

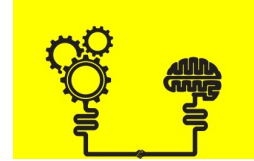
Developing
Competitive
Work Skills



WORK SKILLS
COMPLETING TASKS
WITH ACCURACY



SOCIAL SKILLS
POSITIVE WORK-
BASED INTERACTIONS



PRODUCTIVITY
MAINTAINING A
COMPETITIVE PACE

WORK EXPERIENCE



Program Overview

Within the Work Experience Program, students are taught and reinforced work-ready behaviors. Data is systematically collected in five areas (appearance, behavior, job performance, communication, and independence) and used to determine progress toward competitive, generalized work skills. Students work with the coordinator, a job coach, and the job site to determine appropriate work goals and tasks.

Melanie Smith

Work Experience Coordinator

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Room 315A

Prior to enrolling in Work Experience, the IEP team will have determined a need for the course, including the development of an applicable goal to enhance behaviors necessary for future opportunities in competitive employment. Students are considered interns in an unpaid educational program and receive course credit towards graduation.

Job Site Components

Placements within the Work Experience Program are determined by multiple factors, including interest and skill sets obtained from previous courses and work experiences, proximity of a business to the school, opportunities available through community businesses, and prior supports. Enhancing work-ready behaviors is a major component of student growth within the course. Compliance with staff from the school and business, along with regular attendance, are two work-ready behaviors students will be expected to demonstrate immediately in any community placement.

Once a location is secured for a specific placement, a written agreement is completed between the community business, school, student, and parent/guardian. Students and staff are expected to follow the routines and rules outlined by the business. While rare, patterns of irregular attendance and/or an inability to comply with work requests may result in the loss of a work placement.

Each student's internship within the program is unique due to the student, business, and time of day. A typical day in a community placement begins with a student boarding a First Student bus by the sound of the class bell. The student is then taken to the work site, where a job coach meets him/her. Depending on the job site, a student will receive their tasks from a manager, gather the needed supplies, and ask any questions there may be at the time. A job coach would help the student identify how to approach the completion of tasks, as well as how to evaluate their performance during and after a task. Teaching a student how to communicate throughout the placement, including self-advocacy, is an important piece to the program.

****Due to COVID-19, placements in the community have been delayed. Students will be placed in on-campus settings for Fall 2020.****

Grading System



Students will receive scores in the following areas:

- 2 points = attendance
- 1 point = appearance
- 1 point = attitude
- 1 point = productivity

These five points are used in determining grades. Placing an emphasis on these four behavioral areas equips each student with control of his/her grade while also increasing necessary skills required for competitive employment.

