Unit 1: Introduction to Career and Technical Education and Work-Based Learning

1. What is the goal of career and technical education?
   a. To ensure that students can earn a high school diploma
   b. To help students, workers, and lifelong learners of all ages fulfill their work potential
   c. To provide training courses for specific careers
   d. None of the above

2. Federal and state legislation requires that school-to-work transition planning be part of education for students with disabilities.
   a. True
   b. False

3. What are “transition services”? Write a definition of this term in the space below.

4. Fill in the blank.

   ___________________________ is an educational program that provides students with opportunities to build career awareness, explore career options, and develop critical thinking skills in workplace settings.

5. What is the most effective transition option for students with disabilities?
   a. Simulated work experiences in classroom settings
   b. Classroom lectures
   c. Work-based learning experiences in real-life settings
   d. None of the above

6. In the _____________ component of Work-Based Learning, the student engages in short-term, non-paid work experiences to learn the skill demands of various employment settings.
   a. Career Exploration
   b. Career Assessment
   c. Work-Related Training
   d. Cooperative Work Experience
7. Job shadowing and work site field trips are both work-based learning options that allow students to engage in long-term cooperative work experiences.
   a. True
   b. False

8. Fill in the blank.
   A __________________________ is developed before a student starts a new job, and identifies what the student will learn at the workplace and who is responsible for teaching the knowledge and skills the student is expected to acquire during the work experience.

9. How can a job coach support a student with disabilities in the workplace?
   a. By understanding the student’s work-related tasks and rules
   b. By modeling skills and behavior expected of the student in the workplace
   c. By learning about the student’s strengths and needs
   d. A & B
   e. All of the above

Unit 2: Work-Based Learning and the Law

10. The ______________ establishes laws that protect the rights, safety, and well-being of full-time and part-time workers within the private sector and federal, state, and local governments.
    a. Individuals with Disabilities Education Act
    b. Americans with Disabilities Act
    c. Federal Labor and Safety Act
    d. Fair Labor Standards Act

11. When a federal child labor law conflicts with a Minnesota child labor law, the federal labor law should always be followed.
    a. True
    b. False

12. Employers can incur significant penalties for violating child labor laws.
    a. True
    b. False

13. Which law states that a student’s Individual Education Program must address specific services that will help the student make the transition from school to adult life?
    a. Americans with Disabilities Act
    b. Individuals with Disabilities Education Act
    c. Fair Labor Standards Act
    d. Family Educational Rights and Privacy Act
14. What is a reason why teenagers are injured on the job at a higher rate than adults?
   a. Teenagers are more likely to speak up and/or ask for help.
   b. Teenagers often think they can do anything, and don’t know their limits.
   c. Teenagers tend to work in industries with high injury rates.
   d. B & C
   e. All of the above

15. If a student is injured on the job, whose insurance would most likely cover the student worker?
   a. The employer’s insurance
   b. The school district’s insurance
   c. It depends on the type of job placement (e.g. paid, job shadow, etc.)
   d. None of the above

16. The Occupational Safety and Health Administration (OSHA) standards require all employers in Minnesota to provide information and training to employees who are routinely exposed to hazardous substances, harmful physical agents, and/or infectious agents that are present in the workplace.
   a. True
   b. False

17. Is it ever legal for student workers to be paid less than minimum wage?
   a. Yes. It is always legal.
   b. Yes. It is legal in exceptional circumstances, as long as the designated legal process is followed.
   c. No. It is against the law for students to be paid less than minimum wage.
   d. None of the above.

18. School district employees are “mandated reporters”. What does this mean? Write your answer in the space below.

20. Sexually motivated physical or verbal conduct or communication cannot be used as a factor in decisions affecting a person’s employment.
   a. True
   b. False
Unit 3: Work-Based Learning for Students with Disabilities

21. What is included within a student’s Individualized Education Program (IEP)?
   a. the student’s present performance
   b. long-term goals for the student
   c. short-term objectives for the student
   d. B & C
   e. All of the above

22. The term evaluation refers to _______________.
   a. the process of writing a student’s IEP.
   b. the process of collecting, analyzing, and interpreting information related to the student.
   c. the process of designing and implementing an appropriate intervention for the student.
   d. None of the above

23. A behavioral checklist is one example of an evaluation tool. What is another example of an evaluation tool that educators might use? Write your response in the space below.

24. ________________ are basic skills needed to be independent in everyday living, such as personal hygiene, communication with others, cooking, and getting around the community.
   a. Functional skills
   b. Communication skills
   c. Work skills
   d. Developmental skills

25. The special education teacher and an administrator or designee are both required by law to attend a student’s IEP meeting.
   a. True
   b. False

26. Read the following 2 excerpts from a student’s IEP, and decide whether each is a short-term objective or a long-term goal.

   _____ I will increase my independence on the job from a level of needing ongoing support 100% of the time in carrying out multiple tasks and self-advocating, to a level of needing support less than 25% of the time at my job.

   _____ Given the opportunity to work with a checklist of job tasks that I need to complete during my shift, I will complete each task in the correct order with 90% accuracy over a two-week period, as monitored by my job coach.

   a. Short-term objective
   b. Long-term goal
27. When should a job coach share information about a student with the student’s co-workers and employers?
   a. The job coach should never provide any personal information about the student.
   b. The job coach should show them the student’s IEP before the student starts working.
   c. The job coach should give them information on a “need to know” basis.
   d. None of the above.

Unit 4: Supporting Students in the Workplace

28. As a job coach, which of the following things should you do before you start working with a new student at a job site?
   a. Visit the student's job site
   b. Gather background information about the student
   c. Provide the student’s supervisor with a copy of the IEP
   d. A & B
   e. All of the above

29. A job coach should always step in to ensure that a student does not make any mistakes at the workplace.
   a. True
   b. False

30. What is task analysis? Write a brief definition in the space below.

31. Using proper eye contact, practicing good hygiene, and arriving on time for work are all examples of _____________.
   a. hard skills
   b. job tasks
   c. soft skills
   d. living skills

31. ____________ skills allow students to appropriately tell others what they need to succeed in post-school environments.
   a. Self-seeking
   b. Cognitive
   c. Task analysis
   d. Self-advocacy
32. Fill in the blank.

A(n) _______________ _______ is an adjustment to the job or work environment that makes it possible for the worker to perform the job duties.

33. When modifications are used, a student is _______________ to do the same work as the person holding the job who does not require a modification.
   a. still expected
   b. not expected

34. A job coach posts a picture schedule in a student’s work area, so that the student can see her daily schedule of job tasks. What type of cue is the job coach using in this situation?
   a. gestural cue
   b. verbal cue
   c. physical cue
   d. visual cue

35. Modeling is a strategy in which a signal or prompt stimulates a student to exhibit a previously learned voluntary behavior pattern.
   a. True
   b. False

36. When you reinforce a student for imitating a desired behavior, you _______________ the likelihood that the behavior will be repeated.
   a. increase
   b. decrease

37. Which of the following options is NOT a recommended strategy to use with students with Autism Spectrum Disorders?
   a. Play loud music to calm the student.
   b. Make work environments consistent.
   c. Create opportunities to work on repetitive tasks.
   d. All of the above

38. It is important to remember that no two people will be affected by a disability in exactly the same way.
   a. True
   b. False

39. The student you are job coaching has a seizure disorder. What document should be attached to the student’s Individual Education Program (IEP)?
   a. Functional Behavioral Assessment
   b. Behavior Intervention Plan
   c. Individual Health Plan
   d. None of the above
40. Sometimes accidents occur at a job site. It is best practice to report accidents
_______________.
   a. only when a student is seriously injured.
   b. any time they occur, even if no one appears to be hurt.
   c. only when the student is working in a paid position.
   d. None of the above

Unit 5: Communication Skills in the Work Environment

41. Within an IEP team, the team goals for each individual student should be
developed _________________.
   a. by the team leader.
   b. through input from all team members.
   c. by the team member who knows the student best.
   d. None of the above

42. A team goal should include a measure of accomplishment and a time frame for the goal's completion.
   a. True
   b. False

43. During the brainstorming phase of a team problem-solving session, all ideas should be considered.
   a. True
   b. False

44. Which of the following strategies helps to establish good communication among team members?
   a. vague, disorganized ideas
   b. a respectful tone of voice
   c. avoiding eye contact
   d. All of the above

45. Listed below are the five steps of a team problem-solving process. Put the steps in the correct order by numbering them 1 through 5.
   ___ Select and implement a course of action.
   ___ Identify the problem.
   ___ Evaluate the results.
   ___ Decide on a goal and identify an alternative solution.
   ___ Define and determine the cause of the problem.

46. Fill in the blank.

Using a(n) ________________ statement is a good way to communicate effectively and express concern in terms of individual perception. For example, a team member might say, “I don’t believe I received that information.” By using this statement, the team member avoids making others feel defensive or angry.
47. Which of the following is an agency that might be part of a transition IEP team?
   a. Social Security Income
   b. County Social Services
   c. Rehabilitation Services
   d. All of the above

48. When working with students at a job site, you should speak to them like children so that they can more easily understand directions.
   a. True
   b. False