NTACT THE COLLABORATIVE
Improving Opportunities & Outcomes

Workplace Readiness Training

Pre-Employment Transition Services

Guiding Questions | Activities | Progress & Outcome Indicators

- **Workplace Readiness Training is one of the five required pre-employment transition services designed to:**
  - Help students develop social skills and independent living, that are necessary to obtain and maintain any job, such as communication skills, and interpersonal skills, financial literacy, orientation and mobility skills, job seeking skills, time management, personal care, as well as other employability skills.
  - These services may include instruction, role playing, mock interviews, as well as other hands-on classroom or community-based activities that provide students opportunities to practice, and acquire/apply knowledge.

Content Areas

- Communication skills
- Teamwork
- Interpersonal skills
- Problem-solving
- Work Ethic
- Flexibility/adaptability
- Technology use
- Orientation and mobility skills
- General financial literacy/benefits planning
- Job-seeking skills
- Personal care (dressing, grooming/hygiene)
- Food preparation
- Personal organization/time management

Guiding Questions

1. ***Awareness*:** Is the student aware of the social/interpersonal skills necessary to be successful in getting and keeping a job in a competitive integrated setting?
2. ***Awareness*:** Is the student aware of the basic skills necessary to live independently?
3. ***Exploration and Demonstration*:** Has the student been able to practice in the classroom and/or community, the social/interpersonal skills necessary for success in competitive integrated employment?
4. ***Exploration and Demonstration*:** Has the student been able to practice in the classroom and/or community, independent living skills necessary for success in competitive integrated employment?

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Examples of Activities

1. Help students create a social media account (i.e. linkedin) for their job search process.
2. Provide opportunities for students to practice problem-solving skills, conflict resolution, and adaptability/flexibility through various workplace scenarios.
3. Coordinate opportunities for students to learn how to communicate effectively on the job (e.g. verbal, written, other communication devices), understand the importance of body language, act professionally and interact appropriately with supervisors and co-workers through the use of role playing, watching videos, etc.
4. Provide opportunities for students to work as a team or in small groups to develop a product or create a new video game that they want to sell, and build in opportunities for students to showcase teamwork, cooperation, and active listening.
5. Engage students who have had past volunteer and/or work experiences to reflect back on any specific challenges/issues they experienced, and role play how they might handle that situation differently.
6. Assist students in creating their resume/portfolio, practice filling out on-line job applications, understanding disclaimers, use of an identified signature, and upload documents such as resumes, cover letters, transcripts, etc.
7. Conduct mock interviews with real employers to practice interviewing skills.
8. Provide opportunities for students to learn and practice personal care (dressing, grooming, and hygiene), by incorporating activities such as “dress for success”.
9. Coordinate opportunities for students to learn and practice independent living skills including food preparation, clothing management, household maintenance, etc.

Key Considerations

- VR is the only entity that can provide or arrange for the provision of Workplace Readiness Training as a pre-employment transition service to students with disabilities.
- Since local education agencies (LEAs) are obligated to provide transition services under the Individuals with Disabilities Education Act (IDEA), VR must collaborate with the LEA to ensure there is no duplication of services.
- Ensure students are engaged, and build in opportunities for student self-reflection.

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10. Identify resources and set up opportunities in the community to teach students money management, general financial literacy, and benefits planning, to include information about work incentives provided through the Social Security Administration (SSA).
11. Develop targeted activities to promote work ethic, time management, and self-monitoring production and performance.
12. Conduct travel training and/or orientation and mobility skills training, including opportunities to safely navigate the public transit system, use ride share apps, follow google maps, etc.
13. Students practice using a smart phone or tablet to download apps that help facilitate workplace readiness and independent living skills.
14. Students establish an appropriate email address and are able to send/receive emails.
15. Students are able to participate in group meetings via the computer or their smart phone using a platform like zoom or google meet.
16. Facilitate discussions with students regarding the importance of reviewing job descriptions, taxes, benefits/compensation, workplace expectations, and evaluation/performance appraisals.

Student Progress & Outcome Indicators

☐ **Identify how student participation, progress, and outcomes for workplace readiness training will be tracked, reported, measured, and shared. Consider the following:**

- Identify learning objectives and/or outcome indicators in order to:
  - *evaluate and document student progress*
  - *determine if more or different workplace readiness training opportunities are needed*
  - *identify and/or solidify career interests within a specific career pathway*
  - *determine if no further workplace readiness training, including social skills and independent living are needed at this time*
- Conduct Pre-Post Surveys.
- Identify curricula/activities that are interactive and keep students engaged.
- Implement activities/events that incorporate student voice and decision-making.
- Incorporate opportunities after each activity for student self-reflection.
- Share student progress and outcomes with the student, IEP team, school contacts, internal VR team members, and parent/family, as appropriate.

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☐ **Examples of Learning Objectives/Outcome Indicators**

Workplace Readiness Training

1. Understands how to address an issue/problem, and how to find answers to solve problems in the workplace.
2. Demonstrates the ability to handle changing work schedules and differing job tasks
3. Demonstrates initiative and requests assistance when needed.
4. Demonstrates knowledge of a positive work ethic and employability skills necessary to succeed in the workplace
5. Demonstrates effective time management techniques (e.g. maintains good attendance, is punctual returning from breaks on time)
6. Understands the importance of meeting deadlines and/or performing job tasks in a timely manner; and can effectively use a computer or smart phone to manage workplace meetings or clock in, etc.
7. Demonstrates appropriate social skills in the workplace, and interacts appropriately with co-workers and supervisors
8. Demonstrates understanding of workplace policies and procedures (i.e. work-related benefits, pay periods, social security deductions, emergency procedures, etc.)
9. Understands the roles and responsibilities of a productive team
10. Employs effective organization skills
11. Knows where to look for work and how to conduct a job search
12. Able to write resume tailored to their job search
13. Can complete job applications or other required forms
14. Participates in mock or real job interviews including disability disclosure, and understands the importance of following up with an employer after a job interview
15. Maintains good health, personal hygiene, and grooming
16. Understands and can demonstrate safe food handling techniques
17. Demonstrates the ability to travel independently in their home, community, school, or workplace
18. Knows how much money they need to earn in order to live independently
19. Identifies appropriate cash currency, understands how to use an ATM, the difference between credit and debt, can define income, expenses, or a budget, and knows how to actively manage their money.
20. Knows about a savings account or an ABLE account if they receive SSI.

Curriculum options and more resources can be found at the link below:
NTACT:C Pre-Employment Transition Services Workplace Readiness Training

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