

(Students Name) will be starting in the P.A.E.S. program at (Name of School/Program) starting (date) through (date).

P.A.E.S. Stands for Practical Assessment Exploration System. P.A.E.S. is a Work Development Curriculum that is used in a classroom as a preliminary work site where students learn job and life skills, explore many work areas, and learn what type of jobs they are good at, and enjoy doing. The students in P.A.E.S. also learn and develop appropriate work behaviors, because in P.A.E.S., the students will be expected to act appropriately for work, dress appropriate for work, cooperate with their co-workers, cooperate with their supervisors. They will be expected to show up to work on-time, and call their supervisor ahead of time if they cannot make it to work, etc. P.A.E.S. is run just like a small business. We have converted a classroom at (name of school/program) to a simulated work environment, where the teacher is the boss, and the students are the employees. Students punch a time-clock, and students get paid (simulated money) to explore hundreds of jobs. They receive a regular pay check to spend at the school store at pay days, and are encouraged to save up for the item they really want.

P.A.E.S. Work Procedures

- 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, and work independently
 - Get work folder
 - Get job card & materials
 - Get stopwatch
 - Call supervisor
 - Go to work
- Teachers (supervisors) give only the necessary level of assistance

Upon completion of P.A.E.S.

Your 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

We will know:

- What skills your student can perform competitively
- What type of assistance or adaptations were potentially required to do the job
- The best next step for your student
- The job strengths and preferences of your student: Interests, abilities
- The level of appropriate work behaviors
- Vital transition information for IEPs and appropriate job placement

You and your student will be provided a detailed P.A.E.S. report (see sample report) that shows your students aptitude scores in the various work areas, your students level of interest in the different work areas, their quality of work, their work rate, and much more information that will guide your student in his/her transition from school to work or life.

If you have any questions about P.A.E.S., please contact (teacher name/contact)