

WORK-READY BEHAVIOR FRAMEWORK

CLOTHING

- Zips, snaps, and buttons own clothing
- Adjusts own clothing
- Remains in restroom until clothing is adjusted
- Puts on/takes off shoes and jackets
- Identifies the difference between dirty clothes and clean clothes
- Wears clean clothes of the proper size to work
- Uses a washing machine to clean

HYGIENE

- Uses restroom independently
- If toilets with partial independence, can anticipate need to use restroom and ask for help appropriately and discretely
- Cleans self well after toileting
- Applies deodorant daily
- Showers/bathes independently
- Washes/dries hands fully after toileting
- Brushes/combs hair

DINING SKILLS

- Drinks from an open cup without spilling
- Feeds self with utensils with minimal mess
- Cuts food with a knife or fork independently
- Uses a napkin as needed without prompting
- Cleans face, hands, and shirt after eating
- Locates own sack lunch or communicates choices in a cafeteria/menu
- Uses meal ticket, lunch card, or debit card
- Only eats own food in a cafeteria/staff lounge setting
- Cleans table & throws away trash
- Speaks at an appropriate volume for conversation in a cafeteria/staff lounge setting
- Asks if seat is taken before sitting with coworkers

COMMUNITY TRANSPORTATION & SAFETY

- Follows traffic signs, such as STOP, crosswalk, & Bus Stop
- Waits for traffic to stop before crossing a crosswalk without prompting
- Follows familiar route on public transportation
- Operates mobility equipment independently (cane, wheelchair, walker)
- Identify and react accordingly to environmental print/signage (restroom, exit, enter)
- Knows how to request assistance when needed

SAFETY

- Identifies workplace hazards for their specific job location
- Understands how to reduce risk, such as personal protective equipment and machine guards
- Knows how to react in an emergency
- Knows who to ask for assistance during an emergency

ENDURANCE & BREAKS

- Works at a single task for 60 consecutive minutes
- Works at various tasks for 90 consecutive minutes
- Continues to work with reduced supervisor contacts
- Recognizes break time
- Locates break area at the correct time
- Returns to work promptly when break is over
- Can set a timer on a phone/timer to indicate their time needed to return to work

WORK HABITS & BEHAVIORS

- Locates work area independently without prompts
- Stays at work area
- Works alongside co-workers
- Follows 1 and 2 step directions
- Checks in with supervisor on arrival
- Sets up/cleans up work area (completely, without prompting)
- Seeks help when needed
- Follows a visual schedule or task analysis
- Waits for supervisor after requesting help
- Follows a workday schedule
- Independently works until task is completed
- Takes initiative to locate, set up, and begin next agreed upon task when first task is completed

SELF-REGULATION, SOOTHING, & SENSORY NEEDS

- Uses a sensory schedule, if needed
- Anticipates a need for a break before a meltdown happens
- Requests sensory break or de-stimulation break when needed
- Soothes self with age-appropriate tools (not children's toys) when needed when in a community setting
- Uses interventions to prevent overstimulation (like wearing a hat in florescent light, or headphones in a noisy workplace)
- Responds to redirection when stimming at work

TOUCH/PERSONAL SPACE

- Knows difference between appropriate touch with friends (hugs, high fives) and with coworkers/boss (handshakes)
- Maintains an arms distance away from others
- Asks permission to touch someone or to enter someone's personal space

ATTITUDE

- Adjusts even when asked to do something he/she doesn't want to do
- Tolerates differences with coworkers
- Receives directions from supervisor
- Receives corrective feedback from supervisor
- Takes responsibility for own actions

COMMUNICATION & SELF-ADVOCACY

- Answers basic yes/no questions (communication device, verbally, communication board)
- Introduces self (communication device, verbally, communication card)
- Uses some eye contact, facial expressions (especially smiling)
- Shakes hands using right hand and an appropriate strength grip (if possible)
- Initiates and/or engages in conversation at appropriate times, and not at inappropriate times
- Communicates basic needs (restroom, hungry, hurt/sick)
- Asks for help when needed
- Initiates communication of interests & wants
- Makes choices regarding personal preferences