

CJ Healing Arts
Career Camp Curriculum
Summer 2023

Our Mission is to serve people with disabilities as they transform their lives into instruments of power and beauty.

We envision a world where every human's abilities, talents, and skills are applied and celebrated.

Table of Contents

Section 1: Work Readiness Training.....	1
Additional Work Readiness Skills	2
Section 2: Self-Advocacy Training	3-4
Section 3: Work-Based Learning Experiences.....	4
Appendix A.....	5
How to Create an Employment Profile	5
Appendix B.....	6
Types of Resumes.....	6
Appendix C.....	7
Dress for Success Article	7
Appendix D.....	8
Dress for Success Worksheet.....	8
Appendix E.....	9
Steps for Preparing for An Interview	9 - 10
Appendix F.....	11
Interview Preparation Worksheet	11 - 12
Appendix G.....	13
Active Listening Process.....	13
Appendix H.....	14
Active Listening Activity and Checklist.....	14
Appendix I.....	15
Decision-making Process Chart.....	15
Appendix J.....	16
Critical Thinking Chart.....	16
Appendix K.....	17
Decision-making Scenarios Worksheet.....	17
Appendix L.....	18
Body Language Quiz.....	18 - 21
Appendix M.....	22
KWL Chart	22
Appendix N.....	23

Characteristics of Good Hygiene.....	23 - 24
Appendix O.....	25
Types of Disabilities and Accommodations Chart.....	25
Appendix P.....	26
Needs and Accommodations Checklist.....	26 - 28
Appendix Q.....	29
Transition Assessment.....	29
Appendix R.....	30
Ways to Respond to Personal Intrusive or Illegal Questions.....	30
Appendix S.....	31
Goal Setting Worksheet.....	31
Appendix T.....	32
Lesson: 4 Types on Interpersonal Communication Skills.....	32 - 34
Appendix U.....	35
Article: Why Is It Important to Dress Professionally?.....	35
What does it mean to dress professionally?.....	35
The importance of dressing professionally.....	35
To boost your confidence.....	35
Appendix V.....	36
Article: Professional Speech in the Workplace.....	36

Section 1: Work Readiness Training

Objectives:

- Identify the online job boards used by most employers and create an employment seeker profile.
- Identify the types of resumes and produce a resume or visual resume.
- Identify or describe what is appropriate attire for different work settings and interviews.
- Identify steps for preparing for an interview.
- Provide responses for common interview questions.
- Generate a list of questions to ask during an interview.
- Identify and demonstrate the steps of the active listening process.
- Identify the types of decision making and demonstrate the steps of the decision-making process.
- Identify and differentiate between various messages associated with body language.
- Define and describe the characteristics of good hygiene.
- Discuss personal safety for work, including situational awareness and internet safety.

Activities:

- Students will research five (5) different job boards of interest and record a brief description of each (i.e., Indeed, Google, ZipRecruiter, etc.) and create an employment profile (see Appendix A)
- Review each of the three (3) types of resumes and decide which one they will use (i.e., Chronological, Functional, or Combination) (see Appendix B)
- Read the Dress for Success Article (see Appendix C) and complete the Dress for Success Worksheet (see Appendix D).
- Review the Interview Preparation Worksheet (see Appendix E and Appendix F).
- Go through the Interview Preparation Worksheet (see Appendix F) and provide answers to interview questions.
- Generate a list of questions to ask an employer during an interview role play.
- Review the Active Listening Process (Appendix G) first and then conduct an interview evaluation with the Active Listening Checklist (see Appendix H).
- Review the Decision-making Process Chart (see Appendix I) and the Critical Thinking Chart (see Appendix J). Complete the Decision-making Scenarios Worksheet (see Appendix K).
- Students will watch a video on body language. Take the Body Language Quiz (see Appendix L). Review what constitutes body language, show different live examples in front of students and have them interpret the associated meaning.

Body Language

- Students will complete a KWL chart (see Appendix M) on grooming and good hygiene and then review the Characteristics of Good Hygiene and Grooming & Hygiene Checklist for Men & Women (see Appendix N)
- Students will complete a KWL Chart (see Appendix M) about personal safety and internet safety, then they will watch videos about situational awareness and internet safety.

Be Aware, Stay Safe

Being Safe on the Internet

Additional Work Readiness Skills

Objectives:

- Learn how to use public transportation.
- Learn how to wash, dry, iron, fold and hang up clothes.
- Learn how to cook a healthy meal.

Activities:

- Students will be given a bus pass and will go on a bus trip to learn how to navigate the public transportation system. They will also learn how to use Google Maps to check bus schedules.
- Students will take a trip to the laundromat to learn how to sort, wash, dry, iron, fold, and hang clothes.
- Chef Jones Inc will provide a mobile cooking class at the park and hold a demonstration on how to prepare healthier versions of fast-food meals and learn the basics of cooking.

Section 2: Self-Advocacy Training

Objectives:

- Describe how the laws IDEA and ADA protect students while in school and employment.
- Identify and list their individual needs, including accommodations, for education and employment.
- Describe educational and/or transitional strengths, areas of improvement, goals, necessary accommodations, and choices for learning.
- Demonstrate active listening techniques.
- Deliver responses to personally intrusive or illegal questions about their disability.
- Explain their goals to others.
- Discuss when it may be appropriate to disclose one's disability.
- Demonstrate effective techniques for disclosing one's disability.
- Discuss personal safety for work, including situational awareness and internet safety.

Activities:

- Students will watch videos about what the ADA and IDEA are and then write down how these laws protect them.
[What Does the Americans with Disabilities Act \(ADA\) Protect?](#)
[What is the ADA? Basics and Definitions of the Americans with Disabilities Act](#)
[IDEA: Individuals with Disabilities Education Act: History and Summary](#)
- Review the Types of Disabilities and Accommodations Chart (Appendix O). Students will check off their individual needs and accommodations from the Needs and Accommodations Checklist (see Appendix P) for successful performance in school and employment.
- Complete the Transition Assessment (see Appendix Q) which includes their transitional strengths, areas of improvement, goals, necessary accommodations, and choices for learning.
- Watch videos about active listening. Refer back to Active Listening Checklist (see Appendix H) and develop and act out a role play scenario with a partner where they demonstrate all aspects of active listening.
[Active Listening](#)
[Active Listening Demonstration with Employee](#)
- Discuss with the group what kind of questions are illegal or personally-intrusive and come up with responses together (see Appendix R).
- Students will brainstorm what educational and/or vocational goals they have for the future by completing the Goal Setting Worksheet (see Appendix S) and share their ideas with the group.

- Watch videos about if or when to disclose disability and have a discussion
[When to Disclose a Disability to an Employer - The Choice is Yours](#)
[How & When to Disclose My Disability Under the ADA](#)
- Review personal safety, situational awareness, and internet safety lesson (from Section 1)

Section 3: Work-Based Learning Experiences

Objectives:

- Identify required work behavior for attendance and timeliness.
- Demonstrate active listening skills.
- Demonstrate appropriate interpersonal communication skills.
- Know how to dress professionally for work.
- Describe professional speech in the workplace.

Activities:

- Watch videos about workplace appropriate behavior and expectations (Soft Skills playlist).
[Enthusiasm and Attitude](#)
[Communication](#)
[Professionalism](#)
[Networking](#)
[Teamwork](#)
[Synopsis](#)
- Review role-play scenarios on active listening skills (see Appendix H).
- Lesson: 4 basics of interpersonal communication skills: verbal, listening, written communication (sending and responding to emails), and non-verbal communication. Review scenarios to demonstrate appropriate interpersonal communication skills (see Appendix T).
- Read article Why Is It Important to Dress Professionally. Students will share their thoughts and views on why dressing professionally is important (see Appendix U).
- Read Article Professional Speech in the Workplace- Students will discuss appropriate and inappropriate speech in the workplace (see Appendix V).
- Group will take field trips based on students' employment interests.
- Arrange for the students to shadow employees based on employment interests.
- Discuss what was learned from the field trip experience.

Appendix A

How to Create an Employment Profile

Tips for creating a job-hunting profile.

1. Highlight the skills you have to offer.
2. Use a headshot photo that looks professional.
3. Include contact information.
4. Check for spelling and other errors.
5. Use a professional email address such as maia.johnson@website.com.
6. If you need to create a username keep it professional.

How To Build Your Job Search Plan




1. Determine the type of job you want. Before you start your search, think about the type of job you want and the kind of work you enjoy doing.
2. Prepare your resume.
3. Secure your references.
4. Draft a cover letter.
5. Start your search.
6. Brush up on your interview skills.
7. Stay persistent.

Appendix B

Types of Resumes

Objective: After reviewing the types of resumes, students will produce one type of resume or create a visual resume.

THE 3 MAIN RESUME FORMATS

Chronological Resume	Functional Resume	Combination Resume
		
<p>IDEAL FOR:</p> <ul style="list-style-type: none">✓ Candidates seeking a job similar to their previous positions✓ Students and entry-level candidates✓ Academic resumes	<p>IDEAL FOR:</p> <ul style="list-style-type: none">✓ Creative jobs where a portfolio matters most✓ Military transitioners✓ Candidates who don't want to seem overqualified	<p>IDEAL FOR:</p> <ul style="list-style-type: none">✓ Seasoned professionals targeting a specific position✓ Career-changers✓ People with employment gaps



How to create an effective visual resume

1. Focus on the content. Regardless of the style of resume that you choose, the emphasis should be on the content.
2. Strategically organize your information.
3. Utilize a portfolio.
4. Avoid overcrowding.

Appendix C

Dress for Success Article

When Job-Hunting: Dress for Success

by Randall S. Hansen, Ph.D.

It's probably one of the most overused phrases in job-hunting, but also one of the most underutilized by job-seekers: dress for success. In job-hunting, first impressions are critical. Remember, you are marketing a product -- yourself -- to a potential employer, and the first thing the employer sees when greeting you is your attire; thus, you must make every effort to have the proper dress for the type of job you are seeking. Will dressing properly get you the job? Of course not, but it will give you a competitive edge and a positive first impression.

Should you be judged by what you wear? Perhaps not, but the reality is, of course, that you are judged. Throughout the entire job-seeking process employers use short-cuts -- heuristics or rules of thumb -- to save time. With cover letters, it's the opening paragraph and a quick scan of your qualifications. With resumes, it is a quick scan of your accomplishments. With the job interview, it's how you're dressed that sets the tone of the interview.

How should you dress? Dressing conservatively is always the safest route, but you should also try and do a little investigating of your prospective employer so that what you wear to the interview makes you look as though you fit in with the organization. If you overdress (which is rare but can happen) or underdress (the more likely scenario), the potential employer may feel that you don't care enough about the job.

How do you find out what is the proper dress for a given job/company/industry? You can call the Human Resources office where you are interviewing and simply ask. Or, you could visit the company's office to retrieve an application or other company information and observe the attire current employees are wearing -- though make sure you are not there on a "casual day" and misinterpret the dress code.

Finally, do you need to run out and spend a lot of money on clothes for interviewing? No, but you should make sure you have at least two professional sets of attire. You'll need more than that, but depending on your current financial condition, two is enough to get started and you can buy more once you have the job or have more financial resources.

Appendix D

Dress for Success Worksheet

Dress for Success

Using the word bank at the bottom of the page and the article you just read write the correct answers into the blank spaces provided in each sentence. When you are finished, turn in this sheet for credit.

1. The first thing an employer see is your _____.
2. Dressing _____ is always the safest route.
3. It is important that your outfit is _____ and _____.
4. One way to find out the proper way to dress for a job is to _____.
5. It is important that you have _____ teeth and _____ breath.
6. Take off any _____ including body piercings.
7. The day of the interview be sure to take a _____ and wash your _____.
8. Put on _____ so that you won't have any body odor.
9. Go get a _____.
10. Do not wear too much _____ or _____.
11. Clean and _____ fingernails.
12. No _____ or _____ in your mouth.

Word Bank		
shower	hair	haircut
make-up	cologne	trim
gum	candy	jewelry
attire	clean	ironed
conservatively	visit	brushed
fresh	deodorant	

Appendix E

Steps for Preparing for An Interview

Step 1. **Research the Company**

Doing [thorough research on the company](#) you are applying to will put you head and shoulders above your competition

Step 2. **Ask Questions**

Make note of the questions you would like to ask about the company and the workplace culture that are important to you.

Step 3. **Prepare Answers to Common Questions**

Jot down some bullet point responses [to the most commonly asked interview questions](#) and rehearse them so they are fresh in your mind when the day of the big interview comes.

Step 4. **Know What You're Bringing to the Table**

When preparing for your interview, know how your particular skill set will translate to your job role and how it will help contribute to the overall goals of the team or department.

Step 5. **Know the Location of the Interview**

Look Up the Location Beforehand

Step 6. **Prepare with Mock Interviews**

No matter how many times you practice an answer in your head, it will sound different to you when you speak it aloud. *For this reason, it's important to speak your responses out loud as part of your interview preparation.*

Step 7. **Give them a Copy of Your Resume**

It is advisable to have at least 3 hard copies with you. Two in case there is more than one interviewer, and one for yourself to use to follow along as the interviewer is discussing your work history

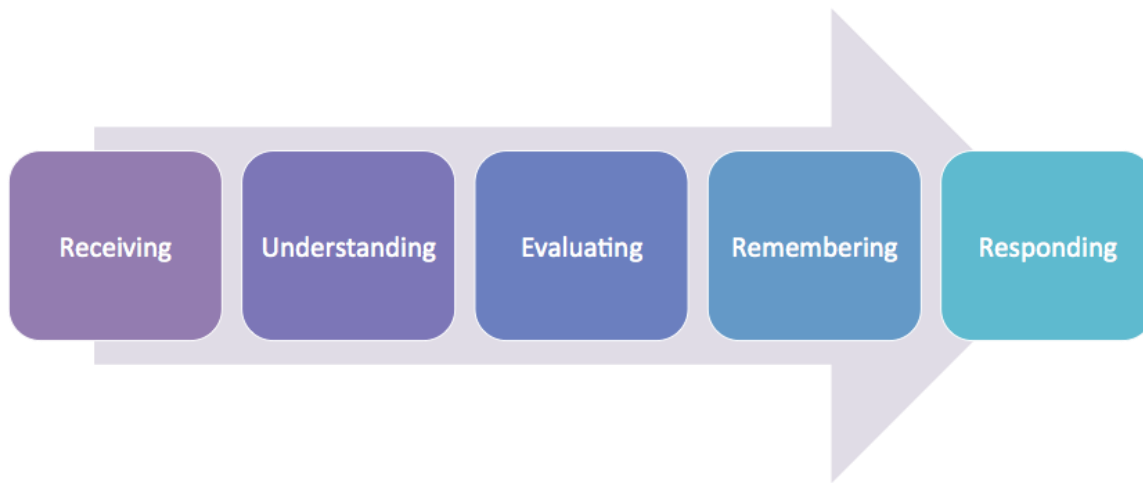
Step 8. **Have Concluding Questions Prepared**

Always have some questions to ask at the end of the end of the interview.

1. What's the best thing you've learned while working here?
2. Can you tell me more about the day-to-day responsibilities of this job?
3. What would be my works hours if hired?
4. How often do you evaluate your employees and if so, will there be an increase in pay?
5. Does your company offer any benefits?

Active Listening Process

Five Stages of the Listening Process



Appendix H

Active Listening Activity and Checklist

Objective: Students will be able to Identify and demonstrate the steps of the active listening process.

Activity

Students will be placed in a group of 3: Person 1- Interviewer, Person 2- Interviewee, Person 3- Evaluator of Listening Checklist.

While Person 1 is interviewing Person 2, and Person 3 will use the Activity Listening Checklist below to evaluate if Person 2 is demonstrating active listening skills. Person 3, the evaluator will review the checklist with Person 2 and Person 1 can add any additional comments. Each group will rotate through each person's role.

Active Listening Checklist
<input type="checkbox"/> Pay attention.
<input type="checkbox"/> Face the speaker.
<input type="checkbox"/> Ask questions after the speaker has finished.
<input type="checkbox"/> Maintain comfortable eye contact.
<input type="checkbox"/> Concentrate on the speaker's words.
<input type="checkbox"/> Avoid interrupting the speaker (i.e. Quiet while the speaker is talking.)
<input type="checkbox"/> Show that you are listening by showing the appropriate body language.
<input type="checkbox"/> Provide feedback by responding appropriately.
Comments

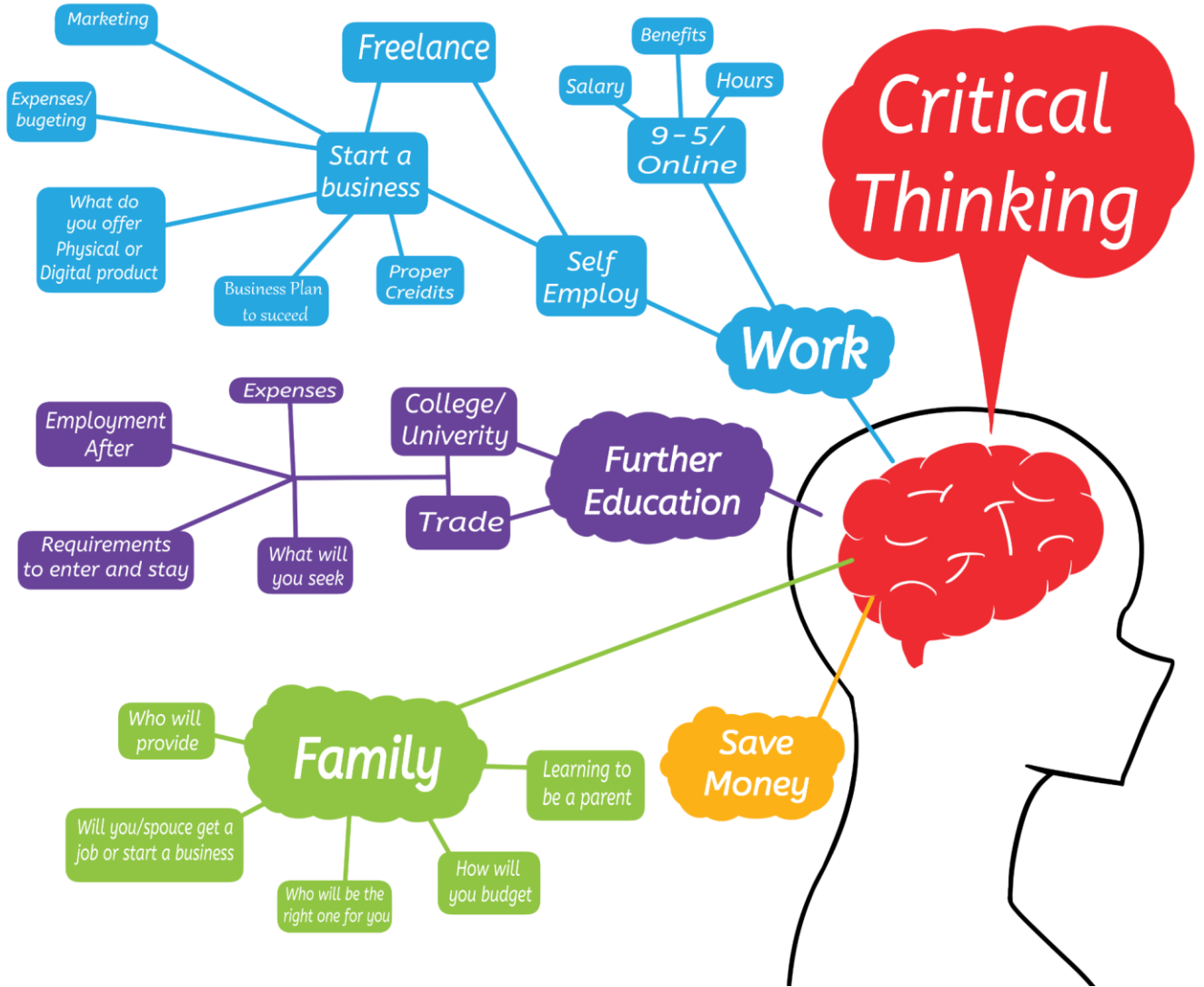
Appendix I

Decision-making Process Chart



Appendix J

Critical Thinking Chart



Appendix L

Body Language Quiz

Are you curious about how good you are at reading body language? Take our two-minute quiz.

1. When we encounter someone, what is the part of the body that we notice first?

- Face
- Eyes
- Hands
- Torso

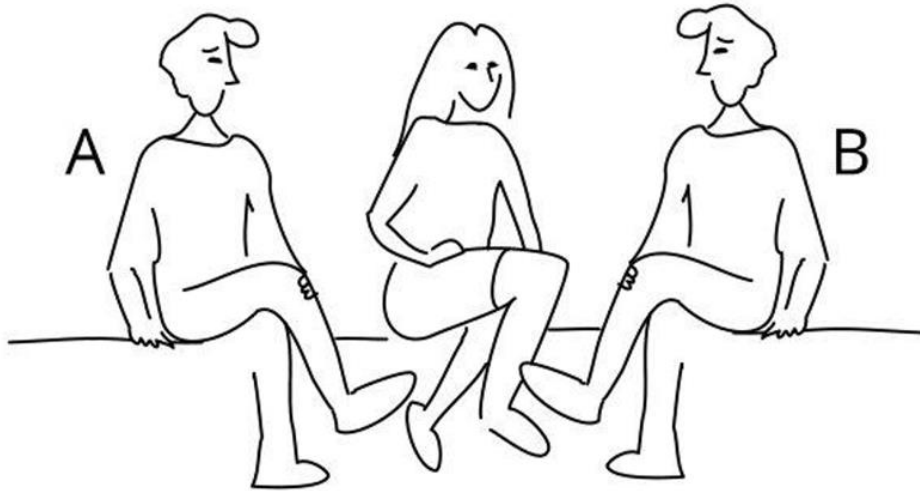
2. Which woman is more open to your ideas?



Woman A



Woman B



3. Which man is this woman interested in?

Man A

Man B

4. Imagine that you walk into a room for an interview, shake the interviewer's hand, sit down, and proceed with the interview. When do you make your first impression?

Between the door and when you've taken your seat.

After they've asked you three questions.



5. You ask this person a question and they do this gesture. What is going on?

They have a headache.

They feel annoyance.

They feel shame.

6. If someone's verbal message is out of alignment with their nonverbal message (body language and voice tone) science has shown that we believe their nonverbal message. How much weight do we give someone's nonverbal signals?

Nonverbal signals are twice as powerful as words.

Nonverbal signals are six times more powerful as words.

Nonverbal signals are twelve times more powerful as words.

7. Can the way we stand and move our body before a test affect our performance on the test?

Yes

No

8. When we feel an emotion, it shows on our face. Is the opposite true? If we mimic a facial expression, will we feel the emotion associated with the expression?

Yes

No

9. In a 30-minute conversation, two people can send over _____ nonverbal signals.

50

300

800

1400

10. If someone leans toward you when they say something,

They like the smell of your cologne or perfume.

They are emphasizing a point.

They forgot their glasses and are trying to see you better.

11. What is this person feeling?

Amusement

Contempt

Anger



12. One of these is fake and one is real. Which smile is real?



A



B

Appendix M

KWL Chart

Name _____ Date _____

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned

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Appendix N

Characteristics of Good Hygiene

Many people equate hygiene with 'cleanliness', but hygiene is a broad term. It includes personal habits: taking a shower or bath, brushing teeth, washing hands and face, trimming and washing fingernails, combing or brushing hair, putting on deodorant, and wearing clean and neat clothing.

Grooming & Hygiene Checklist for Men & Women

Clothing + Accessories
<p>___ Wear a clean, pressed, properly fitted (not too tight, short, or loose), neutral-colored suit. (TIP: Carry a stain removing stick if you plan on eating or drinking prior to your interview).</p> <p>___ Check that your shirt is tucked in, buttoned, and clean. Ensure your tie is tied properly and your shirt is fully buttoned.</p> <p>___ Avoid wearing anything overly revealing.</p> <p>___ Wear clean, polished, and comfortable shoes. You may be invited on a tour of the office, be sure to choose shoes you can walk in with confidence.</p> <p>___ Refrain from carrying too many bags with you; a purse or messenger bag is acceptable.</p> <p>___ Avoid costume jewelry or anything overly flashy, as this could be distracting to an interviewer.</p> <p>___ Consider covering tattoos and removing facial piercings, if possible. While tattoos are accepted, there is no way of telling how a hiring manager may feel about them. Avoid the risk of offending anyone by covering them for the interview.</p> <p>___ Refrain from bringing coffee cups or any other beverage with you. Keep your hands free to shake hands with your interviewer.</p> <p>___ Leave personal items, such as laptops, tablets, and smartphones in your bag. Do not take them out at any point, even if you are waiting in a room for the interviewer to arrive.</p>

Personal Hygiene
<p>___ Brush, floss, and use mouthwash prior to your interview. (TIP: If you are concerned about bad breath, carry a small bottle of mouthwash and use it in a coffee shop bathroom immediately before your interview).</p> <p>___ Comb or style your hair in a professional manner; avoid dying your hair bright colors (blue, purple, pink, etc.) prior to starting a job search.</p> <p>___ Clean and manicure your nails. If you choose to wear to nail polish, choose a neutral or clear color.</p>

___ Keep your makeup natural.

___ Avoid wearing perfume or cologne. Your hiring manager may not like the scent you have chosen, have a previous association with that scent, or be allergic to it.

___ Wear deodorant. If you sweat when nervous, you may want to choose a clinical strength brand.

___ If traveling on a sweltering day, give yourself enough time to freshen up in a restroom prior to your interview.

___ If you are chewing gum, dispose of it prior to your interview.

Appendix O

Types of Disabilities and Accommodations Chart

Disability Category	Barrier	Example Accommodations
Visual disability	Reading printed text	<ul style="list-style-type: none">· Audio version of text· Large-print materials· Braille materials
Specific learning disability	Decoding text	<ul style="list-style-type: none">· Audio books· Text-to-speech software
ADHD	Remaining focused	<ul style="list-style-type: none">· Allow frequent breaks.· Mark answers directly in the test booklet vs. on a bubble answer sheet
Orthopedic impairment	Writing out responses (due to inability to hold a pencil)	<ul style="list-style-type: none">· Permit oral response.· Speech-to-text software

Appendix P

Needs and Accommodations Checklist

STUDENT:

GRADE:

DATE:

EXCEPTIONALITY:

The following accommodations are needed for students to be successful in school and employment.

<p>Materials</p> <p><input type="checkbox"/> Audio text or other materials</p> <p><input type="checkbox"/> Pre-teach materials.</p> <p><input type="checkbox"/> Use highlighter tape or highlight materials.</p> <p><input type="checkbox"/> Use manipulative sets.</p> <p><input type="checkbox"/> Provide copy of notes after student attempts</p> <p><input type="checkbox"/> Use large print.</p> <p><input type="checkbox"/> Adapt tasks based upon student mastery.</p> <p><input type="checkbox"/> Clarify expectations for work.</p> <p><input type="checkbox"/> Use rubrics.</p> <p><input type="checkbox"/> Simplify language.</p> <p><input type="checkbox"/> Avoid penalizing for:</p> <p><input type="checkbox"/> Allow alternative formatting.</p> <p><input type="checkbox"/> Use specialized equipment.</p> <p><input type="checkbox"/> Calculator</p> <p><input type="checkbox"/> Other</p> <p>Assignments</p> <p><input type="checkbox"/> Use written backup to oral instructions.</p> <p><input type="checkbox"/> Reduce difficulty level.</p> <p><input type="checkbox"/> Shorten assignments.</p> <p><input type="checkbox"/> Give extra cues or prompts.</p> <p><input type="checkbox"/> Give directions in small distinct steps.</p> <p><input type="checkbox"/> Provide exemplars/ models.</p> <p><input type="checkbox"/> Limit penalizing for errors related to disability.</p> <p><input type="checkbox"/> Provide alternate activities, same content.</p>	<p>Time Management/ Motivation/ Reinforcement</p> <p><input type="checkbox"/> Use visual schedule.</p> <p><input type="checkbox"/> Use a calendar or journal.</p> <p><input type="checkbox"/> Clarify for understanding.</p> <p><input type="checkbox"/> Teach study skills.</p> <p><input type="checkbox"/> Have student repeat directions.</p> <p><input type="checkbox"/> Establish timelines for work.</p> <p><input type="checkbox"/> Plan for generalization: Design/write use long- term assignment.</p> <p><input type="checkbox"/> Timelines</p> <p><input type="checkbox"/> Give transition warning.</p> <p><input type="checkbox"/> Request parent reinforcement</p> <p><input type="checkbox"/> Use study sheets to organize material.</p> <p><input type="checkbox"/> Review and practice in real situations</p> <p><input type="checkbox"/> Teach skill in several settings/environments.</p> <p><input type="checkbox"/> Connect skills to student’s life.</p> <p><input type="checkbox"/> Verbal praise</p> <p><input type="checkbox"/> Nonverbal (visual) cues to keep working.</p> <p><input type="checkbox"/> Offer choices.</p> <p><input type="checkbox"/> Positive reinforcement/ Behavior chart</p> <p><input type="checkbox"/> Behavior Intervention Plan</p> <p><input type="checkbox"/> Other</p>
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<p>Testing Adaptations</p> <p><input type="checkbox"/> Allow oral responses.</p> <p><input type="checkbox"/> Read test to/ with student.</p> <p><input type="checkbox"/> Preview test language</p> <p><input type="checkbox"/> Extended time</p> <p><input type="checkbox"/> Short answer vs. open-ended</p> <p><input type="checkbox"/> Multiple choice vs. short answer</p> <p><input type="checkbox"/> Modified format (i.e., white space, word bank)</p> <p><input type="checkbox"/> Shortened questions/ limit answer choices.</p> <p><input type="checkbox"/> Taken in resource room.</p> <p><input type="checkbox"/> Retest at teacher’s discretion</p> <p><input type="checkbox"/> Grades averaged at teacher’s discretion.</p> <p><input type="checkbox"/> Other</p>	<p>Presentation of Subject Matter</p> <p><input type="checkbox"/> Use individual/small group instruction.</p> <p><input type="checkbox"/> Provide guided notes.</p> <p><input type="checkbox"/> Provide models.</p> <p><input type="checkbox"/> Allow use of manipulative sets</p> <p><input type="checkbox"/> Highlight critical information.</p> <p><input type="checkbox"/> Pre-teach vocabulary.</p> <p><input type="checkbox"/> Simplify language or reading level of assignment.</p> <p><input type="checkbox"/> Other</p>
<p>Academic</p> <p><input type="checkbox"/> Allow the use of calculator, number line, or other tools as appropriate.</p> <p><input type="checkbox"/> Group similar problems together</p> <p><input type="checkbox"/> Provide less problems.</p> <p><input type="checkbox"/> Use graph paper to write problems.</p> <p><input type="checkbox"/> Provide “math facts” sheets or charts.</p> <p><input type="checkbox"/> Items read to or with student.</p> <p><input type="checkbox"/> Break multiple step items into small steps.</p> <p><input type="checkbox"/> Read directions to student.</p> <p><input type="checkbox"/> Allow more time on assignments.</p> <p><input type="checkbox"/> Allow activity breaks.</p> <p><input type="checkbox"/> Don’t use timed activities.</p> <p><input type="checkbox"/> Allow short breaks between activities.</p> <p><input type="checkbox"/> Ignore minor movement within assigned area.</p> <p><input type="checkbox"/> Allow student to stand and work.</p> <p><input type="checkbox"/> Rework assignments in resource/with resource teacher</p> <p><input type="checkbox"/> Grades averaged at teacher’s discretion.</p>	<p>Environment</p> <p><input type="checkbox"/> Preferential seating in classroom</p> <p><input type="checkbox"/> Preferential seating in lunchroom</p> <p><input type="checkbox"/> Reduce visual distractions.</p> <p><input type="checkbox"/> Allow movement within assigned area.</p> <p><input type="checkbox"/> Use a study carrel.</p> <p><input type="checkbox"/> Define areas concretely.</p> <p>Socialization Supports</p> <p><input type="checkbox"/> Peer tutoring</p> <p><input type="checkbox"/> Use cooperative learning.</p> <p><input type="checkbox"/> Focus on process end product.</p> <p><input type="checkbox"/> Teach social skills.</p> <p><input type="checkbox"/> Cooperative learning projects</p> <p><input type="checkbox"/> Allow opportunities to help other students.</p> <p><input type="checkbox"/> Other</p>

Handwriting <input type="checkbox"/> Use worksheets that require less graphics. <input type="checkbox"/> Allow work to be recopied when sloppy. <input type="checkbox"/> Provide a note-taker or copies for student. <input type="checkbox"/> Allow print vs cursive. <input type="checkbox"/> Provide a model for writing information. <input type="checkbox"/> Other	Home <input type="checkbox"/> Have a second set of materials at home. <input type="checkbox"/> Use a home-school communication program. <input type="checkbox"/> Have parent's preview or review material. <input type="checkbox"/> Link learning/ behavior activities to family routines <input type="checkbox"/> Other
---	--

Additional Information:

Appendix Q

Transition Assessment

Student Name: _____

Date: _____

This is intended to help you begin thinking about what you might want to do when you finish high school. Each year this will be updated to reflect your changing perspective on what you want to do as you get closer to exiting school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after high school.

A. Future Vision/Career Interests

1. What kind of work would you like to do?

2. What type of training or education will you need for your work or career?

College Vocational School
 Military On the job training
 Don't Know

B. Educational Interests

1. What subjects do you like best in school? _____

2. What subjects do you dislike? _____

3. What do you need help with in school? _____

4. What can you do without help? _____

5. Which accommodations help you learn? _____

6. In high school, I plan to earn a

Diploma Certificate

7. What extra-curricular/after-school activities do you participate in? _____

8. What extra-curricular/after-school activities would you like to participate in? _____

C. Independent Living Skills

1. What chores do you do at home? _____

2. What home and community living skills can you do?

Shop for clothes
 Fix a snack
 Shop for food
 Cook a meal
 Eat at a restaurant
 Use public transportation
 Other: _____

3. Community Skills you need to learn: _____

D. Recreation and leisure activities

1. What do you do in your free time?

I spend most of my time alone
 I spend time with friends
 My hobbies and interests are: _____

2. New activities I would like to try: _____

3. Where would you like to live after high school?

With family
 With friends
 Alone
 Other: _____

Appendix R

Ways to Respond to Personal Intrusive or Illegal Questions

1. Gracefully avoid the question and steer the conversation elsewhere or gracefully say I rather not answer that question.
2. If you choose to answer, keep your answers short, broad and general.
3. Redirect the question back to the person.
4. Ask the person how this question is relevant to my job.

Appendix S

Goal Setting Worksheet

Name _____ **Goal Setting**



SMART Goal Setting

In as few words as possible, write down your goal.

My goal is to: _____

Make your goal specific. What actions will you take to achieve this goal?

1. _____

2. _____

3. _____

Make your goal measurable. How will you track your progress? How will you know you have reached your goal?

I will use the following numbers or methods to measure my progress: _____

I will know I have reached my goal when: _____

Make your goal attainable. I need the following things to achieve my goal:

How I will find the time to work on my goal: _____

I need to educate myself about: _____

I will get support from: _____

Make your goal relevant. Why is it important for you to achieve this goal?

Make your date time bound.

I will reach my goal by: _____ I will get halfway to my goal by: _____

Additional milestones: _____

Appendix T

Lesson: 4 Types on Interpersonal Communication Skills

There are 4 main types of interpersonal communication:

- Verbal – Verbal communication is based on what you say and how you speak in person and on the phone.
- Nonverbal – Nonverbal communication is what you communicate with your body and your face.
- Writing – Written communication is communicating through email, text, letter, or any other written form of communication.
- Listening – Listening is also communication. When you listen, you communicate how you feel about the other person and what they say.

Activities:

Review scenarios on appropriate and inappropriate interpersonal communication skills.

Scenario 1:

Hey. I need info on Cathy. Expected it from you yesterday. Check the attachment.

Why this doesn't work:

- Typos and terse punctuation
- Passive aggressive in tone
- Not enough information included.
- No indication of what the attachment is or what response is needed.


Try this instead:

Hey [name], have you received the information on Cathy from the hiring manager? I was hoping to move forward with the hiring process, but I just heard Larry requested we change the job description. I'm not sure Cathy still meets the qualifications with this adjustment. See attached for the updated job description. I'd appreciate it if you could communicate with the hiring manager and then update me on what is happening.

Why it works:

- It provides context and clearly outlines what the request is.
- Offers information about what the attachment is.
- While not overly warm, this is a good step in the right direction.
- Pro Tip: Don't attempt to suddenly ooze warmth in your communication if your typical communication style is abrupt. Instead, work on making minor adjustments to your interpersonal communication. Over time, slowly add warmth, and it will feel more natural.

Scenario 2:

Hey Don! How have you been?? I heard you had a great vacation. So, jellies!!  Did you get my last email? I know you've been busy, but I REALLY need your help! I'll swing by your office later if I don't hear from you.

Why this doesn't work:

- Too many emojis and excessive punctuation
- Slightly manipulative
- Inconsiderate and unprofessional
- Doesn't communicate what the need or request is.

Try this instead:

Hey Don! Glad to have you back from vacation. I know you have a lot on your plate, but I hope you can help me with information on our new client. Jessica mentioned you were their first point of contact. I want to ensure I have the complete picture before I start, and I value your perspective.

I look forward to hearing from you. I'll be at my desk until 5 if it's easier to talk in person.

Thanks so much!

Why it works:

Polite and professional

Provides context and information upfront.

Appendix U

Article: Why Is It Important to Dress Professionally?

[Indeed, Editorial Team](#)

Updated November 20, 2022

What does it mean to dress professionally?

To dress professionally refers to wearing clothes that suit a professional environment. Such environments vary and may require different clothes specific to each workplace. The formality in each place of work is also different, and while some may require putting on a business suit, others may only require their employees to wear a company T-shirt and jeans. Professional outfits generally necessitate being clean and tidy. Employees may consider learning the company's dress code to understand what professional attire means to the organization for which they work.

The importance of dressing professionally

As a professional, many aspects contribute to career and company success, and the way you dress is one important consideration. Your outfit at work can be a point of judgement for a customer and may influence their decisions with regards to the business or the products and services the company offers. It may also influence how other people in the office perceive you. Here are some reasons dressing professionally is important:

To make a good first impression

Your appearance may be the first thing others notice about you. Dressing professionally can help build a good first impression, especially during an interview or formal meetings with stakeholders or hiring managers.

To show your level of professionalism

Proper dressing is a way to show your level of professionalism. Making an effort to look appropriate for the workplace can encourage others to respect and see you as a person who values their work. Employers can interpret professional dressing as work dedication, seriousness, and respect for the organization.

To boost your confidence

Dressing professionally can boost your confidence. When you wear the appropriate clothes and have suitable accessories, it shows other people that you're confident in your profession. This can help you feel more comfortable and motivate you to perform better. It also helps you project a professional image, which can help others respect you and build your network of colleagues and business connections.

Appendix V

Article: Professional Speech in the Workplace

When you are at work, use clean language even during casual conversations and emails. Avoid gossiping, talking about sensitive subjects and sharing overly personal information with coworkers. If you do need to confide in a colleague, do it in a private space where customers or managers cannot hear you.

During meetings and discussions, speak clearly and courteously so people can understand you. Listen to your colleagues when they share ideas and acknowledge the things they say even if you disagree. Your tone and language are equally important when communicating through email. Keep emails professional because they become long-term records of conversations.

