

# **MANSEF Functional Career Development Portfolio**

## **School Based Activities**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Job-Related Interest and Preference Inventory

1. What job(s) would you like to have when you finish school? \_\_\_\_\_

\_\_\_\_\_

Why? Have you done this job before? \_\_\_\_\_

\_\_\_\_\_

2. What are your favorite days of the week to work? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

3. What hours or time of the day do you want to work? \_\_\_\_\_

\_\_\_\_\_

4. Are you willing to work nights or weekends, if the boss asks you to? \_\_\_\_\_

\_\_\_\_\_

5. Do you want to work indoors or outdoors? \_\_\_\_\_

\_\_\_\_\_

6. Would you rather be standing or sitting at work? \_\_\_\_\_

\_\_\_\_\_

7. Do you want to work alone or with other people? \_\_\_\_\_

\_\_\_\_\_

8. Do you want to work at a fast-paced and busy place or at a slow place? \_\_\_\_\_

\_\_\_\_\_

9. Do you like it to be noisy or quiet when you work? \_\_\_\_\_

\_\_\_\_\_

10. Do you prefer music or no music playing where you work? \_\_\_\_\_

\_\_\_\_\_

11. Do you prefer a job that makes you wear a uniform? \_\_\_\_\_

\_\_\_\_\_

12. Do you want a job that requires you to dress up in nice clothes for work? \_\_\_\_\_

\_\_\_\_\_

13. Do you prefer to work for a business with a lot or just a few employees? \_\_\_\_\_

\_\_\_\_\_

14. In what kind of setting(s) do you want to work? \_\_\_ hospital \_\_\_ outdoors

\_\_\_ stock room \_\_\_ animals \_\_\_ home \_\_\_ business \_\_\_ farm \_\_\_ hotel

\_\_\_ office \_\_\_ store front \_\_\_ water \_\_\_ cubicle \_\_\_ shopping mall

15. How far/long are you willing to travel to get to work? \_\_\_\_\_

\_\_\_\_\_

16. How much money would you like to make at a job? \_\_\_\_\_

\_\_\_\_\_

17. What else are you looking for in a job? What does the job have to have? \_\_\_\_\_

\_\_\_\_\_

18. What are your favorite places to go in the community? \_\_\_\_\_

\_\_\_\_\_

19. What are your favorite subjects in school and why are they your favorite? \_\_\_\_\_

\_\_\_\_\_

Student: \_\_\_\_\_

**About My Child...**

*Parents, please take a few moments to think about your child and answer these questions.*

Describe your child: \_\_\_\_\_

---

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What are your dreams for your child?  
(List them no matter how big they are.) \_\_\_\_\_

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What are your fears for your child? \_\_\_\_\_

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What are your child's strengths? \_\_\_\_\_

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---

Student: \_\_\_\_\_

What are your child's needs? \_\_\_\_\_

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List at least three things you would like your child to work on during the upcoming school year:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

---

*"Let not our needs determine our dreams...  
but let our dreams determine our needs."*

Colleen F. Tomke

Keep the focus of your vision on your child's strengths and interests. Think about the things in life that you value and would like your child to have. Most people value their relationships with others and being an active member of society. We also tend to value being able to pursue things we are good at and using them for something meaningful and purposeful.

Student: \_\_\_\_\_

## Things to Think About...

*Please mark all areas of interest or concern.*

### LIFE SKILLS

- Using basic appliances & tools
- Maintaining house and grounds
- Fitness/wellness/nutrition
- Appropriate dress
- Personal hygiene/grooming
- Social skills
- Safety
- Sex education
- Marriage, children, parenting
- Preparing & consuming food
- Care of clothing
- Laundering of clothing
- Household cleaning
- Shopping
- Money management
- Care of medical condition
- Other

\_\_\_\_\_

### SOCIAL SKILLS

- Handling praise & criticism
- Knowledge of physical self
- Self-confidence
- Aware of emotions
- Respect for others
- Respect for authority
- Appropriate behavior in public
- Honesty
- Developing friendships
- Listening & responding
- Other

\_\_\_\_\_

### HOUSING OPTIONS

- Live Alone
- 
- Live with roommate
- Live with existing family
- Live with other family member
- Apartment
- House
- Supervised apartment/house
- Host home
- Group Home
- Other

\_\_\_\_\_

### CAREER/EMPLOYMENT

- Full/Part-time regular job  
(Competitive Employment)
- Full/Part-time  
(Supported Employment)
- Self Employment
- Volunteer Work
- Sheltered Workshop
- Military Service
- Other \_\_\_\_\_

### EMPLOYMENT DEVELOPMENT

- Awareness of job possibilities
- Understanding personal  
strengths & areas I need to  
work on
- Being mindful of work habits
- Appropriate behaviors
- Finding & keeping a job
- Knowing appropriate dress
- Other \_\_\_\_\_

## **CAREER CLUSTER DESCRIPTIONS**

### **ARTS, MEDIA & COMMUNICATION**

Students interested in this career cluster are preparing for supported employment or life activities in the performing arts and graphic communication.

- Playing instruments
- Stage crew work (setting up equipment/working with lights)
- Printing greeting cards
- Digital media manipulation

### **BUSINESS MANAGEMENT & FINANCE**

Students interested in this career cluster are preparing supported employment or life activities in financial or business related data entry.

- Basic computer operations
- Basic key boarding
- Accurate information transfer

### **CONSTRUCTION & DEVELOPMENT**

Students interested in this career cluster are preparing for supported employment or life activities in facilities management.

- Apartment building facilities management
- Business contracts
- Enclave work

### **CONSUMER SERVICE, HOSPITALITY & TOURISM**

Students interested in this career cluster are preparing for supported employment or life activities that include service jobs.

- Food preparation
- Kitchen assistance
- Food delivery
- Greeting & directing consumers
- Housekeeping
- Thrift store service

### **ENVIRONMENTAL, AGRICULTURAL & NATURAL RESOURCES**

Students interested in this career cluster are preparing for supported employment or life activities that involve outdoor work experiences.

- Landscaping
- Mulching
- Horticulture
- Animal services

## **HEALTH & BIOSCIENCES**

Students interested in this career cluster are preparing for supported employment and life activities in the area of health and human services. Skills in the area of basic reading, information technology and maintenance of confidentiality are required.

- Filing
- Coding of records

## **HUMAN RESOURCE SERVICES**

Students interested in this career cluster are preparing for supported employment or life activities that require appropriate social skills and interaction with children, adults, and peers.

- Elder care
- Child care
- Contact information for police, fire department, etc.
- Checking I.D. cards for compliance

## **INFORMATION TECHNOLOGY**

Students interested in this career cluster are preparing for supported employment or life activities in general information technology.

- Data entry
- Repair and maintenance of computers
- Repair and maintenance of copy equipment
- Information input

## **MANUFACTURING, ENGINEERING & TECHNOLOGY**

Students interested in this career cluster are preparing for supported employment and life activities in the area of product manufacturing.

- Packaging
- Assembly
- Boxing and shipping
- Product management

## **TRANSPORTATION TECHNOLOGIES**

Students interested in this career cluster are preparing for supported employment and life activities in the area of transportation and outgoing and incoming goods.

- Maintenance of transportation equipment
- Processing shipments
- Distribution

## **CAREER CLUSTER DESCRIPTIONS (Functional)**

### **ARTS, MEDIA & COMMUNICATION**

#### **SUBTITLE: FUNCTIONAL COMMUNICATION SKILLS**

Students interested in this cluster are preparing for functional life skill activities that include all methods of communication available to increase the quality of daily living, independent living, vocational, and peer interaction.

### **BUSINESS MANAGEMENT & FINANCE**

#### **SUBTITLE: PURCHASING SKILLS**

Students interested in this cluster are preparing for basic money handling including accurate counting and purchasing of required items in order to function in daily living.

### **CONSTRUCTION & DEVELOPMENT**

#### **SUBTITLE: FACILITIES MANAGEMENT SKILLS**

Students interested in this cluster are preparing to work on site with facilities to ensure that cleanliness and order are available for the working public.

### **CONSUMER SERVICE, HOSPITALITY & TOURISM**

#### **SUBTITLE: RETAIL SKILLS**

Students interested in this cluster are preparing for activities in customer service situations, such as food preparation, food handling, food delivery, doorman activities, and telephone answering skills.

### **ENVIRONMENTAL, AGRICULTURAL & NATURAL RESOURCES**

#### **SUBTITLE: LANDSCAPING SKILLS**

Students interested in this cluster are preparing for outdoor work experiences such as landscaping, mulching, conservatory work, and horticultural experience.

## **HEALTH & BIOSCIENCES**

### **SUBTITLE: PERSONAL MANAGEMENT and SELF-AWARENESS SKILLS**

Students interested in this cluster are preparing for all activities of daily living through mastery of personal management including but not limited to proper toileting, proper hand washing, appropriate social interaction with peers and adults.

## **HUMAN RESOURCE SERVICES**

### **SUBTITLE: RECREATION AND LEISURE SKILLS**

Students interested in this cluster are preparing to function with some independence and choice in their ability to access community based recreation and leisure activities.

## **INFORMATION TECHNOLOGY**

### **SUBTITLE: COMPUTER & ASSISTIVE TECHNOLOGY SKILLS**

Students interested in this cluster are preparing to access the internet for business or social interaction and assistive technology aids for better performance in daily living activities.

## **MANUFACTURING, ENGINEERING & TECHNOLOGY**

### **SUBTITLE: VOCATIONAL WORKSHOP SKILLS**

Students interested in this cluster are preparing to work in activities offered in a vocational center including clerical work, labeling, packing boxes, sorting, and assembly skills.

## **TRANSPORTATION TECHNOLOGIES**

### **SUBTITLE: SAFETY IN THE COMMUNITY SKILLS**

Students interested in this cluster work on learning basic independence in the community including safety in public situations, street crossing, awareness of danger, food safety, and a general understanding of household safety measures.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Career Portfolio

Directions: Evaluate the student, using the rating scale on the right. Circle the appropriate number to indicate the degree of competency. The rating for each of the tasks should reflect job readiness rather than the grade given in the class.

**EMPLOYABILITY SKILLS** (Competencies that will enable the individual to obtain and retain a job)

The student can:

- |   |           |
|---|-----------|
| 1. Establish realistic career goals/choices   | N 1 2 3 4 |
| 2. Display a positive attitude toward work (work ethic)   | N 1 2 3 4 |
| 3. Demonstrate a good record of attendance  | N 1 2 3 4 |
| 4. Display punctuality at school, work, and following breaks  | N 1 2 3 4 |
| 5. Display a pride in work  | N 1 2 3 4 |
| 6. Demonstrate honesty  | N 1 2 3 4 |
| 7. Demonstrate dependability  | N 1 2 3 4 |
| 8. Observe and follow classroom/work rules and regulations  | N 1 2 3 4 |
| 9. Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)                   | N 1 2 3 4 |
| 10. Work at a consistent place  | N 1 2 3 4 |
| 11. Manage the time appropriately   | N 1 2 3 4 |
| 12. Demonstrate work stability (remains on the job /task will be completed)   | N 1 2 3 4 |
| 13. Work effectively under pressure or within time limits   | N 1 2 3 4 |
| 14. Keep work area clean  | N 1 2 3 4 |
| 15. Display respect for other people  | N 1 2 3 4 |
| 16. Show respect for property of others   | N 1 2 3 4 |
| 17. Seek help when needed   | N 1 2 3 4 |
| 18. React appropriately to constructive criticism   | N 1 2 3 4 |
| 19. Accept praise appropriately   | N 1 2 3 4 |
| 20. Assume responsibility for own actions/behaviors   | N 1 2 3 4 |
| 21. Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)  | N 1 2 3 4 |
| 22. Demonstrate appropriate problem-solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results) | N 1 2 3 4 |
| 23. Demonstrate willingness to learn new skills/information   | N 1 2 3 4 |
| 24. Demonstrate adaptability to changing situations   | N 1 2 3 4 |
| 25. Follow safety regulations   | N 1 2 3 4 |
| 26. Respond appropriately to classroom and/or job regulations   | N 1 2 3 4 |
| 27. Practice good hygiene/grooming  | N 1 2 3 4 |
| 28. Dress appropriately for work/specific job   | N 1 2 3 4 |
| 29. Correctly complete a job application  | N 1 2 3 4 |
| 30. Demonstrate appropriate job interviewing skills   | N 1 2 3 4 |
| 31. Demonstrate the ability to complete a job resume  | N 1 2 3 4 |

Source: "Transition Planning: Developing a Career Portfolio for Students with Disabilities," by M. Sarkees-Wircenski and J.L. Wircenski, 1994, *Career Development for Exceptional Individuals*, 17(2), p. 208. Copyright 1994 by Division of Career Development and Transition, the Council for Exceptional Children. Reprinted with permission.

# GOAL SHEET

Student Name: \_\_\_\_\_

	Dates						Dates					
<b>Goal #1</b>						<b>Comments</b>						<b>Comments</b>
	6	6	6	6	6		6	6	6	6	6	
	5	5	5	5	5		5	5	5	5	5	
	4	4	4	4	4		4	4	4	4	4	
	3	3	3	3	3		3	3	3	3	3	
	2	2	2	2	2		2	2	2	2	2	
	1	1	1	1	1		1	1	1	1	1	
<b>Goal #2</b>						<b>Comments</b>						<b>Comments</b>
	6	6	6	6	6		6	6	6	6	6	
	5	5	5	5	5		5	5	5	5	5	
	4	4	4	4	4		4	4	4	4	4	
	3	3	3	3	3		3	3	3	3	3	
	2	2	2	2	2		2	2	2	2	2	
	1	1	1	1	1		1	1	1	1	1	
<b>Goal #3</b>						<b>Comments</b>						<b>Comments</b>
	6	6	6	6	6		6	6	6	6	6	
	5	5	5	5	5		5	5	5	5	5	
	4	4	4	4	4		4	4	4	4	4	
	3	3	3	3	3		3	3	3	3	3	
	2	2	2	2	2		2	2	2	2	2	
	1	1	1	1	1		1	1	1	1	1	
<b>Goal #4</b>						<b>Comments</b>						<b>Comments</b>
	6	6	6	6	6		6	6	6	6	6	
	5	5	5	5	5		5	5	5	5	5	
	4	4	4	4	4		4	4	4	4	4	
	3	3	3	3	3		3	3	3	3	3	
	2	2	2	2	2		2	2	2	2	2	
	1	1	1	1	1		1	1	1	1	1	
<b>Goal #5</b>						<b>Comments</b>						<b>Comments</b>
	6	6	6	6	6		6	6	6	6	6	
	5	5	5	5	5		5	5	5	5	5	
	4	4	4	4	4		4	4	4	4	4	
	3	3	3	3	3		3	3	3	3	3	
	2	2	2	2	2		2	2	2	2	2	
	1	1	1	1	1		1	1	1	1	1	

**Coding:**      1 = Fail                      3 = Verbal Prompt                      5 = Material Prompt  
                     2 = Physical Prompt                      4 = Gestural Prompt                      6 = Independent

**TRANSITION CAREER CLUSTERS Name:** \_\_\_\_\_

Career Cluster	Exposure/Date	Achieving	Initials
Arts & Media			
Business Management & Finance			
Construction & Development			
Consumer Service, Hospitality & Tourism			
Environmental, Agricultural & Natural Resources			

<b>Career Cluster</b>	<b>Exposure/Date</b>	<b>Achieving</b>	<b>Initials</b>
Human Resource Services			
Information Technology			
Manufacturing, Engineering & Technology			
Transportation Technologies			

**About Me...**

*Please take a few minutes to think about yourself and answer these questions.*

I am good at:

---

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---

I am not so good at:

---

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---

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I like doing these things:

---

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What I have learned about myself:

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I learn best when:

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These are the ways I have already been independent:

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I enjoy doing these things on my own:

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I would like people to know that:

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Before I finish high school, I would like to learn these things:

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These people are some of my friends:

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These are some of the people who know the most about me:

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If I need help, I can ask these people:

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*You may need help from someone at home or school to answer the following questions:*

My disability is:

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I have these questions about my disability:

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I need these accommodations:

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My learning style is:

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I know I can success when:

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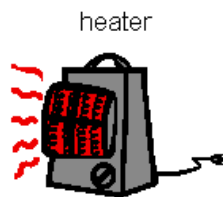
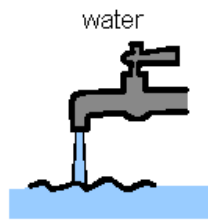
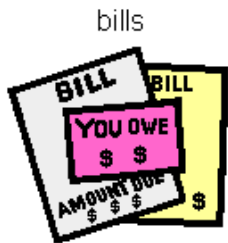
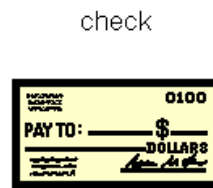
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# Advocacy Group

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Adults know how to:  
Uses money



I need to learn how to \_\_\_\_\_.

I need to learn how to \_\_\_\_\_.

I need to learn how to \_\_\_\_\_.

## Career Cluster Collage

### Group Project

Purpose: Students should be in groups of 3-4 students. Each group will be responsible for creating a collage and presentation for one Career Cluster.

Supplies: 1 Piece of Poster Board for each student, various magazines to cut pictures out of, newspapers, scissors, glue sticks, markers.

#### Project Directions

Speaker -

- Assist group members in developing research for the speech and help cut and paste the collage
- Prepare the speech on Career Cluster Collage
- Give the speech to the class

Researcher(s) -

- Use the Career Cluster booklet to gather information for the speaker
- Research topics should include
- Introduction of the Career Clusters
- Characteristics of workers in this career path
- Examples of jobs found in this Career Cluster
- Elective courses recommended for this career path
- Activities to be involved in
- Want ads from the local newspaper that fit the Career Cluster

Collage Workers -

- Cut letters or use letter guide and pens for the title of your Career Cluster
- Cut out pictures that represent jobs found in your Career Cluster
- Glue/paste pictures onto paper
- Label pictures with the "job title"
- Tape collage on board on day of presentation

\*\*\*\*Note: All group members must be in front of the class during the presentation.

---

# CLASS SKILL SUMMARY

Directions: Place a check next to each skill mastered (100% performance criterion).

Student Name: \_\_\_\_\_

SKILL													
1. Ordering Job Responsibilities													
2. Understanding Directions													
3. Making Introductions													
4. Asking Questions													
5. Asking Permission													
6. Asking for Help													
7. Accepting Help													
8. Offering Help													
9. Requesting Information													
10. Taking Messages													
11. Engaging in Conversation													
12. Giving Directions													
13. Receiving Compliments													
14. Giving Compliments													
15. Convincing Others													
16. Apologizing													
17. Accepting Criticism													
18. Responding to a Complaint													

## Emergency Information

Which non-family member would I call in an emergency?

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Another Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Another Phone: \_\_\_\_\_

Do I have my medical information with me all the time? Yes      No

You should **ALWAYS CARRY A CARD** with you which lists:

- Name, Address & Phone Number of Emergency Contact
- A list of medicine you are taking
- Name of your Health Insurance Company
- If you have Medic Alert jewelry, always wear it.

Do I have a medical condition which requires ongoing treatment?                      Yes      No

What is it? \_\_\_\_\_

Do I take daily medication?      Yes      No

Can I take my medication without reminders?  
Yes      No

# MY MEDICINES:

Medicine:	Taken When:			
1. _____	Breakfast	Lunch	Dinner	Night
2. _____	Breakfast	Lunch	Dinner	Night
3. _____	Breakfast	Lunch	Dinner	Night
4. _____	Breakfast	Lunch	Dinner	Night
5. _____	Breakfast	Lunch	Dinner	Night
6. _____	Breakfast	Lunch	Dinner	Night
7. _____	Breakfast	Lunch	Dinner	Night
8. _____	Breakfast	Lunch	Dinner	Night

Who reminds me if I need reminding?

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Rater: \_\_\_\_\_

## Exploration Phase: Career Education Checklist

Enter the date of evaluation in the boxes at the right.

**Seldom    Sometimes    Most of  
 the Time**

<b>Self</b>			
1. Can express his/her personal interests			
2. Knows how s/he feels about him/herself and how this affects him/her			
3. Aware of physical strengths and abilities			
<b>Interpersonal Relations</b>			
1. Displays appropriate emotional characteristics when interacting with others			
2. Knows what others think of him/her			
3. Understands and appreciates different characteristics in different people			
4. Knows that one will interact in different groups in different situations			
<b>Self and Society</b>			
1. Able to verbalize his/her own personal values			
2. Understands that people need to work if society is to survive			
3. Understands that the world is changing and jobs are changing			
<b>Decision Making</b>			
1. Has some long-term goals regarding a career			
2. Knows his/her abilities, qualities, values and hopes			
3. Takes responsibility for his/her decisions			
4. Matches his/her personal characteristics with possible career choices			
5. Understands what s/he needs to know for various career choices			

(continues)

**Seldom   Sometimes   Most of  
the Time**

	Seldom	Sometimes	Most of the Time
<b>Economics</b>			
1. Knows difference between consumers and producers			
2. Understands how supply and demand affects work world			
3. Understands how world of work (income, hours, etc.) affects lifestyle of individuals			
4. Understands the concept of fringe benefits, insurance, etc.			
5. Understands minimum wage and hour laws, social security, and federal and state income tax			
<b>Occupational Knowledge</b>			
1. Knows how to use education as aid in developing skills for occupations			
2. Explores a wide range of occupations			
3. Knows what skills and education are needed for various jobs			
4. Knows general concept of what needs to be done to advance in various jobs			
5. Understands various working conditions with various jobs			
6. Understands role of employer, employee, manager, etc.			
7. Understands law of supply and demand as it applies to obtaining a job			
8. Understands how to seek employment			
<b>Work Attitudes and Behaviors</b>			
1. Displays behavior appropriate for school and community			
2. Understands how working at a job integrates one into the community			
3. Understands that personal satisfaction is gained from work and leisure			
4. Understands that social recognition is related to work			
5. Understands monetary rewards come from work			
6. Understands that one may change jobs as one gets older and matures			

# Job Readiness

## Introduction

**Job, employment occupation, and career are all different terms for the same thing work Finding a job that's right for you can take some time and effort. If this is your first time looking to change jobs or reenter the workforce, you may want to examine your goals and skills.**

**The Purpose of this course is to help you identify your work interests and job skills and set you on the path toward finding a job that's right for you. If you need more help after taking this course, be sure to contact staff at MTSTIL. They can help you find out more information about conducting a job search, preparing a resume, practicing interviews, and learning new job skills.**

## Take the Test

### Employability Skills: Interests and Skills

- **What Interests You? Define Your Interests**
- **What Are Your Goals? Goals Checklist**
- **What Do you Want and What Can You Give?**
- **What I Want and Need in a Job: Do I Need Training?**

## **Important Work Vocabulary Words**

### **Job Search Techniques**

- **Quick Tips for a successful Job Search**
- **Writing the Right Resume**
- **Interviewing for the Job: Making a Good Impression**

### **Once You Are Hired: Things you should Know**

- **Good Employee Checklist**
- **Questions and Answer about the ADA**
- **Managing Wags Effectively**

**Begin: Take the test and see how much you already know about the job market and job searches.**

## **JOB READINESS**

### **WHAT INTERESTS YOU? DEFINE YOUR INTERESTS**

Use this section to help you figure out what kind of work you would like to do and what kind of jobs might be good for you.

Read the activities below. Decide if you would enjoy doing that activity. If you would, you might like a job in that field.

### **DO YOU WANT TO GET TRAINING FOR SOME KIND OF WORK, IMPROVE YOURSELF IN SOME WAY, LEARN A NEW SKILL LIKE COOKING OR TUNING AN ENGINE, LEARN ANOTHER LANGUAGE?**

If so, you may want to focus on travel and learning about new cultures. Some ways to do this would be to take a tour, travel to new places, find a job that includes travel, visit an art exhibit/movie/restaurant about another culture, or to take language/cooking/art classes about different cultures.

### **DO YOU WANT TO GET A JOB, LEARN NEW WORK SKILLS, WIN PROMOTIONS ON THE JOB, AND BE KNOWN AS A GOOD WORKER?**

If so, you may want to focus on finances. Some ways to do this would be to start money, get a job or work toward a promotion or raise, talk to a financial advisor about

creating a budget and investing your money, and looking at ways to increase your income. Visit the MTSTCIL course on **Managing Your Money** for more ideas.

**DO YOU WANT TO DRIVE A TAXI, DELIVERY VAN, TOW TRUCK, BULLDOZER OR FORKLIFT; PARKING CARS; RUNNING FACTORY MACHINES?**

If so, you may want to focus on driving or operating machines. Some kinds of jobs include taxi driver, delivery person, construction worker, parking attend-ant, machinist, truck or tow truck driver, and subway or bus operator.

**DO YOU WANT TO REPAIR WASHING MACHINES, RADIOS AND TV SETS, CARS AND TRUCKS, LEAKY SINKS AND PIPES, WORN-OUT FURNITURE, VENDING MACHINES OR COMPUTERS?**

If so, you may want to focus on being a repairperson. Some kinds of jobs include plumber, carpenter, mechanic, furniture repairperson, and machine repairperson.

**DO YOU WANT TO HELP NURSES IN A HOSPITAL, HELP A TEACHER IN A SCHOOL, CARE FOR SMALL CHILDREN, HELP PEOPLE HAVE FUN, CARE FOR ANIMALS, HELP ELDERLY OR INFIRM PEOPLE?**

If so, you may want to focus on working as a caretaker or assistant. Some kinds of jobs include nurse's aide, teacher's aide, babysitter, camp/daycare/nursing

home/hospital worker, caretaker, activity director, and veterinarian's assistant.

**DO YOU WANT TO PLAY IN A BAND, DESIGN AND PAINT SIGNS, PERFORM FOR PEOPLE, DRAW PICTURES FOR ADS, WRITE, MAKE JEWELRY, MAKE POTTERY, SET UP STORE DISPLAYS?**

If so, you may want to focus on working in creative fields. Some kinds of jobs include musician, painter, dancer, actor, artist, writer, editor, and designer.

*Next: **What are your goals?** Goals checklist.*

## ACTIVITIES OF DAILY LIVING CHECKLIST

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Intensity of Support





BASIC DAILY LIVING SKILLS		None	Phys	Verbal	Non-verbal	Comments
Eating						
Toileting: bladder						
Toileting: bowel						
Mobility/transitioning						
Hygiene/grooming						
Dressing						
Other self care						
<b>FUNCTIONAL DAILY LIVING SKILLS</b>						
Accepts change						
Level of attention span						
Aware of personal needs						
Community skills						
Decision making						
Expressive communication						
Fine motor skills						
Follows familiar/simple commands						
Gross motor skills						

<b>BASIC DAILY LIVING SKILLS</b>		<b>None</b>	<b>Phys</b>	<b>Verbal</b>	<b>Non-verbal</b>	<b>Comments</b>
<b>Hand/eye coordination</b>						
<b>Imitates others</b>						
<b>Initiates social interaction</b>						
<b>Interest in others</b>						
<b>Judgment</b>						
<b>Mobility in the community</b>						
<b>Plays appropriately</b>						
<b>Receptive communication</b>						
<b>Self-direction</b>						
<b>Understands danger</b>						
<b>Other:</b>						

Adapted from MDSE Autism Waiver ADL section. 7/8/09 vsb

# Assessing My Multiple Intelligences

**INSTRUCTIONS:** Complete each sentence below by filling in the blank with the number that best indicates your degree of expertise in each. Enter the number in the blank before the statement. Total the score for each intelligence in the box at the bottom of the column.

4 exceptional expertise	3 high expertise	2 moderate expertise	1 minimal expertise	0 no expertise
 <p><b>Musical</b></p> <p>___ I sing with –            ___ I can tell when a musical note is off key with –            ___ I can sight read and sing or play a difficult musical piece with –            ___ I can hear a melody once and reproduce it with –            ___ I reproduce or create intricate rhythms with –            ___ I create new musical compositions with –            ___ I am recognized by others as having musical talent with –            ___ I direct others by creating musical selections with –            ___ I “hear” the patterns of relationships within a musical piece with –</p>	 <p><b>Interpersonal</b></p> <p>___ I provide advice or counsel to others with –            ___ My ability to facilitate group work shows –            ___ I make friends with –            ___ I play social games such as Pictionary or Charades with –            ___ When teaching another person or group of people, I display –            ___ In leading others, I exhibit –            ___ My involvement in social activities connected with my work, church, or community displays –            ___ I am able to understand the needs and emotions with –            ___ I work together with others to achieve a common goal with –            ___ I sense other people’s motives or hidden agenda with –</p>	 <p><b>Intrapersonal/Introspective</b></p> <p>___ I reflect on ideas or events with –            ___ I achieve personal growth by using new information with –            ___ I achieve a resilience to setbacks with –            ___ I have developed a special hobby or interest with –            ___ I set important goals for my life with –            ___ I recognize my strengths and weaknesses (borne out by feedback from other sources) with –            ___ I am strong willed or independent minded to a degree that exhibits –            ___ I use solitude to strengthen my inner resources with –            ___ I keep a personal diary or journal to record the events of my inner life in a way that displays –            ___ I seek to understand my own motivation with –</p>	 <p><b>Naturalist</b></p> <p>___ I can see variations in leaves with –            ___ I am able to identify a wide variety of insects, birds, or rocks with –            ___ Using a microscope, I can see very small differences between plants or animals with –            ___ I can identify the tracks and spoor of an animal with –            ___ I am able to tell the difference between harmless and poisonous plants or animals with –            ___ Using a telescope, I am able to identify stars, planets and galaxies with –            ___ I can plan an attractive garden that has color during all four seasons of the year with –            ___ I am able to work with animals with –            ___ I am able to classify such things as rocks or aquatic life or clouds with –            ___ I am able to grow plants with –</p>	
<input type="checkbox"/> <b>Total</b>	<input type="checkbox"/> <b>Total</b>	<input type="checkbox"/> <b>Total</b>	<input type="checkbox"/> <b>Total</b>	

**Career Preparation  
Benchmarks  
Revised 6/2008**

**Student** \_\_\_\_\_

13 - 17 years	Date					Date
	Initiated	Year	Year	Year	Year	
demonstrates a positive self-concept						
demonstrates positive work attitudes						
know personal strengths, limitations and interests in relation to job opportunities						
models appropriate job related behaviors and attitudes						
demonstrates appropriate job related behaviors						
integrates personal Accommodations for specific jobs						
exhibits skills to locate, evaluate and interpret career information						
interacts positively with peers, supervisors, and subordinates during work time and break time						
has a current resume						
completes work duties with appropriate productivity and quality						
can work on specific task for 30 minutes						
demonstrates purpose and knowledge of timecard						
participates in service learning experiences						
describes various levels of employment						
can complete a job application (written/verbally)						
describes the career decision making process						
can work on a specific task for 2 hours with 1 short break						
can work 8 hours with 2 breaks and meal break						
able to interview successfully						
participate in jobs on and off campus						
travels independently in the building						
models safety						
can travel within the work environment						
able to access transportation resources in the community						

can cash paycheck						
can resolve problems in an effective manner						
follows an imposed schedule						
able to demonstrate the functions of a job activity						
<b>17 - 21 years</b>						
apply and integrate previously learned skills to work settings						

## **DESCRIPTION OF THE C.I.T.E. INSTRUMENT NINE STYLE AREAS**

### **Auditory Language**

- This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

### **Visual Language**

- This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

### **Auditory Numerical**

- This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

### **Visual Numerical**

- This student must see numbers - on the board, in a book, or on a paper - in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

### **Auditory-Visual-Kinesthetic Combination**

- The A-V-K student learns best by experience - doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.

### **Individual Learner**

- This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

### **Group Learner**

- This student prefers to study with at least one other student, and, will not get much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

### **Oral Expressive**

- This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

### **Written Expressive**

- This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

From the Center for Innovative Teaching Experience

**C.I.T.E. Learning Styles Instrument**

Babich, A.M., Burdine, P. Allbright, L., Randal, Pl.  
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 Murdock Teacher Center

	Most Like me		Least Like me	
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1

10. I don't mind doing written assignments.

4	3	2	1
---	---	---	---

---

11. I remember things I hear better than I read.

4	3	2	1
---	---	---	---

---

12. I remember more of what I learn if I learn it when I am alone.

4	3	2	1
---	---	---	---

---

13. I would rather read a story than listen to it read.

4	3	2	1
---	---	---	---

---

14. I feel like I talk smarter than I write.

4	3	2	1
---	---	---	---

---

15. If someone tells me three numbers to add I can usually get the right answer without writing them down.

4	3	2	1
---	---	---	---

---

16. I like to work in a group because I learn from the others in my group.

4	3	2	1
---	---	---	---

17. Written math problems are easier for me to do than oral ones.

4	3	2	1
---	---	---	---

---

18. Writing a spelling word several times helps me remember it better.

4	3	2	1
---	---	---	---

---

19. I find it easier to remember what I heard than what I have read.

4	3	2	1
---	---	---	---

---

20. It is more fun to learn with classmates at first, but it is hard to study with them.

4	3	2	1
---	---	---	---

---

21. I like written directions better than spoken ones.

4	3	2	1
---	---	---	---

---

22. If homework were oral, I would do it all.

4	3	2	1
---	---	---	---

---

23. When I hear a phone number, I can remember it without writing it down.

4	3	2	1
---	---	---	---

---

24. I get more work done when I work with someone.

4	3	2	1
---	---	---	---

25. Seeing a number makes more sense to me than hearing a number.

4	3	2	1
---	---	---	---

26. I like to do things like simple repair or crafts with my hands.

4	3	2	1
---	---	---	---

27. The things I write on paper sound better than when I say them.

4	3	2	1
---	---	---	---

28. I study best when no one is around to talk or listen to.

4	3	2	1
---	---	---	---

29. I would rather read things in a book than have the teacher tell me about them.

4	3	2	1
---	---	---	---

30. Speaking is a better way than writing if you want someone to understand what you really mean.

4	3	2	1
---	---	---	---

31. When I have a written math problem to do, I say it to myself to understand it better.

4	3	2	1
---	---	---	---

32. I can learn more about a subject if I am with a small group of students.

4	3	2	1
---	---	---	---

33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.

4	3	2	1
---	---	---	---

34. I like to make things with my hands.

4	3	2	1
---	---	---	---

35. I like tests that call for sentence completion or written answers.

4	3	2	1
---	---	---	---

36. I understand more from a class discussion than from reading about a subject.

4	3	2	1
---	---	---	---

37. I remember the spelling of a word better if I see  
It written down than if someone spells it out loud.

4	3	2	1
---	---	---	---

---

38. Spelling and grammar rules make it hard for me  
to say what I want to in writing.

4	3	2	1
---	---	---	---

---

39. It makes it easier when I say the numbers of a  
problem to myself as I work it out.

4	3	2	1
---	---	---	---

---

40. I like to study with other people.

4	3	2	1
---	---	---	---

---

41. Seeing the price of something written down is  
easier for me to understand than having someone  
tell me the price.

4	3	2	1
---	---	---	---

---

42. I understand what I have learned better when  
I am involved in making something for the subject.

4	3	2	1
---	---	---	---

---

43. The things I write on paper sound better than when  
I say them.

4	3	2	1
---	---	---	---

---

44. I do well on tests if they are about things I hear  
in class.

4	3	2	1
---	---	---	---

---

45. I can't think as well when I work with someone else  
as when I work alone.

4	3	2	1
---	---	---	---

---

# C.I.T.E. Learning Styles Instrument Score Sheet

Directions — In the first example, look at question number 5 and write down your score. Continue this for each of the remainder of the questions. Total each column and multiply by 2.

<u>Visual Language</u>
5-
13-
21-
29-
37-
Total _____ x2= _____ (Score)

<u>Social-Individual</u>
4-
12-
20-
28-
45-
Total _____ x2= _____ (Score)

<u>Auditory Numerical</u>
7-
15-
23-
31-
39-
Total _____ x2= _____ (Score)

<u>Visual Numerical</u>
9-
17-
25-
33-
41-
Total _____ x2= _____ (Score)

<u>Social-Group</u>
8-
16-
24-
32-
40-
Total _____ x2= _____ (Score)

<u>Kinesthetic-Tactile</u>
1-
18-
26-
34-
42-
Total _____ x2= _____ (Score)

<u>Auditory Language</u>
3-
11-
19-
36-
41-
Total _____ x2= _____ (Score)

<u>Expressiveness Oral</u>
6-
14-
22-
30-
38-
Total _____ x2= _____ (Score)

<u>Expressiveness-Written</u>
2-
10-
27-
35-
43-
Total _____ x2= _____ (Score)

**Score:**

33-40	=Major Learning Style
20-32	=Minor Learning Style
05-20	=Negligible Use

# Budgeting Your Money

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Choose a timekeeper, recorder and reader. Read each scenario. Choose an ad that will help you answer the questions for each scenario. Be sure to record the time you start each question.

- 1. You have \$15.00. You need to buy some supplies to help you get ready for school in the morning. You need shampoo, toothpaste, toothbrush, deodorant and soap.

a. Where did you shop? \_\_\_\_\_

b. How much did everything cost?

Shampoo: \_\_\_\_\_  
                  +  
Toothpaste: \_\_\_\_\_  
                  +  
Toothbrush: \_\_\_\_\_  
                  +  
Deodorant: \_\_\_\_\_  
                  +  
Soap: \_\_\_\_\_  
                  =  
Total Cost: \_\_\_\_\_

c. How much tax will you pay?

Total cost \_\_\_\_\_ x .05 = \_\_\_\_\_ Tax

d. What is the final cost of your purchase?

Total cost \_\_\_\_\_

+

Tax \_\_\_\_\_

=

Final Cost \_\_\_\_\_

e. What is the next dollar up? \_\_\_\_\_

2. You have \$100. You are moving into an apartment with some friends, and you need a few household items. You need **two towels, an ironing board, an iron, pots and pans, a phone and laundry detergent.**

a. Where did you shop? \_\_\_\_\_

## Career Cluster Collage

### Group Project

Purpose: Students should be in groups of 3-4 students. Each group will be responsible for creating a collage and presentation for one Career Cluster.

Supplies: 1 Piece of Poster Board for each student, various magazines to cut pictures out of, newspapers, scissors, glue sticks, markers.

#### Project Directions

Speaker -

- Assist group members in developing research for the speech and help cut and paste the collage
- Prepare the speech on Career Cluster Collage
- Give the speech to the class

Researcher(s) -

- Use the Career Cluster booklet to gather information for the speaker
- Research topics should include
- Introduction of the Career Clusters
- Characteristics of workers in this career path
- Examples of jobs found in this Career Cluster
- Elective courses recommended for this career path
- Activities to be involved in
- Want ads from the local newspaper that fit the Career Cluster

Collage Workers -

- Cut letters or use letter guide and pens for the title of your Career Cluster
- Cut out pictures that represent jobs found in your Career Cluster
- Glue/paste pictures onto paper
- Label pictures with the "job title"
- Tape collage on board on day of presentation

\*\*\*\*Note: All group members must be in front of the class during the presentation.

# CLASS SKILL SUMMARY

Directions: Place a check next to each skill mastered (100% performance criterion).

Student Name: \_\_\_\_\_

SKILL													
1. Ordering Job Responsibilities													
2. Understanding Directions													
3. Making Introductions													
4. Asking Questions													
5. Asking Permission													
6. Asking for Help													
7. Accepting Help													
8. Offering Help													
9. Requesting Information													
10. Taking Messages													
11. Engaging in Conversation													
12. Giving Directions													
13. Receiving Compliments													
14. Giving Compliments													
15. Convincing Others													
16. Apologizing													
17. Accepting Criticism													
18. Responding to a Complaint													

# COMMUNITY SITE ASSESSMENT WORKSHEET

## Behaviors Section

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Job Site: \_\_\_\_\_

Job Coach/Staff: \_\_\_\_\_

Preinstruction                      Postinstruction                      (circle one)

Goals (Check if task is a goal)	Area of Note		Level of Performance		For emerging skills, note any accommodations, visual structures, or teaching strategies to be used
		Pass	Emerging (high or low; note limits)	Fail	
	Vocational Behaviors				
	Independent Functioning				
	Communication				
	Interpersonal Skills				
	Environmental Factors				

Describe environment: \_\_\_\_\_

\_\_\_\_\_

From Goals Column, identify specific skills that will be taught in the classroom to assist skill development, use of structure, and generalization.

Behavior	Accommodation/Instructional Strategy

# COMMUNITY SKILLS CHECKLIST

Name: \_\_\_\_\_

Date: \_\_\_\_\_

(VS)-Clerical	(VS)-Domestic	(VS)-Warehouse/Stocking	(VS)-Library	(VS)-Landscaping/Gardening
<input type="checkbox"/> Using computer	<input type="checkbox"/> Dusting	<input type="checkbox"/> Taking inventory	<input type="checkbox"/> Using computer card catalog	<input type="checkbox"/> Watering plants with watering can or hose
<input type="checkbox"/> Using word processor	<input type="checkbox"/> Vacuuming	<input type="checkbox"/> Locating items	<input type="checkbox"/> Scanning shelves for books	<input type="checkbox"/> Weeding
<input type="checkbox"/> Performing data entry	<input type="checkbox"/> Sweeping	<input type="checkbox"/> Filling orders	<input type="checkbox"/> Shelving books	<input type="checkbox"/> Potting plants
<input type="checkbox"/> Typing copy corrections	<input type="checkbox"/> Mopping	<input type="checkbox"/> Putting items away	<input type="checkbox"/> Shelf-reading books	<input type="checkbox"/> Digging hole
<input type="checkbox"/> Filing	<input type="checkbox"/> Wiping tables	<input type="checkbox"/> Blocking	<input type="checkbox"/> Scanning returned books	<input type="checkbox"/> Carrying, moving items
<input type="checkbox"/> Sorting by number (one-number sequence)	<input type="checkbox"/> Washing windows/mirrors	<input type="checkbox"/> Fronting	<input type="checkbox"/> Locating and using references	<input type="checkbox"/> Mowing
<input type="checkbox"/> Sorting by letter (one-word sequence)	<input type="checkbox"/> Identifying areas to clean	<input type="checkbox"/> Lifting		<input type="checkbox"/> Using trimmer
<input type="checkbox"/> Using copier	<input type="checkbox"/> Identifying cleaning materials	<input type="checkbox"/> Labeling and pricing		<input type="checkbox"/> Planting and packaging seeds
<input type="checkbox"/> Collating	<input type="checkbox"/> Using washing machine	<input type="checkbox"/> Stocking and stacking		<input type="checkbox"/> Raking leaves
<input type="checkbox"/> Stuffing envelopes	<input type="checkbox"/> Using dryer	<input type="checkbox"/> Packaging		<input type="checkbox"/> Picking vegetables
<input type="checkbox"/> Using phone book	<input type="checkbox"/> Folding laundry	<input type="checkbox"/> Assembling		<input type="checkbox"/> Trimming hedges
<input type="checkbox"/> Answering telephones	<input type="checkbox"/> Sorting recycling	<input type="checkbox"/> Taping and mailing		<input type="checkbox"/> Watering with containers
<input type="checkbox"/> Cutting	<input type="checkbox"/> Making beds			
<input type="checkbox"/> Shredding papers	<input type="checkbox"/> Preparing food with recipe			
<input type="checkbox"/> Using rolodex	<input type="checkbox"/> Cutting and slicing			
<input type="checkbox"/> Laminating	<input type="checkbox"/> Using microwave			
	<input type="checkbox"/> Using stove			
	<input type="checkbox"/> Following safety procedures			
	<input type="checkbox"/> Using pot sink			
	<input type="checkbox"/> Using dishwasher			
	<input type="checkbox"/> Identifying clean and dirty			
	<input type="checkbox"/> Sorting and putting away clean dishes			
	<input type="checkbox"/> Filling condiments			
	<input type="checkbox"/> Removing items in line			
	<input type="checkbox"/> Serving as cashier			
	<input type="checkbox"/> Serving food to others			
	<input type="checkbox"/> Wearing gloves			

VS = Vocational Skill

## Emergency Information

Which non-family member would I call in an emergency?

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Another Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Another Phone: \_\_\_\_\_

Do I have my medical information with me all the time?                      Yes                      No

You should **ALWAYS CARRY A CARD** with you which lists:

- Name, Address & Phone Number of Emergency Contact
- A list of medicine you are taking
- Name of your Health Insurance Company
- If you have Medic Alert jewelry, always wear it.

Do I have a medical condition which requires ongoing treatment? Yes                      No

If yes, what is it? \_\_\_\_\_

Do I take daily medication?                      Yes                      No

Can I take my medication without reminders?                      Yes                      No

**MY MEDICINES:**

Medicine:	Taken When:		
Name	Breakfast	Lunch Dinner	Night: (time)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Who reminds me if I need reminding? \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Rater: \_\_\_\_\_

## Exploration Phase: Career Education Checklist

Enter the date of evaluation in the boxes at the right.

**Seldom   Sometimes   Most of  
the Time**

<b>Self</b>			
1. Can express his/her personal interests			
2. Knows how s/he feels about him/herself and how this affects him/her			
3. Aware of physical strengths and abilities			
<b>Interpersonal Relations</b>			
1. Displays appropriate emotional characteristics when interacting with others			
2. Knows what others think of him/her			
3. Understands and appreciates different characteristics in different people			
4. Knows that one will interact in different groups in different situations			
<b>Self and Society</b>			
1. Able to verbalize his/her own personal values			
2. Understands that people need to work if society is to survive			
3. Understands that the world is changing and jobs are changing			
<b>Decision Making</b>			
1. Has some long-term goals regarding a career			
2. Knows his/her abilities, qualities, values and hopes			
3. Takes responsibility for his/her decisions			
4. Matches his/her personal characteristics with possible career choices			
5. Understands what s/he needs to know for various career choices			

(continues)

**Seldom   Sometimes   Most of  
the Time**

<b>Economics</b>			
1. Knows difference between consumers and producers			
2. Understands how supply and demand affects work world			
3. Understands how world of work (income, hours, etc.) affects lifestyle of individuals			
4. Understands the concept of fringe benefits, insurance, etc.			
5. Understands minimum wage and hour laws, social security, and federal and state income tax			
<b>Occupational Knowledge</b>			
1. Knows how to use education as aid in developing skills for occupations			
2. Explores a wide range of occupations			
3. Knows what skills and education are needed for various jobs			
4. Knows general concept of what needs to be done to advance in various jobs			
5. Understands various working conditions with various jobs			
6. Understands role of employer, employee, manager, etc.			
7. Understands law of supply and demand as it applies to obtaining a job			
8. Understands how to seek employment			
<b>Work Attitudes and Behaviors</b>			
1. Displays behavior appropriate for school and community			
2. Understands how working at a job integrates one into the community			
3. Understands that personal satisfaction is gained from work and leisure			
4. Understands that social recognition is related to work			
5. Understands monetary rewards come from work			
6. Understands that one may change jobs as one gets older and matures			

F=Full assistance M=Moderate assistance E=Emerging Independence I=Independent

## GROUP SKILLS CHECKLIST

BASIC GROUP SKILLS	DATE	DATE	DATE	DATE
1. Approach structured group activity for short periods of time				
2. Stay with the group for a short activity (1-5 minutes)				
3. Respond to name and give appropriate greetings				
-with prompts				
-independently				
4. Participate actively with a group activity				
-demonstrate positive behavior with familiar people				
-demonstrate positive behavior with strangers				
-wait appropriately				
-take turns appropriately				
-shares objects appropriately				
-engage in a leisure activity with peers				
5. Respond appropriately to physical contact with others				
6. Work cooperatively with peers and adults				
-share materials				
-acknowledge peers				
-understand and accept authority figures				
-ask for assistance appropriately				
-follow visual rules				
-follow verbal rules				

Adapted from TEACCH curriculum workbooks/TTAP 7/7/09.vsb

# **Job Readiness**

## **Introduction**

**Job, employment occupation, and career are all different terms for the same thing work Finding a job that's right for you can take some time and effort. If this is your first time looking to change jobs or reenter the workforce, you may want to examine your goals and skills.**

**The Purpose of this course is to help you identify your work interests and job skills and set you on the path toward finding a job that's right for you. If you need more help after taking this course, be sure to contact staff at MTSTIL. They can help you find out more information about conducting a job search, preparing a resume, practicing interviews, and learning new job skills.**

## **Take the Test**

### **Employability Skills: Interests and Skills**

- **What Interests You? Define Your Interests**
- **What Are Your Goals? Goals Checklist**
- **What Do you Want and What Can You Give?**
- **What I Want and Need in a Job: Do I Need Training?**

## **Important Work Vocabulary Words**

### **Job Search Techniques**

- **Quick Tips for a successful Job Search**
- **Writing the Right Resume**
- **Interviewing for the Job: Making a Good Impression**

## **Once You Are Hired: Things you should Know**

- **Good Employee Checklist**
- **Questions and Answer about the ADA**
- **Managing Wages Effectively**

**Begin: Take the test and see how much you already know about the job market and job searches.**

## **JOB READINESS**

### **WHAT INTERESTS YOU? DEFINE YOUR INTERESTS**

Use this section to help you figure out what kind of work you would like to do and what kind of jobs might be good for you.

Read the activities below. Decide if you would enjoy doing that activity. If you would, you might like a job in that field.

### **DO YOU WANT TO GET TRAINING FOR SOME KIND OF WORK, IMPROVE YOURSELF IN SOME WAY, LEARN A NEW SKILL LIKE COOKING OR TUNING AN ENGINE, LEARN ANOTHER LANG-UAGE?**

If so, you may want to focus on travel and learning about new cultures. Some ways to do this would be to take a tour, travel to new places, find a job that includes travel, visit an art exhibit/movie/restaurant about another culture, or to take language/cooking/art classes about different cultures.

### **DO YOU WANT TO GET A JOB, LEARN NEW WORK SKILLS, WIN PROMOTIONS ON THE JOB, AND BE KNOWN AS A GOOD WORKER?**

If so, you may want to focus on finances. Some ways to do this would be to start money, get a job or work toward a promotion or raise, talk to a financial advisor about creating a budget and investing your money, and looking at ways to increase your income. Visit the MTSTCIL course on **Managing Your Money** for more ideas.

### **DO YOU WANT TO DRIVE A TAXI, DELIVERY VAN, TOW TRUCK, BULLDOZER OR FORKLIFT; PARKING CARS; RUNNING FACTORY MACHINES?**

If so, you may want to focus on driving or operating machines. Some kinds of jobs include taxi driver, delivery person, construction worker, parking attend-ant, machinist, truck or tow truck driver, and subway or bus operator.

### **DO YOU WANT TO REPAIR WASHING MACHINES, RADIOS AND TV SETS, CARS AND TRUCKS, LEAKY SINKS AND PIPES, WORN-OUT FURNITURE, VENDING MACHINES OR COMPUTERS?**

If so, you may want to focus on being a repairperson. Some kinds of jobs include plumber, carpenter, mechanic, furniture repairperson, and machine repairperson.

### **DO YOU WANT TO HELP NURSES IN A HOSPITAL, HELP A TEACHER IN A SCHOOL, CARE FOR SMALL CHILDREN, HELP PEOPLE HAVE FUN, CARE**

**FOR ANIMALS, HELP ELDERLY OR INFIRM PEOPLE?**

If so, you may want to focus on working as a caretaker or assistant. Some kinds of jobs include nurse's aide, teacher's aide, babysitter, camp/daycare/nursing home/hospital worker, caretaker, activity director, and veterinarian's assistant.

**DO YOU WANT TO PLAY IN A BAND, DESIGN AND PAINT SIGNS, PERFORM FOR PEOPLE, DRAW PICTURES FOR ADS, WRITE, MAKE JEWELRY, MAKE POTTERY, SET UP STORE DISPLAYS?**

If so, you may want to focus on working in creative fields. Some kinds of jobs include musician, painter, dancer, actor, artist, writer, editor, and designer.

*Next:* **What are your goals?** Goals checklist.

## KEYS TO EFFECTIVE LISTENING

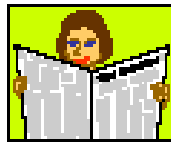
✓ **Stop working**



✓ **Stop watching TV**



✓ **Stop reading**



✓ **Look at the person**



✓ **Keep a good distance**



✓ **Don't turn away from the speaker**



✓ **Sit-up straight**

- ✓ **Nod your head and make statements such as “uh-uh,” “I understand,” and “I see what you mean” to show the speaker you truly understand what he/she is saying.**
  
- ✓ **If you don’t understand, let the person know that. Don’t fake listen!**
  
- ✓ **Repeat back phrases to clarify what the person is saying.**
  
- ✓ **Act like you are interested and ask questions to show that you are interested in what the person is saying.**
  
- ✓ **Don’t interrupt the speaker.**

**List of People**

...who might help me be a better self-advocate:

If I have a problem with a teacher, an employer, a family member or someone I had done business with...

Who would I ask for help?

Name: \_\_\_\_\_  
\_\_\_\_\_

Ph: \_\_\_\_\_  
Ph: \_\_\_\_\_

Name: \_\_\_\_\_  
\_\_\_\_\_

Ph: \_\_\_\_\_  
Ph: \_\_\_\_\_

If I need help understanding my rights and responsibilities... **Who**  
would I ask for help?

Name: \_\_\_\_\_  
\_\_\_\_\_

Ph: \_\_\_\_\_  
Ph: \_\_\_\_\_

Name: \_\_\_\_\_  
\_\_\_\_\_

Ph: \_\_\_\_\_  
Ph: \_\_\_\_\_

**LOOK AT YOUR RECEIPT AND ANSWER THE FOLLOWING QUESTIONS:**

1. What store is your receipt from? \_\_\_\_\_
2. How many items were purchased? \_\_\_\_\_
3. What was the total amount of money spent? \_\_\_\_\_
4. How much tax was charged? \_\_\_\_\_
5. What is the date of the receipt? \_\_\_\_\_
6. Did you save any money by using coupons? \_\_\_\_\_
7. How much money was saved? \_\_\_\_\_
8. List two items that were purchased:

<u>Item</u>	<u>Cost of Item</u>
9. How much money was paid to the cashier? \_\_\_\_\_
10. How much money was given as change? \_\_\_\_\_

**PROMPT LEVEL**

Name \_\_\_\_\_

Task/Activity	Date/Score										Comments

**Coding:**    1 = Fail                      2 = Physical                      3 = Verbal                      4 = Gesture                      5 = Material                      6 = Independent

NAME \_\_\_\_\_

Today is \_\_\_\_\_.

1. We went to the \_\_\_\_\_ today.
2. I bought a \_\_\_\_\_.
3. It cost \$\_\_\_\_\_.
4. I brought \$\_\_\_\_\_ with me.
5. I have \$\_\_\_\_\_ left..

### RESTAURANT FOLLOW-UP

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. Where did you go for lunch? \_\_\_\_\_
2. How many people were in your “party?” \_\_\_\_\_
3. Did you sit in the smoking or non-smoking section? \_\_\_\_\_
4. How much did your lunch cost? \_\_\_\_\_
5. Did you leave the server a tip? \_\_\_\_\_ How much? \_\_\_\_\_



## REVIEW OF SKILLS CHECKLISTS

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

**Readiness**

- Basic Work Skills
- Matching and Sorting
- Pre-reading
- Number & Quantity Concepts

**Group Skills**

**Social Skills**

**Vocational Skills**

**Use this form as necessary when any of the checklists have been previously completed. Please initial and date the original form found in the previous graded section of the portfolio, copy, and file in this section. Return the original to its proper place.**

**If the student has not had any of the skills checklists completed previously record the information in the longer forms in the binder.**

7/09vsb

# Role Play Observation/Feedback Worksheet

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Skill: \_\_\_\_\_

1. List the acronym

---

---

---

---

---

---

---

---

2. Place a check mark by steps that were used.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3. Did the "Employee" use all the steps? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Tell why the "Employee" did a good job.

5. How might the "Employee" improve?

Student: \_\_\_\_\_

## SKILLS SURVEY

I AM ABLE TO.....

### CONSUMER ECONOMICS

- Use weights, measures, scales and money
- Understand methods and procedures to obtain housing and services
- Use banking and financial services in the community

### COMMUNITY RESOURCES

- Understand how to locate and use different types of transportation
- Use the post office
- Use published or broadcasted information

### HEALTH AND HOME

- Understand medical and dental forms
- Understand basic health and safety procedures
- Perform self-care skills and home care skills

### OCCUPATIONAL KNOWLEDGE

- Understand how to get a job
- Understand wages, benefits and concepts of employee/employer relationships
- Understand materials and the concept of the job at hand
- Understand computers, how they work and the purpose of the work

One)

KEY F=Full assistance M=Moderate assistance E=Emerging Independence I=Independent

**SOCIAL SKILLS CHECKLIST**

BASIC SOCIAL SKILLS	DATE	DATE	DATE	DATE
1. Engage in a leisure activity in proximity to adults				
2. Engage in a leisure activity in proximity to peers				
-tolerate noise and movement without avoiding/becoming upset				
-in teacher-led activities				
-in leisure activities				
3. Respond to and cooperate with others (1-step)				
-share/give out materials to peers with adult mediation				
-respond to peer initiation with adult mediation				
-observe/notice peers				
4. Imitate				
-use of objects/games				
-body movements in leisure setting				
-vocal/verbal imitation in leisure setting				
5. Initiate contact with adults for leisure activities				
6. Initiate contact with peers for leisure activities				
7. Take turns with adults in leisure activities				
8. Take turns with peers in leisure activities				
9. Follow simple rules for table and motor games				

Adapted from TEACCH curriculum workbooks/TTAP 7/7/09.vsb

### THINGS THAT ARE DIFFICULT FOR ME

CHARACTERISTIC	YES	NO	SOMETIMES
I have a hard time paying attention in class.			
I'm easily distracted by noises and movements.			
It's difficult for me to memorize information.			
I forget what I'm supposed to do after instruction.			
I have trouble figuring out new words.			
I have difficulty understanding what I read.			
Reading out loud is embarrassing for me.			
I can spell words, but then forget them.			
My handwriting is hard to read.			
I have trouble writing sentences and paragraphs.			
I forget how to do math calculation problems.			
Math word problems are hard for me.			
My memory for math facts is poor.			
I forget materials I need for class.			
I lose track of time and don't finish tasks.			
I misunderstand what people say to me.			
I miss important information when I listen.			
I have a hard time saying what I mean.			
I am easily frustrated and lack confidence.			
Making friends is hard for me.			

Source: *Holding the Road: Student Self-Advocacy*, by T. Long, B. Austin, and J. Bowen, 1998, Atlanta, GA: L.A.B. Educational Press. Copyright 1998 by L.A.B. Educational Pres

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## This Is How I See Myself

Please check your choice for each of the following. You may need some help understanding what these phrases really mean; ask your teacher!

<b>Behavior</b>	<b>High</b>	<b>So-So</b>	<b>Low</b>
I am patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when to keep quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a risk-taker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am an activity-starter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can do constructive arguing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a good follower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Possible Job Interests</b>	<b>High</b>	<b>So-So</b>	<b>Low</b>
Building services (planning, construction, maintenance, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanical and industrial (engineer, mechanic, shop supervisor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal services (counselor, lawyer, teacher, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clerical and sales (secretary, clerk, computer operator, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical (doctor, therapist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality, food (chef, hotel, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoors (plants and animals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative arts (author, painter, actor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific (chemist, physicist, geologist, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>The Kind of Job I'd Like</b>	<b>High</b>	<b>So-So</b>	<b>Low</b>
Work under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Like to meet deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with plants or animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sell products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sell ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Problem Areas</b>	<b>Many Problems</b>	<b>Some Problems</b>	<b>Few Problems</b>
Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *Connections: A Transition Curriculum for Grades 3 Through 6*, by Jefferson County Public Schools, n.d., Denver, CO:  
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Unit 4: Money Management  
Lesson 2: Benefits of the Job

## Topic 1: Understanding Your Pay and Paycheck

### OBJECTIVES

1. Differentiate between gross income and net income.
2. Identify income on a check.
3. Identify deductions on a check.
4. Identify benefits on a check.

### MATERIALS

Sample check stubs  
Calendar  
Calculators  
Copies of students' check stubs

### SUPPLEMENTAL RESOURCES

Money Management – A \$13.95 book by Educational Design, Inc. (1800 221-9372)

### INSTRUCTIONAL FORMAT

This lesson will help students understand the income they earn, the deductions they have, and how to figure this out when it is printed on their check stub. When a student is starting a job at \$6 an hour, he needs to understand that he will not be paid \$480 every two weeks. With deductions for taxes and his share of benefits such as disability and health insurance, his take-home pay is going to be significantly less than \$480. Use the copies of checks provided and/or check stubs from the students to help them understand their paycheck.

1. Discuss the time delay between the end of a pay period and a person's paycheck. Companies deal with this situation differently. Some companies have a one-week delay, some have a two-week delay, and some companies have no delay at all. If needed, use a calendar to explain this process. On the sample check stubs, John, Jane, and Fred are getting paid on 2/21/98 and the pay period ended on 2/14/98.
2. Discuss the difference between gross pay (the total amount you earn during a pay period) and net pay (the total amount you are paid after deductions). Have students identify the two different figures on the sample checks or the check stubs supplied by the students.

exemptions a person claims on these forms, the less they will have taken out of each check. This is illustrated in the sample checks of Jane Doe and John Doe. Jane does not have any children, and will not get tax deductions for having dependents. She will have to pay more taxes, so she has more deducted from each check. John, on the other hand, has children and will get tax deductions for having dependents. Because he will not have to pay as much at the end of the year, he has less taken out of his check every two weeks.

The Bureau of Business Practice has a helpful pamphlet that you can have sent to you by calling 1800 243-0876. It is titled How to Make Sure You Have the Right Tax Withheld.

**BENEFITS** – Most companies offer a choice of benefits. If a person gets lucky, the employer will pay the full cost of the benefits. Most likely, the employee will have to pay for part of the cost. A common example of this is health insurance. The cost of health insurance offered by your company may be \$250 per month. The company may pay \$180 and you have to pay \$70. While \$70 a month may seem expensive, it is cheaper than \$250, and much cheaper if a person has to pay for her own doctor's bills. If the employee in the above example was paid two times a month, he would have \$35 taken out of each paycheck to cover the \$70 expense each month. Other benefits which may require partial payment include long-term disability, dental insurance, and retirement fund, The cost of the employee's portion of the benefits is added together with the taxes to come up with the total amount of deductions.

5. Have the students look at different check stubs, and ask them to identify the different deductions. For example, "Show me where the federal tax deduction is on the stub. How much is it?" "Add up all of the deductions. How much is it?" Test their comprehension further by asking them the following questions about the supplied check stubs.
  - Why do Jane and Fred, who are both single, pay less for their health insurance coverage than John, who has children? (Health coverage for a family costs more than coverage for a single person)
  - Jane and Fred claim the same number of exemptions. Why does Fred pay more taxes? (He makes more money).
  - Does Metro Services offer paid vacation time? (Yes, Jane was paid for a vacation day).

#### SIGNS OF GENERALIZATION

Students have a better understanding of their net pay and how it is figured out. When they change jobs or their employer changes how the information is presented on the check stub, they are able to adapt and identify the appropriate information.

Student: \_\_\_\_\_

KEY F=Full assistance M=Moderate assistance E=Emerging Independence I=Independent

## VOCATIONAL SKILLS CHECKLIST

VOCATIONAL SKILLS	DATE	DATE	DATE	DATE
1. Understands the work environment				
-know what is expected each day				
-be willing to work each day				
-show respect for property, rules, and regulations at work				
2. Communicate appropriately				
-ask for assistance appropriately				
-ask for directions				
-work well in proximity of others				
-recognize authority figures				
3. Follows instructions verbally or visually				
-attempts new tasks				
-handles transitions well				
-responds appropriately to directions				
-tolerates interruptions				
-adjusts to changes in routine				
4. Endurance				
-works with assistance				
-works steadily				
-works independently				
-increase time on task from 10-20 minutes				
from 20-30 minutes				
from 30-45 minutes				
from 45-60 minutes				
+60 minutes				

Adapted from TEACCH curriculum workbooks/TTAP 7/7/09.vsb

Student:

---

## WHAT ARE SOME OF MY RESPONSIBILITIES?

- Be a good citizen
- Obey the law
- Pay taxes
- Obey traffic rules
- Take care of the Environment
- Value and take care of property
- Help others anyway I can
- Speak up for myself without becoming angry
- Learn about choices & make the best ones possible
- Be creative
- Offer a smile
- Make myself knowledgeable
- Stay informed about laws that affect me

People with disabilities should assume responsibility for giving back to their communities, for seeking employment whenever possible and for developing their **UNIQUE TALENTS AND GIFTS**.

\*If you are a male, you must register for the Selective Service at age 18, even if you have a disability.

Student: \_\_\_\_\_

## ASSESSMENT ON EMPLOYABILITY SKILLS

To be a successful employee you will need to possess the general competencies listed below. Take time to think about these as they apply to your education, job, and/or personal life. If you rate yourself with a 1—"Not Met" or a 2—"Needs Improvement," look for ways to improve in these areas.

**Instructions to Student:**

Be honest as you rate yourself in each of the Foundation Skills and Competencies using the rating scale to the right.

**Rating Scale**

- 3 – Accomplished
- 2 – Needs Improvement
- 1 – Not met
- NA – Not Applicable

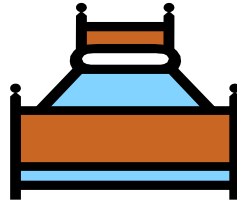
		<b>Rating</b>
A.	Attendance	
B.	Punctuality	
C.	Appropriate Business Attire	
D.	Initiative	
E.	Maturity	
F.	Courtesy	
G.	Attitude	
H.	Quality of Work	
I.	Quantity of Work	
J.	Flexibility	
K.	Cooperation	
L.	Dependability	
M.	Trustworthiness	
N.	Follows Directions	
O.	Works with Minimum Supervision	
P.	Works Accurately and Neatly	
Q.	Accepts Suggestions for Improvement	

Student: \_\_\_\_\_

# ADULTS KNOW HOW TO DO CHORES



buy groceries



make bed



sweep the floor



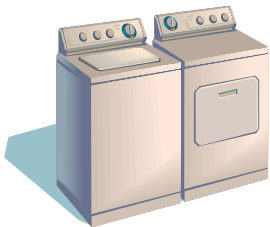
vacuum



dust furniture



put things away



do laundry



wash dishes

I need to learn to \_\_\_\_\_

I need to learn to \_\_\_\_\_

I need to learn to \_\_\_\_\_

# ADULTS KNOW HOW TO TAKE CARE OF THEMSELVES



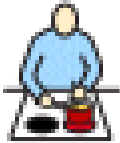
deodorant



brush hair



get dressed



cook



brush teeth



shower



wash hands

I need to learn to \_\_\_\_\_

I need to learn to \_\_\_\_\_

I need to learn to \_\_\_\_\_

**Adults know how to travel in the community:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Car**



**Bus**



**Metro**

---

**Places to go:**



**Grocery Store**



**Bank**



**Doctor's Office**



**Dentist**



**Post Office**



**Drug Store**



**Restaurant**



**Movie Theater**



**Mall**



**Museum**



**Park**

I need to learn how to \_\_\_\_\_

I need to learn how to \_\_\_\_\_

I need to learn how to \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Interest Inventory

Please fill in the blanks with your most honest answers.

1. When you have an hour or two to spend as you please, what do you like to do?  
\_\_\_\_\_
2. What games do you like to play? \_\_\_\_\_
3. What things have you made? \_\_\_\_\_
4. What tools or playthings do you have? \_\_\_\_\_
5. What do you collect? \_\_\_\_\_
6. What are your hobbies? \_\_\_\_\_
7. If you could have one wish that might come true, what would it be? \_\_\_\_\_  
\_\_\_\_\_
8. What is your favorite TV program? \_\_\_\_\_
9. Which movie have you liked best? \_\_\_\_\_
10. What is the best book you have ever read? \_\_\_\_\_
11. What kind of books do you like best? \_\_\_\_\_
12. What magazines do you read? \_\_\_\_\_
13. Have you read books or stories about the kind of work you want to do when you finish school? Name them: \_\_\_\_\_  
\_\_\_\_\_
14. Have you seen anyone on television or in the movies who does the kind of you want to do? \_\_\_\_\_
15. What school subject do you like best? \_\_\_\_\_
16. What school subject do you like least? \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Leisure Activities Preference List**

- |                        |                     |
|------------------------|---------------------|
| mini golf              | playing football    |
| bowling                | cooking             |
| watching football      | painting            |
| drawing                | woodworking         |
| playing basketball     | gardening           |
| watching basketball    | going to the movies |
| riding roller coasters | surfing             |
| reading books          | hiking              |
| performing for others  | visiting museums    |
| going to the beach     | going to a park     |
| boating                | swimming            |
| fishing                | skiing              |
| ice skating            | roller skating      |
| playing games          | taking bike rides   |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Personal and Professional Goals Worksheet

Questions	Responses
1. Make a list of your dreams and aspirations. What do you want to do, have, and be?	
2. What do you most want to commit to? What are you excited about? What will give you the most satisfaction? Select your three most important goals.	
3. What short-term objectives do you need to reach your long-term goals?	
4. What resources (friends, colleagues, training opportunities, materials) can you use to help reach those goals?	
5. When do you expect to achieve your goals?	
6. What changes will you have to make to achieve your goals?	
7. What are the potential barriers that will prevent you from reaching your goals?	
8. Where can you place your goals calendar so that it is a visible reminder?	

Source: "Juggling Roles and Making Changes," by J. L. Luckner, Winter 1996, *Teaching Exceptional Children*, p. 27. Copyright 1996 by the Council For Exceptional Children. Reprinted with permission.

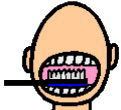



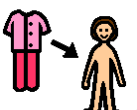

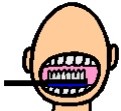
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Self-care Checklist

Mon    Tues    Wed    Thurs    Fri    Sat    Sun

Comments

 BRUSH TEETH (am)								
 SHOWER/BATH								
 WASH HAIR								
 DEODORANT								
 GET DRESSED								
 BRUSH HAIR								
 BRUSH TEETH (pm)								

Parents: please sign and return to school

\_\_\_\_\_

## SKILLS SURVEY

I AM ABLE TO.....

### CONSUMER ECONOMICS

- Use weights, measures, scales and money
- Understand methods and procedures to obtain housing and services
- Use banking and financial services in the community

### COMMUNITY RESOURCES

- Understand how to locate and use different types of transportation
- Use the post office
- Use published or broadcasted information

### HEALTH AND HOME

- Understand medical and dental forms
- Understand basic health and safety procedures
- Perform self-care skills and home care skills

### OCCUPATIONAL KNOWLEDGE

- Understand how to get a job
- Understand wages, benefits and concepts of employee/employer relationships
- Understand materials and the concept of the job at hand
- Understand computers, how they work and the purpose of the work

## Career Preparation Benchmark

Revised 6/2008

Student \_\_\_\_\_

	Date					Date
	Initiated	Year	Year	Year	Year	
<b>13 - 17 years</b>						
demonstrates a positive self-concept						
demonstrates positive work attitudes						
know personal strengths, limitations and interests in relation to job opportunities						
models appropriate job related behaviors and attitudes						
demonstrates appropriate job related behaviors						
integrates personal Accommodations for specific jobs						
exhibits skills to locate, evaluate and interpret career information						
interacts positively with peers, supervisors, and subordinates during work time and break time						
has a current resume						
completes work duties with appropriate productivity and quality						
can work on specific task for 30 minutes						
demonstrates purpose and knowledge of timecard						
participates in service learning experiences						
describes various levels of employment						
can complete a job application (written/verbally)						
describes the career decision making process						
can work on a specific task for 2 hours with 1 short break						
can work 8 hours with 2 breaks and meal break						
able to interview successfully						
participate in jobs on and off campus						
travels independently in the building						
models safety						

can travel within the work environment							
able to access transportation resources in the community							
can cash paycheck							
can resolve problems in an effective manner							
follows an imposed schedule							
able to demonstrate the functions of a job activity							
<b>17 - 21 years</b>							
apply and integrate previously learned skills to work settings							

# What Can I do? Personal Profile

Everyone has some areas that could use improvement. These are the areas I would like to work on:

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Wow! Look at all these skills I already have that will help me now and in the future.

**Here's a list of my strengths:**

(Remember to list anything and everything you do well that will help you do a good job in school or on a job.)

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**Here's a list of those skills I'd like to use on the job:**

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Student: \_\_\_\_\_

## ENVIRONMENTAL PREFERENCE CHECKLIST

**YES**    **NO**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The student prefers outdoor activities                              |
| <input type="checkbox"/> | <input type="checkbox"/> | The student prefers indoor activities                               |
| <input type="checkbox"/> | <input type="checkbox"/> | The student has no preference between outdoor and indoor activities |

**YES**    **NO**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The student prefers seated tasks                              |
| <input type="checkbox"/> | <input type="checkbox"/> | The student prefers mobile tasks                              |
| <input type="checkbox"/> | <input type="checkbox"/> | The student has no preference between seated and mobile tasks |

**YES**    **NO**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The student prefers enclosed spaces                           |
| <input type="checkbox"/> | <input type="checkbox"/> | The student prefers open spaces                               |
| <input type="checkbox"/> | <input type="checkbox"/> | The student has no preference between enclosed or open spaces |

**YES**    **NO**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The student prefers his area to be clean or orderly |
| <input type="checkbox"/> | <input type="checkbox"/> | The student does not care if his space is messy     |
| <input type="checkbox"/> | <input type="checkbox"/> | The student requires a quiet area                   |
| <input type="checkbox"/> | <input type="checkbox"/> | The student can tolerate noise                      |

Student: \_\_\_\_\_

## ACTIVITIES OF DAILY LIVING CHECKLIST

### Intensity of Support

<b>BASIC DAILY LIVING SKILLS</b>		<b>None</b>	<b>Phys</b>	<b>Verbal</b>	<b>Non-verbal</b>	<b>Comments</b>
<b>Eating</b>						
<b>Toileting: bladder</b>						
<b>Toileting: bowel</b>						
<b>Mobility/transitioning</b>						
<b>Hygiene/grooming</b>						
<b>Dressing</b>						
<b>Other self care</b>						
<b>FUNCTIONAL DAILY LIVING SKILLS</b>						
<b>Accepts change</b>						
<b>Level of attention span</b>						
<b>Aware of personal needs</b>						
<b>Community skills</b>						
<b>Decision making</b>						
<b>Expressive communication</b>						
<b>Fine motor skills</b>						
<b>Follows familiar/simple commands</b>						
<b>Gross motor skills</b>						
<b>BASIC DAILY LIVING SKILLS</b>		<b>None</b>	<b>Phys</b>	<b>Verbal</b>	<b>Non-verbal</b>	<b>Comments</b>
<b>Hand/eye coordination</b>						
<b>Imitates others</b>						
<b>Initiates social interaction</b>						
<b>Interest in others</b>						
<b>Judgment</b>						
<b>Mobility in the community</b>						

Student: \_\_\_\_\_

<b>Plays appropriately</b>						
<b>Receptive communication</b>						
<b>Self-direction</b>						
<b>Understands danger</b>						
<b>Other:</b>						

Adapted from MDSE Autism Waiver ADL section. 7/8/09 vsb

Student: \_\_\_\_\_

KEY      F=Full assistance      M=Moderate assistance      E=Emerging Independence      I=Independent

## INDEPENDENT FUNCTIONING SKILLS CHECKLIST

INDEPENDENT FUNCTIONING SKILLS	DATE	DATE	DATE	DATE
1. Activities of daily living				
-eating & drinking independently				
-demonstrates proper manners in public				
-toilets independently				
-uses a public rest room				
-washes hands independently				
-obeys public signs				
-responds to emergencies appropriately				
-keeps personal belongings in an appropriate place				
2. Independent living				
-tells time				
-recognizes coins and bills				
-completes simple money exchange				
-uses vending machines				
-shopping skills				
-laundry skills				
-housekeeping skills				
-general cleanliness skills				
-uses a calendar				
-follows a written/picture schedule				
-simple snack or cooking skills				
-safety in the kitchen				

Adapted from TEACCH curriculum workbooks/TTAP 7/7/09.vsb

Student: \_\_\_\_\_

## Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>Box 1</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Learn how things grow and stay alive.</li> <li>2. Make the best use of the earth's natural resources.</li> <li>3. Hunt and/or fish.</li> <li>4. Protect the environment.</li> <li>5. Be outdoors in all kinds of weather.</li> <li>6. Plan, budget, and keep records.</li> <li>7. Operate machines and keep them in good repair.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Self-reliant</li> <li>2. Nature lover</li> <li>3. Physically active</li> <li>4. Planner</li> <li>5. Creative problem solver</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Life Sciences</li> <li>3. Earth Sciences</li> <li>4. Chemistry</li> <li>5. Agriculture</li> </ol>	<p><b>Total number circled in Box 1</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>Box 2</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Read and follow blueprints and/or instructions.</li> <li>2. Picture in my mind what a finished product looks like.</li> <li>3. Work with my hands.</li> <li>4. Perform work that requires precise results.</li> <li>5. Solve technical problems.</li> <li>6. Visit and learn from beautiful, historic, or interesting buildings.</li> <li>7. Follow logical, step-by-step procedures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Curious</li> <li>2. Good at following directions</li> <li>3. Pay attention to detail</li> <li>4. Good at visualizing</li> <li>5. Patient and persistent</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Drafting</li> <li>3. Physical Sciences</li> <li>4. Construction Trades</li> <li>5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education</li> </ol>	<p><b>Total number circled in Box 2</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Student: \_\_\_\_\_

<b>Box 3</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Use my imagination to communicate new information to others.</li> <li>2. Perform in front of others.</li> <li>3. Read and write.</li> <li>4. Play a musical instrument.</li> <li>5. Perform creative, artistic activities.</li> <li>6. Use video and recording technology.</li> <li>7. Design brochures and posters.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Creative and imaginative</li> <li>2. Good communicator/ good vocabulary</li> <li>3. Curious about new technology</li> <li>4. Relate well to feelings</li> <li>5. Determined/ tenacious</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Art/Graphic design</li> <li>2. Music</li> <li>3. Speech and Drama</li> <li>4. Journalism/ Literature</li> <li>5. Audiovisual Technologies</li> </ol>	<p><b>Total number circled in Box 3</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

<b>Box 4</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Perform routine, organized activities but can be flexible.</li> <li>2. Work with numbers and detailed information.</li> <li>3. Be the leader in a group.</li> <li>4. Make business contact with people.</li> <li>5. Work with computer programs.</li> <li>6. Create reports and communicate ideas.</li> <li>7. Plan my work and follow instructions without close supervision.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Organized</li> <li>2. Practical and logical</li> <li>3. Patient</li> <li>4. Tactful</li> <li>5. Responsible</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Computer Applications/ Business and Information Technology</li> <li>2. Accounting</li> <li>3. Math</li> <li>4. English</li> <li>5. Economics</li> </ol>	<p><b>Total number circled in Box 4</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>Box 5</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Communicate with different types of people.</li> <li>2. Help others with their homework or to learn new things.</li> <li>3. Go to school.</li> <li>4. Direct and plan activities for others.</li> <li>5. Handle several responsibilities at once.</li> <li>6. Acquire new information.</li> <li>7. Help people overcome their challenges.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Friendly</li> <li>2. Decision maker</li> <li>3. Helpful</li> <li>4. Innovative/ Inquisitive</li> <li>5. Good listener</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Social Studies</li> <li>3. Math</li> <li>4. Science</li> <li>5. Psychology</li> </ol>	<p><b>Total number circled in Box 5</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>Box 6</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with numbers.</li> <li>2. Work to meet a deadline.</li> <li>3. Make predictions based on existing facts.</li> <li>4. Have a framework of rules by which to operate.</li> <li>5. Analyze financial information and interpret it to others.</li> <li>6. Handle money with accuracy and reliability.</li> <li>7. Take pride in the way I dress and look.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Trustworthy</li> <li>2. Orderly</li> <li>3. Self-confident</li> <li>4. Logical</li> <li>5. Methodical or efficient</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Math</li> <li>3. Economics</li> <li>4. Banking/Financial Services</li> <li>5. Business Law</li> </ol>	<p><b>Total number circled in Box 6</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Student: \_\_\_\_\_

<b>Box 7</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Be involved in politics.</li> <li>2. Negotiate, defend, and debate ideas and topics.</li> <li>3. Plan activities and work cooperatively with others.</li> <li>4. Work with details.</li> <li>5. Perform a variety of duties that may change often.</li> <li>6. Analyze information and interpret it to others.</li> <li>7. Travel and see things that are new to me.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Good communicator</li> <li>2. Competitive</li> <li>3. Service minded</li> <li>4. Well organized</li> <li>5. Problem solver</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Government</li> <li>2. Language Arts</li> <li>3. History</li> <li>4. Math</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 7</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Box 8</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health and science classes.</li> <li>5. Respond quickly and calmly in emergencies.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Compassionate and caring</li> <li>2. Good at following directions</li> <li>3. Conscientious and careful</li> <li>4. Patient</li> <li>5. Good listener</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Biological Sciences</li> <li>2. Chemistry</li> <li>3. Math</li> <li>4. Occupational Health classes</li> <li>5. Language Arts</li> </ol>	<p><b>Total number circled in Box 8</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Box 9</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Investigate new places and activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which other people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts/Speech</li> <li>2. Foreign Language</li> <li>3. Social Sciences</li> <li>4. Marketing</li> <li>5. Food Services</li> </ol>	<p><b>Total number circled in Box 9</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Box 10</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Care about people, their needs, and their problems.</li> <li>2. Participate in community services and/or volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from preschool age to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different kinds of people.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Good communicator/good listener</li> <li>2. Caring</li> <li>3. Non-materialistic</li> <li>4. Uses intuition and logic</li> <li>5. Non-judgmental</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Family and Consumer Sciences</li> <li>4. Finance</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 10</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

Student: \_\_\_\_\_

<b>Box 11</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve complex problems.</li> <li>3. Use machines, techniques, and processes.</li> <li>4. Read technical materials and diagrams and solve technical problems.</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Logic/analytical thinker</li> <li>2. See details in the big picture</li> <li>3. Persistent</li> <li>4. Good concentration skills</li> <li>5. Precise and accurate</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computer Tech/ Applications</li> <li>4. Communications</li> <li>5. Graphic Design</li> </ol>	<p><b>Total number circled in Box 11</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>Box 12</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure or in the face of danger.</li> <li>2. Make decisions based on my own observations.</li> <li>3. Interact with other people.</li> <li>4. Be in positions of authority.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> <li>7. Observe and analyze people's behavior.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Decisive</li> <li>5. Optimistic</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/ Sociology</li> <li>3. Government/ History</li> <li>4. Law Enforcement</li> <li>5. First Aid/First Responder</li> </ol>	<p><b>Total number circled in Box 12</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>Box 13</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with my hands and learn that way.</li> <li>2. Put things together.</li> <li>3. Do routine, organized and accurate work.</li> <li>4. Perform activities that produce tangible results.</li> <li>5. Apply math to work out solutions.</li> <li>6. Use hand and power tools and operate equipment/machinery.</li> <li>7. Visualize objects in three dimensions from flat drawings.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Observant</li> <li>3. Physically active</li> <li>4. Step-by-step thinker</li> <li>5. Coordinated</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math-Geometry</li> <li>2. Chemistry</li> <li>3. Trade and Industry courses</li> <li>4. Physics</li> <li>5. Language Arts</li> </ol>	<p><b>Total number circled in Box 13</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>Box 14</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Shop and go to the mall.</li> <li>2. Be in charge.</li> <li>3. Make displays and promote ideas.</li> <li>4. Give presentations and enjoy public speaking.</li> <li>5. Persuade people to buy products or to participate in activities.</li> <li>6. Communicate my ideas to other people.</li> <li>7. Take advantage of opportunities to make extra money.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Enthusiastic</li> <li>2. Competitive</li> <li>3. Creative</li> <li>4. Self-motivated</li> <li>5. Persuasive</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Math</li> <li>3. Business Education/ Marketing</li> <li>4. Economics</li> <li>5. Computer Applications</li> </ol>	<p><b>Total number circled in Box 14</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Student: \_\_\_\_\_

<b>Box 15</b>	<b>Activities that describe what I like to do:</b> 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	<b>Personal qualities that describe me:</b> 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	<b>School subjects that I like:</b> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	<b>Total number circled in Box 15</b>  <input style="width: 50px; height: 30px;" type="text"/>
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<b>Box 16</b>	<b>Activities that describe what I like to do:</b> 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	<b>Personal qualities that describe me:</b> 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	<b>School subjects that I like:</b> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	<b>Total number circled in Box 16</b>  <input style="width: 50px; height: 30px;" type="text"/>
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***Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.*

***Note:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## This Is How I See Myself

Please check your choice for each of the following. You may need some help understanding what these phrases really mean; ask your teacher!

<b>Behavior</b>	<b>High</b>	<b>So-So</b>	<b>Low</b>
I am patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when to keep quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a risk-taker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am an activity-starter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can do constructive arguing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a good follower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Possible Job Interests</b>	<b>High</b>	<b>So-So</b>	<b>Low</b>
Building services (planning, construction, maintenance, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanical and industrial (engineer, mechanic, shop supervisor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal services (counselor, lawyer, teacher, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clerical and sales (secretary, clerk, computer operator, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical (doctor, therapist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality, food (chef, hotel, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoors (plants and animals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative arts (author, painter, actor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific (chemist, physicist, geologist, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>The Kind of Job I'd Like</b>	<b>High</b>	<b>So-So</b>	<b>Low</b>
Work under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Like to meet deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with plants or animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sell products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sell ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Problem Areas</b>	<b>Many Problems</b>	<b>Some Problems</b>	<b>Few Problems</b>
Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Career/Vocational Checklist High School

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

Goal	Independent	With Support	Ongoing Need
<b>Awareness</b>			
Identify parents/other family members jobs			
Describe what parents/others do on their jobs			
Name and describe at least 5 different jobs			
Identify how people get jobs			
Identify why people work			
<b>Exploration</b>			
Identify ways to find out about different jobs			
Identify the steps to finding a job			
Identify at least 3 things they want in a job			
State preferences for working conditions			
Identify how to get applications and how to complete them			
Identify occupational interest			
Identify occupational aptitudes			
Identify requirements of appropriate and available jobs			
<b>Readiness/Preparation</b>			
Performs in-school job routine			
Follow/adheres to job-related schedule			
Exhibits appropriate work habits/behavior			
Interacts appropriately with others on the job			
Demonstrates problem solving skills related to work/job			
Demonstrates acceptable quality of work and work rate			
Demonstrates skills, aptitudes, and behavior important for a job interview			
Identifies employers and job opportunities in the local community			
Identifies personal career goals			
<b>Community Work</b>			
Demonstrate job seeking, application, and interview skills			
Perform required work skills			
Maintain work station			
Follow employers rules/regulations			
Demonstrate knowledge of occupational safety			
Meet demands for quality work and satisfactory rate			
Demonstrate stamina and endurance for work performance			
Exhibit acceptable work habits/behaviors			
Demonstrate problem solving and decision making skills on the job			
Demonstrate communication skills for seeking information, asking for help, etc. on the job			
Identify own strengths, skills and special needs regarding work or specific jobs			
<b>Career Assimilation</b>			
Identify steps for advancing at work			
Identify ways to change/leave job			
Relate own skills to other occupations			
Explain work related benefits			

## Age of Majority

In some states, when you reach the **AGE OF MAJORITY\***, generally 18 or 19, the law says you are a **legal adult**. In other states, legal rights under IDEA do not transfer at the **AGE OF MAJORITY\***.

\*Find out about the **AGE OF MAJORITY** in your state.

- If you are a male, you must register for the Selective Service at age 18, even if you have a disability.
- You may register to vote.
- You must represent yourself in legal matters such as renting an apartment, getting a loan, signing a contract or being admitted to a hospital.
- There may be times when you need your parents to help with legal responsibilities.
- Your parents are no longer legally responsible for you. You are responsible for yourself!
- If you want someone else to represent you, you must give them the legal right to do so.

## **CLUSTER JOB MATCHING (Answer Key)**

The following are the Maryland Career Clusters. Please match the careers on the next page with the correct Career Cluster.

Arts, Media and Communication-actor, graphic designer, cartoonist, reporter, casting director, musician

Business Management and Finance-payroll clerk, chief financial officer, tax analyst, insurance agent, training & development manager

Consumer Services, Hospitality, and Tourism-travel agent, chef, housekeeping director, theme park manager, park ranger

Construction and Development-drafter/cad technician, plumber, electrician, architect, construction manager, welder

Environmental, Agricultural, and Natural Resources Systems-farm manager, veterinary technician, plant scientist, soil conservation planner, nutritionist

Health and Biosciences-nurse, speech pathologist, medical review officer, laboratory technician, research assistant

Human Resources Services-lawyer, parole officer, bus driver, child support worker, college professor, court clerk

Information technology-systems architect, technical editor, network administrator, help desk technician, information systems administrator

Manufacturing, Engineering, and Technology-mechanical engineer, health & safety technologist, engineering technician, pc system technician

Transportation Technologies-bus driver, parts manager, traffic engineer, transportation planner, diesel mechanic, airport manager

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Career Cluster Job Matching

The following are the Maryland Career Clusters, Please match the careers from page two with the correct Cluster.

Arts, Media and Communication	
Business Management and Finance	
Consumer Services, Hospitality, and Tourism	
Construction and Development	
Environmental, Agricultural, and Natural Resource Systems	
Health and Biosciences	
Human Resource Services	
Information Technology	
Manufacturing, Engineering, and Technology	
Transportation Technologies	

## CLUSTER JOB MATCHING

<p>           Actor            Airport Manager            Architect            Bus Driver            Cartoonist            Casting Director            Chef            Chief Financial Officer            Child Support Worker            College Professor            Construction Manager            Court Clerk            Diesel Mechanic            Drafter/CAD Technician            Electrician            Engineering Technician            Farm Manager            Graphic Designer            Health &amp; Safety Technologist            Help Desk Technician            Housekeeping Director            Information System Administrator            Insurance Agent            Laboratory Technician            Lawyer            Mechanical Engineer            Medical Review officer            Musician         </p>	<p>           Network Administrator            Nurse            Nutritionist            Park Ranger            Parole Officer            Parts Manager            Payroll Clerk            PC/System Technician            Plant Scientist            Plumber            Reporter            Research Assistant            Soil Conservation Planner            Speech Pathologist            Systems Architect            Tax Analyst            Technical Editor            Theme Park Manager            Traffic Engineer            Training and Development Manager            Transportation Planner            Travel Agent            Veterinary Technician            Welder         </p>
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C. What type of job/occupation do you see your son/daughter working in one year after graduation?

\_\_\_\_\_

D. What type of job/occupation do you see your son/daughter working in five years after graduation?

\_\_\_\_\_

E. What work-related demands are being placed on your son or daughter at home, and what is his or her reaction to them?

**Activity**

**Degree of Independence**

(For example makes bed, carries out trash, mows lawn.)	Does Independently	Needs Guidance	Unwilling to Perform Task
1.			
2.			
3.			
4.			
5.			

F. List any jobs or chores your son/daughter does now and enjoys.

\_\_\_\_\_

\_\_\_\_\_

G. What jobs or work experience has your son/daughter had in your community?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

H. List any jobs your son/daughter seems to really dislike.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

II. Home Living Options

A. Where do you think your son/daughter will likely live after graduation? (Please check one from this list.)

\_\_\_\_\_ Large urban (100,000 population plus)

\_\_\_\_\_ Urban (30,000 to 100,000 population)

\_\_\_\_\_ Rural (under 30,000 population)

\_\_\_\_\_ Farm

What city? \_\_\_\_\_

What city? \_\_\_\_\_

What town? \_\_\_\_\_





Are you willing to drive your son/daughter to work? \_\_\_\_\_ Yes \_\_\_\_\_ No  
How many miles? \_\_\_\_\_

V. Financial Support

A. Does your son/daughter need financial assistance in any of the following areas to reach his/her long-range goals?

1. Postsecondary education \_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, please check all of the following for which you would like information.

- \_\_\_\_\_ a. Division of Rehabilitation Services (DRS)
- \_\_\_\_\_ b. Pell Grants
- \_\_\_\_\_ c. Scholarships
- \_\_\_\_\_ d. Work study
- \_\_\_\_\_ e. Student loans
- \_\_\_\_\_ f. Supplemental Security Income (SSI)
- \_\_\_\_\_ g. Social Security Disability Insurance (SSDI)

2. Employment assistance \_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, please check all of the following for which you would like information.

- \_\_\_\_\_ a. Division of Rehabilitation Services (DRS)
- \_\_\_\_\_ b. Local Job Training Agency
- \_\_\_\_\_ c. State Job Service
- \_\_\_\_\_ d. Supplemental Security Income (SSI)
- \_\_\_\_\_ e. County social services
- \_\_\_\_\_ f. Rehabilitation centers

3. Home living assistance \_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, please check all of the following for which you would like information.

- \_\_\_\_\_ a. County Social Services
- \_\_\_\_\_ b. Supplemental Security Income (SSI)/medical assistance
- \_\_\_\_\_ c. Housing assistance—city government
- \_\_\_\_\_ d. Independent Living Center services

B. Which of the following agencies have you contacted with regard to financial support for your son or daughter?

- \_\_\_\_\_ Not applicable
- \_\_\_\_\_ Division of Rehabilitation Services (DRS)
- \_\_\_\_\_ Local Job Training Agency
- \_\_\_\_\_ Social Security Office
- \_\_\_\_\_ County Social Services
- \_\_\_\_\_ Other, please describe \_\_\_\_\_

VI. Health-Related Needs

A. When was the last physical examination completed for your son or daughter?  
(Date) \_\_\_\_\_

B. Does your son/daughter currently have any of the following needs?

- |                                   |            |          |
|-----------------------------------|------------|----------|
| _____ medical (i.e., medications) | _____ yes* | _____ no |
| _____ counseling                  | _____ yes* | _____ no |
| _____ other _____                 |            |          |

\*Please explain \_\_\_\_\_

C. What are some supports your son/daughter may require in the future?

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VII. Currently, what is your greatest concern for your son/daughter's future?

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## HOW MY INSURANCE WORKS

Who is my main doctor?

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Is he/she assigned by my insurance company? Yes No

What other doctors will my insurance allow me to see?

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Do I have to see the assigned doctor before I can go to any other doctor for a special problem? Yes No

Do I keep my newest Insurance Card with me at all times? Yes No

Do I know my own Medical History and my Medical Needs so I can tell any doctor or nurse? Yes No

Do I have conditions which must be treated in a certain way? Yes No

Is there a specific medicine I should take if certain things happen?    Yes        No

What is it? \_\_\_\_\_

When do I take it? \_\_\_\_\_

Do I have an insurance care coordinator or case manager?

Yes                      No

Does my insurance coverage change at 18 or 21? Yes    No

At another age?    Yes        No

My Insurance Company is:

\_\_\_\_\_

My Policy Name is:

\_\_\_\_\_

My Policy Number is:

\_\_\_\_\_

My Special Medical Needs are:

\_\_\_\_\_

*My Care Coordinator or Case Manager is:*

\_\_\_\_\_

Phone: \_\_\_\_\_

Can I make medical appointments for myself? Yes    No

Will my insurance cover any Dental costs? Yes No

My dentist is:

---

Name:

---

Address:

---

Phone:

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When I go to the Doctor or Dentist do I ask questions that will help me stay healthy and take good care of myself? Yes No

Am I willing to do what the Doctor or Dentist suggests for me? Yes No

School Based 11, 12 (circle one)

Student: \_\_\_\_\_

## ENVIRONMENTAL PREFERENCE CHECKLIST

**YES**    **NO**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student prefers outdoor activities</b>                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student prefers indoor activities</b>                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student has no preference between outdoor and indoor activities</b> |

**YES**    **NO**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student prefers seated tasks</b>                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student prefers mobile tasks</b>                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student has no preference between seated and mobile tasks</b> |

**YES**    **NO**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student prefers enclosed spaces</b>                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student prefers open spaces</b>                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student has no preference between enclosed or open spaces</b> |

**YES**    **NO**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student prefers his area to be clean or orderly</b> |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student does not care if his space is messy</b>     |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student requires a quiet area</b>                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>The student can tolerate noise</b>                      |