



Vocational Skills

WHAT ARE THEY?

Vocational skills are the everyday work behaviors that help students function independently in school and the community. While some of these skills may seem basic, they are essential for long term success and independence. Every classroom routine, from morning arrival to cleanup, can be an opportunity to teach these skill intentionally.

SKILL EXAMPLES

1. Passing out materials
2. Organizing supplies
3. Cleaning and setting up areas
4. Class jobs
 - a. Coffee Cart
 - b. Snack Cart
5. Money Management
6. Writing emails
7. Filling out applications
8. Mock interviews
9. Interpersonal skills
 - a. Workplace greetings
 - b. Conflict management
10. Tech etiquette



WHY IT MATTERS

Many students with autism have difficulty picking up work habits by observing others, and may rely on staff prompts, struggle with transitions, or completing tasks independently. These challenges are teachable skill gaps that can be filled by teaching structured, modeled, and repeated skill practice. When vocational skills are explicitly taught, they can lead to independence and higher confidence over time.

*Don't wait for students to simply "Pick it up"





HOW TO TEACH IT

- Evidence Based Practices (EBP): Using EBPs to teach vocational skills is a great way to easily into classroom daily routines.
 - Visual Supports – checklists, schedules, step-by-step directions
 - Task Analysis – break tasks into small, manageable steps
 - Prompt Fading – gradually reduce adult support to build independence
 - Modeling / Video Modeling – demonstrate tasks in person or via short videos
- Teach expectations explicitly
- Provide visual supports and checklists
- Give task specific feedback
- Rotate jobs to practice different skills

CREATE AN ACTION PLAN

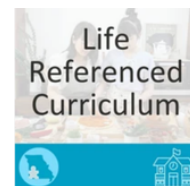
1. Pick a routine
 - a. Independent work
 - b. Transitions
 - c. Class jobs
2. Apply one strategy
 - a. Evidence based practices
3. Track one skill
 - a. Task initiation
 - b. Completion
 - c. Transitions
4. Collect data and adjust supports gradually



REMINDERS

- Independence must be taught, not assumed
- Small supports lead to big outcomes
- Consistency across routines is critical
- Every routine = a vocational teaching opportunity
- Fade supports thoughtfully, don't remove too quickly

ADDITIONAL RESOURCES



- Vocational Skills Workshop: Project Access



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