



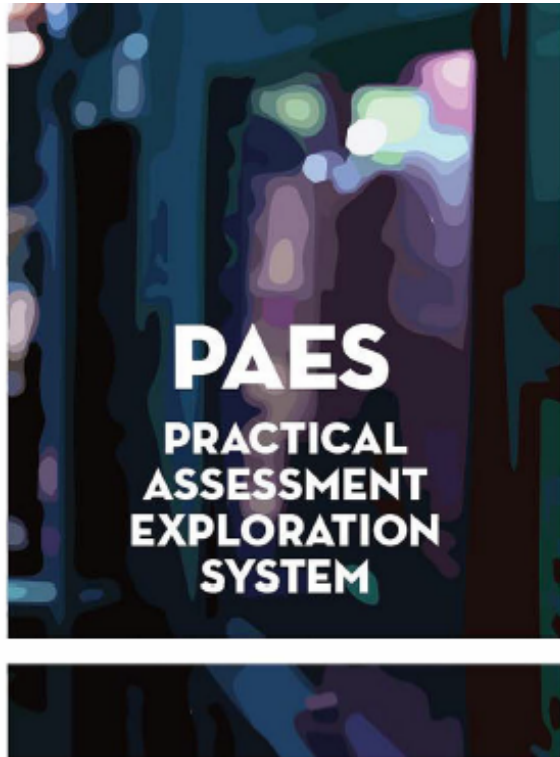
- **CAREER SKILLS**
- **TRANSITION**
- **SUCCESS**



The PAES Lab will transform a classroom into a simulated work environment where individuals will learn:

- Work-related problem solving skills
- Proper work behavior by developing soft skills
- Knowledge of job skills and gain insight into real work settings
- Their learning and training styles for future employment

PAES is used to help high school individuals, young adults, and older adult populations develop transition career skills to become independent, working citizens.



HANDS-ON CURRICULUM

TRAINING

Basic Career & Life Skills

FUNCTIONAL ASSESSMENT

Basic Career Skills

EXPLORATION

Career Work Exploration and Transferable Knowledge

WORK BEHAVIOR DEVELOPMENT

Real Soft Skill Assessment, Training, and Work Exploration

5 MAJOR CAREER DEVELOPMENT COMPONENTS

CONSUMER/SERVICE

BUSINESS/MARKETING

PROCESSING/PRODUCTION

CONSTRUCTION/INDUSTRIAL

COMPUTER/TECHNOLOGY





Frequently Asked Questions (FAQ's):

Q: Is PAES a class?

A: No. Although students are instructed on how to utilize the lab, they complete job tasks independently (sometimes with assistance such as reading or modeling directions). Once they know how to use the lab, students will use instructional cards and task schedules to determine what job duties they are required to complete each day.

Q: How does a PAES lab work?

A: In a PAES lab, "Students take on the roles of Employees and Teachers take on the roles of Employers". After initial instruction on the expectations and how to utilize the lab, a student "punches-in" when they enter the lab and follow their "schedule" in order to know what station and tasks they will need to complete. Using their task directions, students collect needed materials/tools, reflect on/problem solve what they need to do, and once a task is completed a "Supervisor" will check for mastery. As a student masters a task they are able to move up to the next task at that station. Each task builds on the last and a student cannot move on to a new task until they have mastered the one before it. At the end of and throughout the experience, reports will be given on progress, skill, and interest areas of the student.

Q: What are the different Work Stations?


A: There are currently 5 different Work Stations: Computer Technology, Construction/Industrial, Processing Production, Consumer/Service, and Business Marketing. Students generally rotate through a different station each day or a different station each week.

Q: How long do Students spend in the PAES lab?

A: Each student will work through tasks at a different pace but typically spend 1-1 ½ hours per day for ½ to a full school year.

Q: Who will supervise students in the lab?

A: The PAES lab will be run by a teacher and a paraprofessional to supervise students and determine schedules, skill/task mastery, etc. Depending on the individual needs of the student a job coach (para) may accompany them to the lab. However they are there to explain, model, and observe NOT complete tasks for the student!





Steps to Include PAES in a Student's Transition Planning:

1. Case Manager or Case Facilitator fills out the **PAES Referral Form** to determine eligibility for and current openings in the program for prospective students.
Limited space, priority will be given based on need and availability.
2. Hold an IEP team meeting to talk about Transition planning options that will be most appropriate for your student.
3. IF PAES or Work Experience of any kind will be discussed you must have a Work Experience Coordinator present at the meeting or "table" the decision until a Work Coordinator is able to be present at a meeting.
4. Determine schedule, transportation, accommodations, and supports necessary for the student to access the PAES lab.
5. Document program participation, location, expectations, goals, etc. in the IEP/PWN before a student begins.



QUESTIONS???

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Referral Form Available at: <https://forms.gle/yL28BSzF9wdLSZfw7>