

**PAES<sup>®</sup>**

# PAES<sup>®</sup>

## 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.



# PAES<sup>®</sup>

## Five Work Areas



**Business/Marketing**



**Consumer Services**



**Computer Technology**



**Construction/Industrial**



**Processing/Production**



# PAES<sup>®</sup>

## 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

### 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

### 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

### 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<sup>®</sup>

## Work Procedures

### PAES<sup>®</sup> 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

CONSUMER / SERVICE PW1

MATERIALS: Produce scale      Scale  
                  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**

PW1  
6:02  
12:00

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





# Assessment Data Collection

Standard and Sub-Task Data Collection

Allows Assessment to Individuals at Varying Levels of Disabilities

**PAES** PRACTICAL ASSESSMENT EXPLORATION SYSTEM  
STANDARD DATA COLLECTION

**BUSINESS/MARKETING**

Place a ✓ in Acc space when Accommodations are provided for the Job.  
Describe the Accommodations on the forms provided at the end of this booklet.  
Place a ✓ in ESP space when the Job Score is Entered in the Scoring Program AND the Job is marked "Y" as PERFORMED SUCCESSFULLY.

Quest	Rate	Int	Asst	Trkns	Acc	ESP	
<b>AB - Alphabetizing</b>							
							<b>AB1</b> Alphabetize 20 cards by last name.
							<b>AB2</b> Alphabetize 32 cards by last name, two cards for each letter.
							<b>AB3</b> Alphabetize 52 cards by last name, various number of cards for each letter.
							<b>AB4</b> Locate 18 residents names in phone book, record address and phone number.
							<b>AB5</b> Locate 13 businesses in yellow pages and record address and phone number.
							<b>AB6</b> Alphabetize 110 cards by last name.
<b>IF - Information Filing</b>							
							<b>IF1</b> Alphabetizing 20 cards by book title.
							<b>IF2</b> Alphabetizing 52 cards by book title, two cards for each letter.
							<b>IF3</b> Alphabetizing 60 cards by title with various numbers of cards for each letter.
							<b>IF4</b> Alphabetizing 67 check out cards by teacher and book title, two cards per letter.
							<b>IF5</b> Alphabetizing 70 library cards by author and book title.
							<b>IF6</b> Alphabetizing 80 library cards by author, title, and subject.
<b>NS - Number Sorting &amp; Sequencing</b>							
							<b>NS1</b> Sequencing cards numbered 1-100.
							<b>NS2</b> Sequencing cards numbered by tens from 10-1000.
							<b>NS3</b> Putting up card dividers in order and sorting 103 envelopes by zip codes.
							<b>NS4</b> Putting up card dividers in order and sorting 125 envelopes by zip codes.
							<b>NS5</b> Sequencing 40 personal checks.
							<b>NS6</b> Sorting and sequencing computer cards by number in the hundred thousands place.

Revised 3/2014

**PAES** PRACTICAL ASSESSMENT EXPLORATION SYSTEM  
SUBTASK DATA COLLECTION

**BUSINESS/MARKETING SUBTASKS**

1. When Subtask Assessment is provided, always enter the Job scores below on the Job line in Standard booklet and the Subtask booklet.

Quest	Rate	Int	Asst	Trkns	Acc	ESP	
							<b>AB1</b> Alphabetize 30 cards by last name.
							<b>1</b> Identify 1st letter of last names.
							<b>2</b> Locate matching letters on card sorter.
							<b>3</b> Place cards behind correct dividers.
							<b>4</b> Remove cards from sorter in order A - Z.
							<b>AB2</b> Alphabetize 32 cards by last name, two cards for each letter.
							<b>1</b> Recognize upper & lower case letters.
							<b>2</b> Identify 1st letter of last names.
							<b>3</b> Identify 2nd letter of last names.
							<b>4</b> Locate matching letters on card sorter.
							<b>5</b> Place cards behind correct dividers.
							<b>6</b> Alphabetize 2 cards behind each divider.
							<b>7</b> Remove cards from sorter in order A to Z.
							<b>AB3</b> Alphabetize 52 cards by last name with various numbers of cards for each letter.
							<b>1</b> Recognize upper & lower case letters.
							<b>2</b> Identify 1st letter of last names.
							<b>3</b> Identify matching letters on index divider.
							<b>4</b> Place cards behind correct dividers.
							<b>5</b> Alphabetize cards up to 3rd and 4th letter.
							<b>AB4</b> Locate 18 residents names in phone book - record address and phone number.
							<b>1</b> Use page headers to locate correct page.
							<b>2</b> Locate last names in phone book.
							<b>3</b> Locate first names in phone book.
							<b>4</b> Copy phone numbers.
							<b>5</b> Copy addresses.

Revised 3/2014




# 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

### Clara Oswald

Published by: 

Version 4.1

Grade : 9  
 Student ID : dced1100  
 Evaluator : Gillifrey, David  
 School : Transzoo 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.																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2">Number of PAES Jobs</th> <th></th> </tr> <tr> <th></th> <th>Attempted</th> <th>Successful</th> <th>Aptitude</th> </tr> </thead> <tbody> <tr> <td>*** Business / Marketing</td> <td>15</td> <td>10</td> <td>67%</td> </tr> <tr> <td>** Computer / Technology</td> <td>6</td> <td>6</td> <td>100%</td> </tr> <tr> <td>** Construction / Industrial</td> <td>10</td> <td>9</td> <td>90%</td> </tr> <tr> <td>** Processing / Production</td> <td>10</td> <td>8</td> <td>80%</td> </tr> <tr> <td>*** Consumer / Service</td> <td>9</td> <td>9</td> <td>100%</td> </tr> </tbody> </table>				Number of PAES Jobs				Attempted	Successful	Aptitude	*** Business / Marketing	15	10	67%	** Computer / Technology	6	6	100%	** Construction / Industrial	10	9	90%	** Processing / Production	10	8	80%	*** Consumer / Service	9	9	100%
	Number of PAES Jobs																													
	Attempted	Successful	Aptitude																											
*** Business / Marketing	15	10	67%																											
** Computer / Technology	6	6	100%																											
** Construction / Industrial	10	9	90%																											
** Processing / Production	10	8	80%																											
*** Consumer / Service	9	9	100%																											
* Less than 8 Successfully Completed jobs. Aptitude is likely elevated.																														

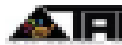
Clara Oswald

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## Performance Summary

Published by: 

Version 4.1

Summary Detail For PAES Jobs Completed

**Interests:**

	High	Moderate	Low	Composite
Business / Marketing	20%	47%	33%	48%
Computer / Technology	83%	17%	0%	50%
Construction / Industrial	80%	20%	0%	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	33%	48%	15%	20%	60%
Computer / Technology	17%	67%	0%	17%	68%
Construction / Industrial	33%	17%	17%	0%	62%
Processing / Production	67%	25%	0%	10%	62%
Consumer / Service	67%	17%	0%	0%	67%

**Quality of Work Completed - First Trial:**

	Correct	Few Errors	Many Errors	Composite
Business / Marketing	40%	27%	33%	68%
Computer / Technology	67%	17%	17%	78%
Construction / Industrial	50%	30%	20%	62%
Processing / Production	50%	30%	20%	68%
Consumer / Service	70%	20%	0%	69%

**Work Rate - First Trial:**

	Competitive	Semi-Competitive	Non-Competitive	Composite
Business / Marketing	7%	13%	80%	17%
Computer / Technology	17%	17%	66%	28%
Construction / Industrial	33%	0%	67%	34%
Processing / Production	33%	30%	37%	43%
Consumer / Service	67%	33%	17%	72%

**Number of Trials to Complete Job Totally Correct:**

	One	Two	Three	More than Three	Composite
Business / Marketing	60%	10%	19%	30%	68%
Computer / Technology	67%	17%	0%	17%	78%
Construction / Industrial	50%	22%	17%	11%	70%
Processing / Production	60%	15%	19%	10%	70%
Consumer / Service	70%	22%	0%	0%	68%

Clara Oswald

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# Work Behavior Development & Assessment

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

PAES® Behavior Inventory

Rating: \_\_\_\_\_ Case Manager: \_\_\_\_\_

	ACCEPTABLE Strength No Problem		MINOR BARRIER TO SUCCESS		MAJOR BARRIER TO SUCCESS	
	A1	A2	B1	B2	C1	C2
PRE-EMPLOYMENT WORK BEHAVIOR						
PERFORMANCE & PRODUCTIVITY						
WORK HABITS AND ATTITUDES						
WORK RELATED SKILLS						
LEARNING & TRANSFER OF JOB SKILLS						
INTERACTION WITH SUPERVISORS & CO-EMPLOYEES						

**PRE-EMPLOYMENT WORK BEHAVIORS**

- Hygiene & Grooming
- Communication Skills
- Personal Habits
- Odd Behaviors

**JOB PERFORMANCE AND PRODUCTIVITY**

- Motivation Level
- Physical Capacity
- Staying on Task
- Quality
- Production Rate

**WORK HABITS AND ATTITUDES**

- Attendance
- Punctuality
- Frustration Tolerance
- Personal Complaints
- Distractibility
- Reactions to Change in Work Assignment
- Reactions to Unpleasant or Monotonous Tasks

**WORK RELATED SKILLS**

- Following Directions
- Problem Solving
- Rules and Safety
- Efficiency of Work Methods
- Care of Equipment/Utensils of Materials
- Cleanliness of Work Area

**LEARNING AND TRANSFER OF JOB SKILLS**

- Possession of Basic Job Skills
- Amount of Assistance needed to Learn Tasks
- Retaining "Hands-on" Skills
- Retaining "Cognitive" Skills

**INTERACTION WITH SUPERVISORS**

- Intervention Needed to Maintain Independence
- Accepting Supervisory Authority
- Response to Close Supervision
- Requests for Assistance
- Reactions to Criticism

**INTERACTION WITH CO-WORKERS**

- Social Skills

PAES® DAILY POINTS RECORD

Student: \_\_\_\_\_ PAES® Class Period: \_\_\_\_\_ Week of: \_\_\_\_\_

Home School: \_\_\_\_\_ Home School Teacher: \_\_\_\_\_ PAES® Teacher: \_\_\_\_\_

GOALS	Appropriate Behavior +		Needs Improvement -			TOTAL DAILY POINTS	TOTAL FOR THE WEEK
	Day 1	Day 2	Day 1	Day 2	Day 3		
1. Attendance - Calls in absent							
2. Keeps body working all hour							
3. Cooperates with supervisor							
4. Gets along w/ co-workers							
5. Communicates appropriately							
6. Does not argue or complain							
7. Accepts suggestions for improvement							
8. Practices safe & appropriate work habits							
9. Returns materials to proper place							
10. Brings pencil to class							
11. Uses time clock software correctly							
12. Returns progress report							
						Start Week	End Week

Signatures: \_\_\_\_\_

Teacher: \_\_\_\_\_ Student: \_\_\_\_\_ Parent/ Guardian: \_\_\_\_\_

This sheet must be signed & returned on Monday

# PAES<sup>®</sup> In Summary

PAES<sup>®</sup> 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

<https://youtu.be/a9eTegNi6lE>