

# **VOCATIONAL SKILLS PROGRAM**



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### Summary Content And General Behavioral Objectives

The *Vocational Skills Program* is designed to help the handicapped person achieve his or her maximum individual potential for independence in *work production skills and job orientation skills*. The habilitation professional must encourage the client to strive constantly to increase the variety and complexity, the speed and quality of his or her work skills; and to establish and daily demonstrate good work habits and attitudes. At the same time, parents and others responsible for the client must be encouraged to support vocational training and exposure to a variety of challenging work-related experiences. In addition, they must be encouraged to support the habilitation staff in holding the client accountable for *using* newly acquired skills and demonstrating appropriate work habits in a paid work production setting, and to realize from the client's increasing growth in competence *their increasing responsibility* to grant additional freedoms. This, in effect, *gradual letting go*, is as important as it is reasonable, for it both verifies the commitment of those on whom it depends and reinforces the client's efforts toward maximum independence.

The *Vocational Skills Program* develops the following skill training areas (sections):

- I. Work Production Skills Development
- II. Orientation To Work Practices

The *Vocational Skills Program* expands the following general behavioral objectives:

#### I. Work Production Skills Development

60 Skills (339 Tasks)

- ☐ To develop **work-related fine motor dexterity skills and work production skills** through a variety of **Practice Samples** incorporating productivity, quality, and counter accuracy components. *These Practice Samples are carefully designed for easy, exact, and relatively inexpensive replication.* All materials used are standard, specified in detail, and should be locally available in any community. In addition to use in sheltered workshops, activity centers, and work adjustment training programs, the Practice Samples developed in this section are *ideal for preparing handicapped high school students for eventual enrollment in adult work-training programs.* Fine motor dexterity skills and Practice Samples included are: sorting by color, size, and shape; nut and bolt assembly; ball point pen assembly; affixing gummed and pressure sensitive labels; rubber stamping; folding paper in half; folding printed matter in thirds and inserting in envelopes; inserting printed matter in window envelopes; collating sheets of paper; single and double rubber banding; paper clipping and stapling; taping with transparent and double sided tapes; gluing with glue stick and liquid glue; cutting paper and lengths of string with scissors; cutting lengths of wire with wire cutters; counting sets of five items and cross stacking; counting sets of twenty-five items and inserting markers; packaging by weight; packaging loose fitting items; packaging one tight-fitting item; packaging in mailing tubes . . .

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### II. Orientation To Work Practices

21 Skills (249 Tasks)

- ☐ To develop **awareness of safety on the job**, including how to prevent damage to equipment and materials, how to prevent fires, accidents, and injuries . . .
- ☐ To develop **awareness of wage categories, productivity and paycheck, payroll deductions, employee benefits, income tax** . . .
- ☐ To develop **awareness of essential work habits**, including attendance and punctuality, notifying employer of absence, scheduling appointments, cooperating with supervisors, working independently, interpersonal relationships, quality of work, honesty, care of tools and equipment, personal grooming . . .