clothes <input type="checkbox"/> b. Purchase clothing <input type="checkbox"/> c. Fold and store clothing 	<p>6. Exhibiting Responsible Citizenship</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of civil rights <input type="checkbox"/> b. Know basic functions of local, state and federal government <input type="checkbox"/> c. Demonstrate basic knowledge of the law and ability to follow the law <input type="checkbox"/> d. Demonstrate knowledge of citizen rights and responsibilities
<p>7. Utilizing Recreational Facilities and Engaging in Leisure</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of available community resources <input type="checkbox"/> b. Choose and plan activities <input type="checkbox"/> c. Demonstrate knowledge of the value of recreation <input type="checkbox"/> d. Engage in group and individual activities <input type="checkbox"/> e. Plan leisure time 	<p>8. Accessing and Participating in the Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate knowledge of traffic rules and safety <input type="checkbox"/> b. Demonstrate knowledge & use of various means of transportation <input type="checkbox"/> c. Find way around the community <input type="checkbox"/> d. Cross the street safely <input type="checkbox"/> e. Use stranger caution <input type="checkbox"/> f. Maintain personal belongings <input type="checkbox"/> g. Problem solve if lost <input type="checkbox"/> h. Ask for assistance & stay with group 	<p>9. Using Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Use a computer for learning & recreation, i.e, games, research, knowledge, social media following instructions, videos <input type="checkbox"/> b. Use technology to communicate, i.e., assistive tech, word processing skills <input type="checkbox"/> c. Identify a variety of technologies, i.e, cell, IPAD, laptop, debit card <input type="checkbox"/> d. Use technology independently and collaboratively <input type="checkbox"/> e. Use tech device, i.e., login, play, pause keyboard, mouse, touch screen, icons <input type="checkbox"/> f. Follow school rules for using technology, i.e, passwords

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Grades 6-8

Personal Social		
<p>10. Achieving Self- Awareness</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Identify physical and psychological needs <input type="checkbox"/> b. Identify likes, dislikes, interests and abilities <input type="checkbox"/> c. Identify emotions <input type="checkbox"/> d. Understand, set and adhere to personal boundaries i.e., body, space, conversation 	<p>11. Acquiring Self-Confidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Express feelings of self-worth <input type="checkbox"/> b. Describe others' perception of self <input type="checkbox"/> c. Accept and give praise <input type="checkbox"/> d. Accept and give criticism <input type="checkbox"/> e. Develop confidence in oneself 	<p>12. Achieving Socially Responsible Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Show respect for the rights and properties of others <input type="checkbox"/> b. Recognizing authority and follow instructions <input type="checkbox"/> c. Demonstrate appropriate behavior in public areas <input type="checkbox"/> d. Know Important character traits, i.e., honesty, reliability, sensitivity <input type="checkbox"/> e. Recognize personal roles, i.e., class member, team player, sibling <input type="checkbox"/> f. Demonstrate awareness of how one's behavior affects others
<p>13. Maintaining Good Interpersonal Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Demonstrate listening and responding skills <input type="checkbox"/> b. Establish and maintain close relationships <input type="checkbox"/> c. Make and maintain friendships <input type="checkbox"/> d. Resolve conflict 	<p>14. Achieving Self Determination</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Make responsible choices <input type="checkbox"/> b. Monitor one's behavior <input type="checkbox"/> c. Give and receive meaningful feedback <input type="checkbox"/> d. Set goals <input type="checkbox"/> e. Follow through on tasks <input type="checkbox"/> f. Advocate for self <input type="checkbox"/> g. Participate in the IEP <input type="checkbox"/> h. Explain one's disability <input type="checkbox"/> i. Promote autonomy vs independence <input type="checkbox"/> j. Solve problems <input type="checkbox"/> k. Communicate effectively <input type="checkbox"/> l. Make appropriate decisions 	<p>15. Making Choices</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Ask for help from qualified individuals <input type="checkbox"/> b. Accept assistance when needed <input type="checkbox"/> c. Anticipate consequences/understand risks involved when making a choice <input type="checkbox"/> d. Develop goal-seeking behavior <input type="checkbox"/> e. Express preferences and interests <input type="checkbox"/> f. Develop/evaluation of the choice made and alternatives <input type="checkbox"/> g. Participate in long range planning <input type="checkbox"/> h. Follow sequential steps for making choices
<p>16. Communicating with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Recognize and respond to emergency situations <input type="checkbox"/> b. Communicate with understanding <input type="checkbox"/> c. Know subtleties of communication 		

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Grades 6-8

Job Readiness

17. Knowing and Exploring Career Possibilities (Career Awareness)

- a. Identify financial aspects of why people work
- b. Identify types of jobs and training information
- c. Identify personal values met through work
- d. Identify societal values met through work/respect for all work
- e. Classify jobs into occupational categories, i.e., food services, health industry
- f. Identify work related needs, talents, strengths, preferences and interests

20. Personal Safety

- a. Practice safety drill procedures (storm, fire, etc)
- b. Be able to state personal information with appropriate personnel
- c. Explain safe choices vs. unsafe choices
- d. Explain who to call for an emergency
- e. Carry personal identification
- f. Safely ride in a vehicle

18. Exhibiting Appropriate Work Habits & Behaviors

- a. Follow directions and observe regulations
- b. Recognize importance of attendance & punctuality
- c. Recognize importance of supervision
- d. Demonstrate knowledge of work safety
- e. Work with others
- f. Meet demands for quality work
- g. Work at a satisfactory rate
- h. Identify work related interests and abilities
- i. Identify job requirements
- j. Visualize future goals

19. Exhibiting Physical-Manual Skills (Career Preparation)

- a. Demonstrate stamina and endurance
- b. Demonstrate satisfactory balance & coordination
- c. Demonstrate manual dexterity
- d. Demonstrate sensory discrimination
- e. Participate in informal and formal transition assessments
- f. Participate in work based experiences at home and school
- g. Apply job seeking skills in the classroom