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# WORK-READY BEHAVIOR FRAMEWORK

MU PRE-ETS - HORIZONS



# AGENDA

- 01 MY DISABILITY ROADMAP
- 02 OUR VISION & OUR PHILOSOPHY
- 03 TRAINING STRUCTURE
- 04 COMMUNICATION & SELF-ADVOCACY, SELF-REGULATION, & SENSORY NEEDS
- 05 CLOTHING, HYGIENE, & DINING SKILLS
- 06 ENDURANCE & BREAKS, WORK HABITS & BEHAVIORS
- 07 TOUCH, PERSONAL SPACE, & SEXUAL BOUNDARIES
- 08 COMMUNITY TRANSPORTATION & NAVIGATION, SAFETY

# MET OUR TEAM



**ANNA AZEVEDO**

HORIZONS  
COORDINATOR &  
NORTH EAST



**ROSE WELLBORN**

HORIZONS  
EAST CENTRAL



**KARA HECHT**

HORIZONS  
SOUTH EAST



**BECKY ROMINE**

HORIZONS  
SOUTH CENTRAL

# MET OUR TEAM



**PAM WHEELER**

HORIZONS  
SOUTH WEST



**SONYA KRAMER**

HORIZONS  
WEST CENTRAL



**STACEY HAMANN**

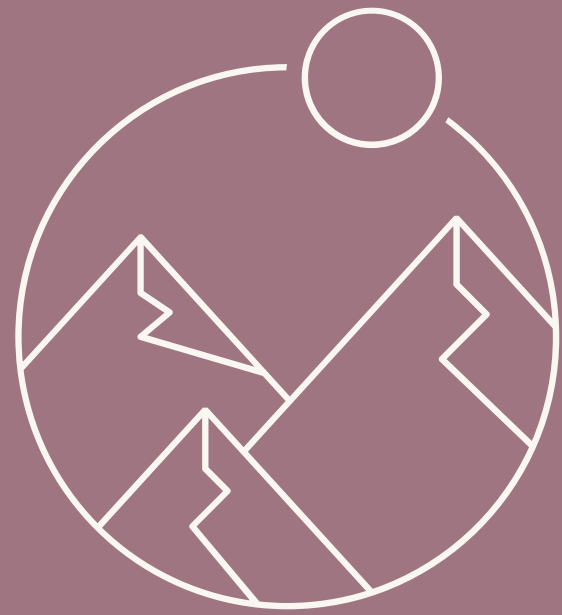
HORIZONS  
NORTH WEST



**JOANNE RAINEY**

HORIZONS  
CENTRAL

# MY DISABILITY ROADMAP



# OUR VISION

## AN ADULT WHO...

- ...expresses job interests, needs, and observations
- ...works at their chosen job with minimal redirection and oversight
- ...has fulfilling personal and coworker relationships
- ...tends to their own physical needs



# THE PHILOSOPHY

- All students are worthy of an opportunity to work and to learn.
- A student's potential (for work, or otherwise) often cannot be quickly observed and determined. More often than not, work skills and social behaviors emerge during years of offering opportunities.
- Very little about a student's potential is fixed and unchangeable. Very MUCH about a student's potential can be influenced by their environment. WE are that environment for much of a student's waking hours, so we have a great responsibility to set high expectations.
- A person with greater independence is less likely to experience abuse.



# TRAINING STRUCTURE



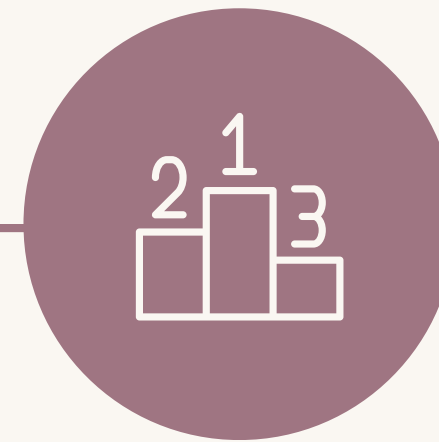
## WORK-READY DOMAINS

- Work-ready behavioral expectations organized by domains



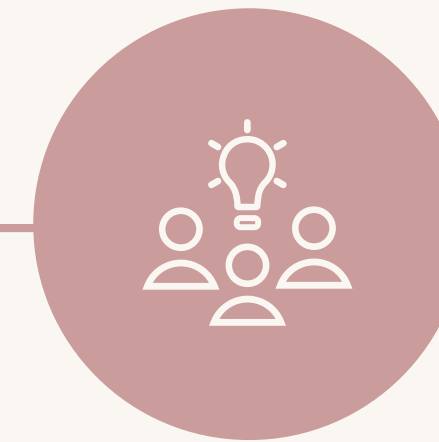
## APPROACH & TEACHING TECHNIQUES

- Teaching strategies
- Helpful philosophies or approaches



## SUPPORTING ACTIVITIES

- Activities to support development of work-ready behaviors



## COLLABORATION

- Time for collaborating to make the learning useful



# 1

## SESSION 1

### ADVOCACY & REGULATION

- MSSD-specific introduction clip & Introduction
- Vision for an Independent, Work-Ready Graduate
- Work-Ready Domains: Communication & Self-Advocacy  
Self-Regulation, Soothing,  
& Sensory Needs
- Approach: Appropriate Social Greetings & Adult  
Boundaries
- Supporting Activities: Heavy Work  
Instead of toddler music toy, try...

# 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



# SELF-REGULATION & 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



# APPROACH & SUPPORTING ACTIVITIES

- Approach:
  - Appropriate Social Greetings
  - Adult Boundaries
- Supporting Activities:
  - Heavy Work
  - Instead of toddler music toy, try...



# SESSION 2

## APPROPRIATE DRESS & DINING SKILLS

- Work-Ready Domains: Clothing  
Hygiene  
Dining Skills
- Teaching Techniques: Prompt Hierarchy  
Fading Prompts
- Supporting Activities: Hygiene Boxes  
"Shopping" for a Work-Ready Outfit

# 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 clothing



# 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 using the restroom
- 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





# PROMPTS

- Consider that while different types of prompts will be more or less intrusive for a given student, generally the prompt hierarchy (from most intrusive to least intrusive) is as follows:
  - Full physical prompt
  - Partial physical prompt
  - Model prompt
  - Gesture prompt
  - Verbal prompt
  - Visual prompt
- Fade prompts before you feel totally comfortable doing so, or the student will already have learned to rely on your prompt before you draw back.



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# SUPPORTING ACTIVITIES

- Supporting Activities:
  - Hygiene Boxes
  - "Shopping" for a Work-Ready Outfit



# SESSION 3

## WORK HABITS

- Work-Ready Domains: Endurance & Breaks  
Work Habits & Skills
- Approach: Structure School Day Like Work Day  
Classroom Chores & Responsibility
- Teaching Techniques: Sorting by Different Characteristics  
Visual Schedule & Task Analyses

# 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



# 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



# WORK HABITS & SKILLS

- 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
- Adjusts attitude even when asked to do something he/she doesn't want to do



# APPROACH & SUPPORTING ACTIVITIES

- Approach:
  - Structure School Day Like Work Day
  - Classroom Chores & Responsibility
- Teaching Techniques:
  - Sorting by Different Characteristics
  - Visual Schedule & Task Analyses





# SESSION 4

## BODY BOUNDARIES & SEXUALITY

- Work-Ready Domains: Touch/Personal Space  
Sexuality
- Teaching Techniques: Social Narratives & Social Stories
- Supporting Activities: Review of Appropriate Social Greetings  
& Adult Boundaries  
Social Interactions in New Settings  
& with New People  
Direct Instruction & Social Stories on  
Sexual Expression & Boundaries

# TOUCH/ PERSONAL SPACE

- Differentiates 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



# SEXUALITY

\*\*It is developmentally appropriate for Middle School and High School students to experience and express romantic and sexual feelings about same-aged peers. Our role is not to quash sexual feelings, or to influence our students' sexuality. Our role is to provide them safety and independence by teaching them sexual expression boundaries and relational skills so that inappropriate sexual behaviors do not become another barrier to employment and public life.\*\*



# SEXUALITY

- Develops meaningful friendships with peers
- Refrains from expressing romantic interest during work times
- Refrains from physical expressions of sexuality at work and school (including kissing, touching self sexually, masturbation, humping)
- Understands the difference between private space and public space



# APPROACH & SUPPORTING ACTIVITIES

- Teaching Techniques:
  - Social Narratives & Social Stories
- Supporting Activities:
  - Review of Appropriate Social Greetings & Adult Boundaries
  - Social Interactions in New Settings & with New People
  - Direct Instruction & Social Stories on Sexual Expression & Boundaries



# SESSION 5

## COMMUNITY NAVIGATION & SAFETY

- Work-Ready Domains: Community Transportation & Navigation  
Safety
- Approach: Arranging the Classroom for Independence  
Intentional Challenges
- Supporting Activities: Environmental Print/Signage Walk  
Off Campus Instruction, Walking Trips  
Safety Equipment Lesson

# COMMUNITY TRANSPORTATION

- 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





# APPROACH & SUPPORTING ACTIVITIES

- Approach:
  - Arranging the Classroom for Independence
  - Intentional Challenges
- Supporting Activities:
  - Environmental Print/Sinage Walk
  - Off Campus Instruction
  - Walking Trips
  - Safety Equipment Lesson



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**THANK YOU**

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