# Teacher Resource: Student progress checklist - Visiting the Workplace

**Student name**:

**Support Information Key**

When using this document to assess learning growth, the following competency descriptors are carefully considered and used as a scaffold for supporting independence in that task or skills area:

**Coactive support** – The student requires full physical guidance to complete task. For example, hand over hand.

**Physical prompting** – The student requires some physical guidance to complete the task.

**Visual prompting** – The student requires a prompt via pictures or hand gestures to complete the task.

**Verbal prompting** – The student requires a prompt that is said by a staff member or pre-recorded communication device to complete the task.

**Independent** – The student does not require any support to complete the task from start to finish.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | Support Information | | | | | | Comments  Please use this section to describe any support needed during this session |
| Coactive Support  √ | Physical Prompting  √ | Visual Prompting  √ | Verbal Prompting  √ | | Independent  √ |
| Interview skills |  |  |  | |  |  |  |
| Workplace orientation |  |  |  | |  |  |  |
| Your responsibilities |  |  |  | |  |  |  |
| What makes an effective team |  |  |  | |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Travel Tasks  (to be completed before independent travel to work experience) | Support Information | | | | | Comments  Please use this section to describe any support needed during *this session* |
| Coactive support  √ | Physical prompting  √ | Visual prompting  √ | Verbal prompting  √ | Independent  √ |
| Ready at agreed time |  |  |  |  |  |  |
| Student brings phone charged with credit |  |  |  |  |  |  |
| Student brings appropriate identification and relevant travel pass |  |  |  |  |  |  |
| Crosses roads with care and obeys traffic laws |  |  |  |  |  |  |
| Uses concession card correctly |  |  |  |  |  |  |
| Finds correct bus or tram stop/train platform |  |  |  |  |  |  |
| Boards and alights from bus/tram/train independently |  |  |  |  |  |  |
| Sits in the front carriage or as close to driver of tram/bus as possible |  |  |  |  |  |  |
| Sits in seat facing direction that bus/train/tram is travelling |  |  |  |  |  |  |
| Awareness of landmarks along route |  |  |  |  |  |  |
| Identifies the stop activate signal for driver to stop on bus/tram/train |  |  |  |  |  |  |
| Knowledge of timetable, TV information screens, announcements and information button |  |  |  |  |  |  |
| Arrives at organised destination |  |  |  |  |  |  |
| Asks for assistance if needed from a Metro employee |  |  |  |  |  |  |
| Ensures that all belongings are taken when alighting from the bus/tram/train |  |  |  |  |  |  |