

PAES[®]

A Work Development Curriculum coming to

TJ!



Work Development Curriculum

- **Practical Assessment Exploration System**
- For High School & Adult Students with special needs, & all Middle School student populations.
- Students get paid (simulated money) to explore hundreds of jobs
- Convert typical classroom to a simulated work environment. Teachers become the boss -students become the employees - students punch a time-clock.





Mimics Real Work

- **Teachers** become the **Boss** - **Students** become the **Employees** - students punch a time-clock



- **Students** can be **Paid** using Money Manger program “**Simulated Money**” to mimic a real working environment.
- They are paid minimum wage, plus productivity and quality of work bonuses.

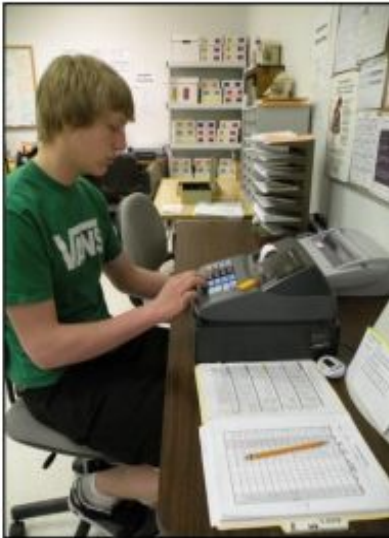


- Students spend their money at the **School Store**, which is open on **paydays**.
- Students are expected to show up to work on time, looking & acting appropriately.



PAES[®]

Five Work Areas



Business/Marketing



Computer Technology



Consumer Services



Processing/Production



Construction/Industrial



Job Strands

- Six Jobs per Strand
- Alpha Numeric Identification
- Jobs are Color Coded from Easiest to Most Difficult
- Student Must Attain 100% Mastery before Proceeding to Next Level of Difficulty

CONSTRUCTION / INDUSTRIAL

SM1	WB1	SN1	SS1	WP1	MP1	EP1	PI1
SM2	WB2	SN2	SS2	WP2	MP2	EP2	PI2
SM3	WB3	SN3	SS3	WP3	MP3	EP3	PI3
SM4	WB4	SN4	SS4	WP4	MP4	EP4	PI4
SM5	WB5	SN5	SS5	WP5	MP5	EP5	PI5
SM6	WB6	SN6	SS6	WP6	MP6	EP6	PI6

SM - Shop Measurement
WB - Wrenches and Bolts
SN - Screws and Nails
SS - Shop Saws
WP - Wood Projects
MP - Metal Projects
EP - Electrical Projects
PI - Parts Identification

CONSUMER / SERVICE

FM1	FP1	KA1	FS1	FW1	CM1	HS1	MS1	CC1	HC1
FM2	FP2	KA2	FS2	FW2	CM2	HS2	MS2	CC2	HC2
FM3	FP3	KA3	FS3	FW3	CM3	HS3	MS3	CC3	HC3
FM4	FP4	KA4	FS4	FW4	CM4	HS4	MS4	CC4	HC4
FM5	FP5	KA5	FS5	FW5	CM5	HS5	MS5	CC5	HC5
FM6	FP6	KA6	FS6	FW6	CM6	HS6	MS6	CC6	HC6

FM - Food Measurement
FP - Food Preparation
KA - Kitchen Appliances
FS - Food Service
FW - Food Weights
CM - Cloth Measurement
HS - Hand Sewing
MS - Machine Sewing
CC - Cloth Construction
HC - Housekeeping / Custodial

BUSINESS / MARKETING

AB1	IF1	NS1	CO1	MC1	TK1	CR1	TP1
AB2	IF2	NS2	CO2	MC2	TK2	CR2	TP2
AB3	IF3	NS3	CO3	MC3	TK3	CR3	TP3
AB4	IF4	NS4	CO4	MC4	TK4	CR4	TP4
AB5	IF5	NS5	CO5	MC5	TK5	CR5	TP5
AB6	IF6	NS6	CO6	MC6	TK6	CR6	TP6

AB - Alphabetizing
IF - Identification/Filing
NS - Numerical Sorting
CO - Collating
MC - Making Change
TK - Ten Key Calculator
CR - Cash Register
TP - Typing

COMPUTER TECHNOLOGY

DE1	WD1	MT1	EM1	IT1	IM1	PP1	DP1
DE2	WD2	MT2	EM2	IT2	IM2	PP2	DP2
DE3	WD3	MT3	EM3	IT3	IM3	PP3	DP3
DE4	WD4	MT4	EM4	IT4	IM4	PP4	DP4
DE5	WD5	MT5	EM5	IT5	IM5	PP5	DP5
DE6	WD6	MT6	EM6	IT6	IM6	PP6	DP6

DE - Data Entry
WD - Word Processing
MT - Mailing Technology
EM - E-Mail
IT - Information Technology
IM - Information Management
PP - PowerPoint
DP - Digital Photos

PROCESSING / PRODUCTION

BA1	PA1	CA1	FD1	PD1	VP1	TD1	PC1	AT1	DT1
BA2	PA2	CA2	FD2	PD2	VP2	TD2	PC2	AT2	DT2
BA3	PA3	CA3	FD3	PD3	VP3	TD3	PC3	AT3	DT3
BA4	PA4	CA4	FD4	PD4	VP4	TD4	PC4	AT4	DT4
BA5	PA5	CA5	FD5	PD5	VP5	TD5	PC5	AT5	DT5
BA6	PA6	CA6	FD6	PD6	VP6	TD6	PC6	AT6	DT6

BA - Bolt Assembly
PA - Pipe Assembly
CA - Color Assembly
FD - Form Design
PD - Peg Design
VP - Visual Perception
TD - Thread Design
PC - Paper Cutting
AT - Analogue Time
DT - Digital Time

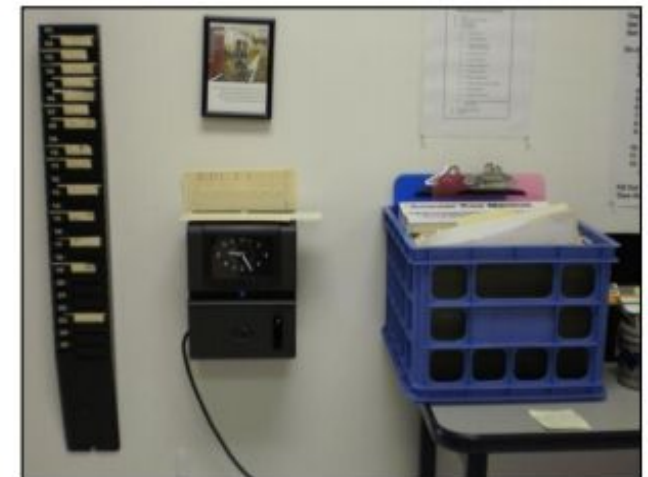
PAES[®]

Work Procedures

PAES[®] WORK PROCEDURE CHECKLIST

- Time In / Clock In
- Get Work Record and Folder
- Get Stopwatch
- Do Job Activities:
 - 1. Get Job Card
 - 2. Get Job Materials
 - 3. Fill Out Work Record (date & start time)
 - 4. Look over Job Card
 - 5. **Call a Supervisor**
 - 6. Start your stopwatch
 - 7. Do the job activity
 - 8. Stop your stopwatch
 - 9. Write stop time and check interest
 - 10. **Call a Supervisor**
 - 11. Repeat job if incorrect
 - 12. If activity is correct, put away materials and go to next job
- Fill Out Progress Report
- Time Out / Clock Out

- Students (employees) explore the many career areas
- Teachers (supervisors) encourage independent work
- Students (employees) clock in, get to work
- Students (employees) follow work procedure checklist
 - Get work folder
 - Get job card & materials
 - Get stopwatch
 - Call supervisor
 - Go to work
- Teachers (supervisors) give only the necessary level of assistance





Performance Based Assessments for Students at Most Levels of Disability, *including Non-Readers.*

PAES® EVALUATION DATA

Quality / Performance Scores

Correct	1
Incorrect-Few Errors	2
Needs Instruction-Many Errors	3

Work Rate

Above Small Time	1
Between Small & Large Time	2
Below Large Time	3

Interest

High	1
Moderate	2
Low	3

Amount of Assistance Required

Independent	1
Verbal	2
Gesture / Demonstration	3
Guided Practice	4

FW1

CONSUMER / SERVICE

MATERIALS: Produce scale Scoop
Container of beans 4 Large zip lock bags
Container of popcorn

PROCEDURE: You are going to weigh whole pounds.

1. Look at the produce scale. Notice the dial; it is like a clock face. When you put weight on the scale, the dial indicator will move around the face like clock hands and show the weight.

THIS IS THE CORRECT WAY TO READ THE SCALE

2. Fill the 4 bags with the following amounts:

1 pound popcorn	2 pounds beans
3 pounds popcorn	4 pounds beans

* NOTE: The scale may not hold all the beans at once, you may have to weigh the amounts in small units and add them together.

Work Rate Assessment is based on competitive times found on back of Job Cards

FW1
6:02
12:05

Students Interest is also recorded -HIGH, MODERATE, OR LOW-



Student Performance Summary

Used towards successful & appropriate work placement

Used for IEPs and transition planning

Helps with Transition Compliance - State, Federal including IDEA Indicator 13



Performance Summary

Published by: Version 9.1

Clara Oswald

Grade : 9
 Student ID : dwc11co
 Evaluator : Gallifrey, David
 School : Trenzalore High School

Quantity of Work Completed

Total Number of PAES Jobs Attempted	50
Total Number of PAES Jobs Performed Successfully	42
Attendance - Hours Present for PAES	22
Amount of Production Standards Met	76%

Aptitude Scores

Aptitude Scores above 70%		Aptitude Scores From 30% through 70%		Aptitude Scores below 30%	
***		**		*	
These scores are considered as semi-competitive / semi-independent performance and possibly but not necessarily requiring support in vocational classes and entry-level employment.		These scores are considered as needing additional job skills training and supported work experience to help prepare for entry-level employment.		These scores are considered as needing on-going job skills training and supported unpaid work experiences.	
		Number of PAES Jobs		Aptitude	
		Attempted	Successful		
**	Business / Marketing	15	10	52%	
**	Computer / Technology	6	6	>	62%
**	Construction / Industrial	10	9	62%	
**	Processing / Production	10	8	66%	
***	Consumer / Service	9	9	87%	

> Less than 8 Successfully Completed jobs. Aptitude is likely elevated.



Performance Summary

Published by: Version 9.1

Summary Detail For PAES Jobs Completed

Interests:	High	Moderate	Low	Composite
Business / Marketing	20%	47%	33%	45%
Computer / Technology	83%	17%	0%	92%
Construction / Industrial	60%	20%	20%	71%
Processing / Production	40%	30%	30%	57%
Consumer / Service	33%	33%	33%	52%

Amount of Assistance Needed to Perform Entire Activity Correctly:	Independent	Verbal	Demonstrate	Guided Practice	Composite
Business / Marketing	30%	40%	10%	20%	66%
Computer / Technology	17%	67%	0%	17%	68%
Construction / Industrial	78%	11%	11%	0%	92%
Processing / Production	63%	25%	0%	13%	82%
Consumer / Service	89%	11%	0%	0%	97%

Quality of Work Completed - First Trial:	Correct	Few Errors	Many Errors	Composite
Business / Marketing	40%	27%	33%	55%
Computer / Technology	67%	17%	17%	76%
Construction / Industrial	50%	20%	30%	62%
Processing / Production	50%	30%	20%	66%
Consumer / Service	78%	22%	0%	89%

Work Rate - First Trial:	Competitive	Semi-Competitive	Non-Competitive	Composite
Business / Marketing	7%	13%	80%	17%
Computer / Technology	17%	17%	67%	28%
Construction / Industrial	20%	0%	80%	24%
Processing / Production	30%	20%	50%	43%
Consumer / Service	56%	33%	11%	73%

Number of Trials to Complete Job Totally Correct:	One	Two	Three	More than Three	Composite
Business / Marketing	60%	10%	10%	20%	69%
Computer / Technology	67%	17%	0%	17%	76%
Construction / Industrial	56%	22%	11%	11%	70%
Processing / Production	63%	13%	13%	13%	73%
Consumer / Service	78%	22%	0%	0%	89%

PAES[®] In Summary

PAES[®] is a hands-on program that “multi-tasks”

1. Career & life skills training
 2. Performance based assessments
 3. Career exploration
 4. Work behavior development
 5. Data collection
- Used towards successful & appropriate work placement
 - Used for IEPs and transition planning
 - Helps with Transition Compliance - State, Federal and including IDEA Indicator 13



Upon Completion

- **The Student:**
 - Has learned entry-level skills in multiple career/work areas
 - Has learned how to follow work procedures
 - Has learned about his/her own appropriate work behaviors
 - Has discovered his/her interest for certain tasks and job skills
 - Has learned problem-solving skills
- **Educators Know:**
 - What skills students can perform competitively
 - What special assistance or adaptations are required for some students
 - The best next step for each student
 - The job strengths and preferences of the student
 - The level of appropriate work behaviors
 - Vital transition information for IEPs and appropriate job placement

PAES @ TJHS

- PAES lab will be 1 period a day.
 - It will be period 1 or period 2 on student schedule.
 - Periods are 72 minutes long.
- That means the PAES lab will either be 2 or 3 times a week.
 - This is based on the even and odd schedule.
 - Contact your school counselor if interested

PAES Lab Tour Video-

<https://www.youtube.com/watch?v=-xV2YXs3sj8>

PAES Lab Orientation Video -

https://www.youtube.com/watch?v=xE1_UM-XGlc&t=207s