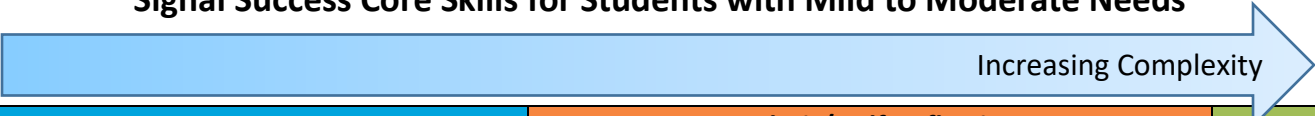# A Model for Layered Employability Instruction:
Signal Success Core Skills for Students with Mild to Moderate Needs

signal success — *Be career ready.*

→ Increasing Complexity

Strand # 1- Working with Others

Awareness	Analysis/ Self-Reflection	Application
• Working as a team is a part of school, work and community. • There are multiple teamwork styles and they look different. • Styles have strengths and weaknesses. • People have different roles in groups/ teams to help get the job done. • Collaboration means working together, and is important in a group/ team. • Communication is an important part of working together.	• There are times when I prefer to work on a team and times I work by myself. • My teamwork style is…because… • I can identify why examples belong to different teamwork styles. • I can identify ways to use my teamwork style in different situations. • I can explain how images show examples of collaboration. • I can give examples of times I have collaborated well.	• I can demonstrate my teamwork style during group activities. • I can collaborate with others during group activities.

Examples of Classroom Activities that Support these Learning Targets: Small Group Activity: Tower Build with Self-Rating; Small Group Teambuilder: Golf ball Challenge with Impressed/Unimpressed

Working Toward Generalization: Connections to Work & Community: It is important for me to use my teamwork style and collaboration skills in order to contribute effectively to group tasks at work and in the community.

Strand # 2- Communication

Awareness	Analysis/ Self-Reflection	Application
• I know what communication is and how it relates to teamwork styles and collaboration. • I know some traits of good (and poor) communication. • I know what it means to be a whole body listener and a whole body speaker. • I know that giving and listening to clear directions is important to completing tasks. • I know that professional emails and texts are different from what I send to friends and family.	• I can recognize examples of good (and poor) communication. • I can explain how I would write an appropriate email or text to a teacher.	• I can use whole body listening and speaking in the classroom. • I can use electronic communication appropriately.

Examples of Classroom Activities that Support these Learning Targets: Partner/Small Group Role Play Activity: Whole Body Speaking & Listening; Fishbowl & Small Group Activity: Active Listening

Working Toward Generalization: Connections to Work & Community: I can use whole body listening in order to follow directions at work. I can use whole body speaking to communicate well with a co-worker or supervisor. I can use electronic communication appropriately for work and in the community.

	Awareness	Analysis/ Self-Reflection	Application
Strand # 3-Being a Professional	• I know what dependability is. • I can list some examples of dependability. • I know that when you are part of a team it is important for everyone to depend on you to get your job done. • I know what initiative is. • I can give examples of initiative. • I know that it is important to show initiative at school, especially when part of a team. • I know what perseverance is. • I can give examples of persistence & perseverance. • I know that it is important to show persistence at school, especially when part of a team.	• I can recognize and explain examples (& non-examples) of dependability. • I can identify people I depend on and people who depend on me. • I can recognize and explain examples (& non-examples) of initiative. • I can identify ways to show initiative in different places. • I can differentiate between right and wrong ways to show initiative. • I can explain examples persistence. • I can identify factors that make it easier or harder for me to show persistence/ perseverance.	• People can depend on me. • I can show initiative in positive ways the classroom. • I can show persistence/ perseverance in the classroom.
	Examples of Classroom Activities that Support these Learning Targets: Partner/Individual Activity: Dependability Webs; Individual Activity: Initiative in Different Workplaces	**Working Toward Generalization: Connections to Work & Community:** People need to be able to depend on me at work and in the community. I can show initiative and persistence on tasks I am given at work and in my interactions in the community.	

	Awareness	Analysis/ Self-Reflection	Application
Strand # 4- Self-Awareness	• Learning styles are different ways of presenting and receiving new information. • Some people find certain learning styles more effective than others. • I know what a skill is, and that everyone has them. • I know that skills are grouped in categories. • I know that people have different interests. • I know that interests can be grouped into categories. • I know that many jobs are related to interest areas. • I know that when people know their interests, it can help them find jobs they like. • I know that resumes, applications, and interviews are some ways that people present themselves as good workers.	• I can identify a learning style that works for me and explain why. • I understand that a learning style that works for me may not work for someone else. • I can identify skills that I have that are useful in different places. • I understand that my skills and other people's skills may not be the same. • I can identify my interests and related jobs. • I understand that my interests and other people's interests may not be the same. • With help, I know how to present my strengths, skills, and other information in a resume, application, or interview.	• When I need to learn something new, I can advocate appropriately for my preferred learning style. • I can recognize and value skills in myself and others. • I can use my skills to be successful in different environments. • I can use knowledge of my interests to identify jobs I like. • I can present myself effectively in a competitive hiring process.
	Examples of Classroom Activities that Support these Learning Targets: Partner Activity: Partner Skills Posters; Individual/Small Group Activity: Identifying My Skills	**Working Toward Generalization: Connections to Work & Community:** I can advocate appropriately for my learning needs at work and in the community. I can use my skills to be successful and valued at work. I can identify a job I might like and make a plan to apply for it.	

	Awareness	Analysis/ Self-Reflection	Application
Strand # 5- Self-Determination	• I understand that there are different types of decisions. • I understand that most jobs may have both positives and negatives, and deciding on the right job is complicated and often includes compromises. • I know that different careers and jobs have different salaries and benefits. • I know that some people are eligible to receive SSI (Supplemental Security Income) and/ or SSDI (Social Security Disability Insurance) benefits. • I understand that some people have income from employment and SSI and/or SSDI benefits. • I understand key financial terms. • I understand the difference between needs versus wants and how this can affect budgeting. • I know that setting SMART goals can help people achieve things that are important to them. • I understand that it is important to approach different obstacles using different strategies. • I know that advocating and handling conflicts help people reach their goals.	• I can identify places and people that can help me get information and advice for big decisions. • I can identify what schedule, support structure, salary, work environment, and tasks would make a career a good fit for me. • I can describe what types of benefits I am eligible for and identify questions I have about my benefits and plans for work. • I can identify and explain my attitudes toward money. • I can identify a savings goal. • I can identify my own goal-setting behavior. • I can describes ways that I can advocate for myself. • I can describe when it is hard for me to handle conflict. • I can identify strengths and supports that can help me handle conflicts so that I can reach my goals.	• With support, I can use people and tools to learn to make big decisions like which jobs and careers are right for me. • I can define and manage the balance between support and independence that works best for me. • I can maintain self-confidence and a positive attitude when facing challenges. • I can begin to plan for my next education, training and career steps. • I can make a budget to support a savings goals. • I can practice what I would say to advocate for myself in different situations.

Examples of Classroom Activities that Support these Learning Targets: Small group activity: Matching People and Jobs, Whole Group Activity: Needs Versus Wants, Partner Activity: Self-Advocacy Role Plays	**Working Toward Generalization: Connections to Work & Community:** I can work to understand new information and seek support to make my own plans and decisions about what type of work is right for me. I can advocate effectively with my family, co-workers, supervisors and support team to pursue my goals and get support with challenges.

	Awareness	Analysis/ Self-Reflection	Application
Strand # 6- Safety & Self-Regulation	• I know what stress is and some causes. • I know that it is important that people recognize when they feel stress. • I know that some reactions to stress are helpful and some are not. • I know that classroom rules can help people make decisions when they feel stress. • I know what respectful behavior is and can give examples. • I know that classroom rules are about behaving respectfully toward each other. • I know what a hazard is, and that there are different types. • I know that different types of hazards require different responses. • I know there are people and agencies that keep people safe. • I know what conflict is and different causes. • I know that there are different ways to resolve conflict. • I know that there are people who can help when there is conflict.	• I can identify at least one situation at school, at work, or in the community that causes me to feel stress. • I can identify and explain examples (and non-examples) of respectful behavior, and why it is important. • I can recognize different hazards and explain what I should do for each. • I can create a hazard map or hazard plan to keep myself safe. • I can identify who I would ask for help in different hazardous situations. • I can explain ways that I can handle different types of conflict. • I can explain a method I can use to advocate for myself. • I can identify my preferred source of help when faced with conflict.	• I can identify at least one strategy that I can use to help manage my feelings related to stress. • I can demonstrate respectful behavior toward others in the classroom. • I can be safe at school. • If I feel unsafe, I can appropriately access help. • When conflict happens at school, I can resolve it myself or ask for help.
	Examples of Classroom Activities that Support these Learning Targets: Individual/ Small Group Activity: Identifying Hazards or Hazard Plan; Small Group/Individual Activity: Showing & Getting Respect	**Working Toward Generalization: Connections to Work & Community:** I can regulate my feelings and behavior so that I can be safe and successful at work and in the community. If I am facing conflict and/or feeling unsafe, I can appropriately access help.	