

Transition Assessments and Resources

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Transition Assessment – Student (and Parent) Interview Form

Student Name:

Date Completed/Revised:

In Indiana at the age of 14, we begin discussing your (child's) goals for the future. This transition assessment is designed to help you with setting your goals for after high school and for the development of your Transition IEP. We want to ensure we are teaching the necessary skills, providing you with the needed classes, and identifying resources which will help you in your future.

1. What kind of education/training do you see yourself doing after graduation? (Check all that apply)

This information may help you with setting your post-secondary education/training goal.

- University/College (4 yr)
- Community College (2 yr)
- Technical/Vocational School
- Connect with Vocational Rehabilitation or adult service provider for training to get and/or keep a job
- Other _____
- Military Service
- On-the-Job Training (at current or future job)
- Training in a center based day program

2. What kind of employment/work to do see yourself doing after graduation?

This information may help you with setting your post-secondary employment goal.

- Full time work while in college
- Part time work while in college
- Full-time work - no support
- Part-time work – no support
- Other: _____
- Full time employment in area of interest after college
- Part time employment in area of interest after college
- Full-time supported employment
- Part-time supported employment

3. Have you determined or do you have any ideas about where you would like to work or in what field you would like to work? (i.e., teaching, welding, computer programming, business administration, firefighter, retail, farming, childcare, construction, restaurant, etc.) _____

4. Where to you hope to live after high school and/or as an adult?

- In a house/condo
- In an apartment
- With family
- Military Base
- Dorm
- In a house/condo - supported
- In an apartment - supported
- Group home
- Other: _____

5. What type of community activities do you hope to participate in as a young adult? (i.e. clubs, political/religious/community groups, recreational activities) _____

6. Do you feel you have the skills necessary to live on your own?

- Yes (or will obtain support from family)
- No, I feel I need help/instruction/support in the following areas:
 - Handling money/budget – cash
 - Using a debit and/or credit card
 - Household management (laundry, cooking)
 - Personal safety (stranger awareness, personal information)
 - Personal hygiene
 - Ordering at restaurants
 - Shopping for food, clothing, other necessary items



PARENTS OF TEENAGERS SURVIVAL CHECKLIST

PREPARE COOKED MEALS

Can your teenagers:	no	some	usually	always
set a table?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fry bacon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make toast?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fry and scramble eggs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize basic food groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prepare a balanced diet for a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prepare a balanced diet for a week?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize if foods have spoiled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
roast a variety of meats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mash potatoes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make salads?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cook vegetables?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPARISON SHOPPING

Wearing Apparel

Can your teenagers:	no	some	usually	always
plan a wardrobe that includes school, leisure, and dress clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
buy shoes that fit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize types of materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check the quality of items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check seams to see how well they are constructed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
realize bargains?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take advantage of sales?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know to keep sales slips?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know how to return items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
figure percentages on sales items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPARISON SHOPPING

Groceries

Can your teenagers:	no	some	usually	always
select fresh fruits and vegetables?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
purchase a week's supply of food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
buy within a budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
select quality meats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare sizes? (can they recognize that a 12 ounce package of bacon is more expensive than a one pound package that is listed at the same price?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take advantage of sale items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use coupons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
determine what items have a long shelf-life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify what items spoil quickly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make up a shopping list?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPARISON SHOPPING

Appliances

Can your teenagers:	no	some	usually	always
compare prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check for quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evaluate discounts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GEOGRAPHY

Can your teenagers:	no	some	usually	always
navigate to most areas of your city?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
name surrounding towns and cities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a road map?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell you in which country they live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
read road signs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask help in directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MATHEMATICS

Can your teenagers:	no	some	usually	always
add?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
subtract?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
multiply?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
divide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
figure averages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
figure percentages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make change for one dollar?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make change for ten dollars?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make change for one hundred dollars?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measure in inches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measure in feet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measure in yards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize common measurements and compare them? Such as:				
a teaspoon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a tablespoon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a cup?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a pint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a quart?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a gallon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING

Can your teenagers read:	no	some	usually	always
a novel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the daily newspaper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
directions on medicine bottles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
directions on detergent boxes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cookbook instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
monthly statements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
traffic signs and symbols?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an index in a book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use a telephone book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use the white pages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use the yellow pages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use the encyclopedia?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use a library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOME MAINTENANCE

Can your teenagers:	no	some	usually	always
replace a light switch?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check the safety of an extension cord?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

no some usually always

replace a fuse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
replace a door hinge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
replace a door knob?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hang a picture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
paint a room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
paint trim on a house?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean out guttering?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mow the yard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
trim around walks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use insecticides safely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
store tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
put up a shelf?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
set a thermostat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
replace and clean furnace and air-conditioner filters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
defrost a refrigerator?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean the stove and oven?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
replace light bulbs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get a key made?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean the house:				
dust, vacuum, mop, wax?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean and disinfect a bathroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make a bed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get rid of roaches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell which clothing should be laundered and which dry-cleaned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wash and iron clothing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell which cleaning fluids are best for what jobs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do simple mending and sew on buttons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contact the landlord or a professional for more serious problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPLIANCES

Can your teenagers operate:	no	some	usually	always
a toaster?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a stove?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a vacuum sweeper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a dish washer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a clothes washer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a clothes dryer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a lawn mower?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a garbage disposal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an electric mixer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an oven?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an iron?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continues)

CARPENTRY

Can your teenagers use a:	no	some	usually	always
hammer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
screwdriver?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pliers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hand drill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hand saw?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
square?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	no	some	usually	always
realize the importance of making a neat, well-groomed appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
realize the importance of clean clothing and shined shoes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know how to manicure their fingernails?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HEALTH

Can your teenagers:	no	some	usually	always
apply a tourniquet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean a cut?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply simple bandages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stop someone from choking on food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
give mouth to mouth resuscitation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize symptoms of colds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize the cause of certain pains?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
treat a minor burn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decide when to use home remedies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decide when to go to the doctor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
administer simple medication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify minor infections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a thermometer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supplement diet with needed vitamins?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
carry out a proper program of physical exercise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERSONAL GROOMING

Do your teenagers:	no	some	usually	always
know how often to bathe, wash hair, brush teeth, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know the importance of using a deodorant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know how to buy toiletries: razor blades, deodorant, toothpaste, shampoo, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize quality in what they buy so they won't be misled by false advertising?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SEXUALITY

Do your teenagers:	no	some	usually	always
know the biological basics of sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understand their own sexual drives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accept responsibility for their own sexuality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understand birth-control measures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understand basics of sexual hygiene?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know where to seek professional advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
feel they can discuss problems with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMUNICATION

Can your teenagers:	no	some	usually	always
dial a long-distance number?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dial station-to-station?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dial person-to-person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
call collect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
readily find emergency numbers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organize and compose a personal letter and thank you note?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
converse well in private conversations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
state opinions backed by reason and fact?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CURRENT EVENTS

Can your teenagers:	no	some	usually	always
read the newspaper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watch the evening news and discuss current events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know the name of president of the United States?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRANSPORTATION

Can your teenagers:	no	some	usually	always
use public transit systems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drive a car safely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize minor mechanical problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take the car to a reputable mechanic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
change a tire?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check the oil, water, transmission fluid and the windshield washer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be responsible for seeing that the car receives proper maintenance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMPLOYMENT

Do your teenagers know how to:	no	some	usually	always
apply for employment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fill out an application form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write a business letter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mail packages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obtain a social security card?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a credit card?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pay monthly bills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
balance a checkbook?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
open a checking account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
keep a bank account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
open a savings account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply for a loan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write checks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fill out income tax forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *A Slice of Life*, by Fremont Union High School, 1980, Sunnyvale, CA: Fremont Union School District. Copyright 1980 by Fremont Union School District. Reprinted with permission.

Dear Parents,

Transition planning on the IEP begins when your son/daughter turns 16, or in 9th grade. The school wants to ensure your child has the educational classes along with the supporting activities and services to help prepare him/her for life after their high school graduation. We are concerned with their future employment, education, and community and daily living skills in this transition planning. Our responsibility is to prepare your child for their future while in high school. Your thoughts and concerns are being asked for to help us in developing an appropriate transition plan for your son/daughter.

Please respond to the following items and return it to the school to help us in developing a transition plan which will be shared with you and your child at the IEP meeting.

Thank you.

Student's Name: _____ Parent(s): _____

1. If your child has talked about working, what types of jobs have he/she shown interest in doing when he/she is grown up? _____

2. What kinds of things does your child like to do in their free time? _____

3. What does your child like to talk about when he/she is home? _____

4. Does your child have friends that he/she participates with on a daily or weekly basis? YES NO
If "YES," what types of activities does your child and their friends usually do? _____

5. What does your child do to help out at home with the daily or weekly tasks? _____

6. What kinds of activities does your child participate in outside of the home for entertainment? _____

7. What would you like for the school to know about your child? _____

8. What are your future work expectations for your child after he/she graduates from high school? _____

9. What are your future expectations for your child on where he/she will live after graduation? (For example: our home, on their own, group home, with friends, etc.) _____

10. What are your concerns about what the school needs to do for your child? _____

11. Which of these independent living skills do you think your child needs instruction in? Check all that you believe are your concerns.

_____ Buying and caring for clothing

_____ Hygiene and grooming

_____ How to be a good parent

_____ How to buy things wisely

_____ Money management skills

_____ Sex education knowledge

_____ Other areas of concern: _____

_____ Meal preparation and nutrition

_____ Using public transportation

_____ Getting their driver's license

_____ Know what is in the community

_____ How to be safe in the community

_____ Health and First Aid training

Thank you for your responses.

Please be sure to have this letter returned to school as soon as you have finished with it.

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.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <div style="border: 1px solid black; width: 60px; 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)

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.

BOX 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total number circled in Box 4 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total number circled in Box 5 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total number circled in Box 6 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 7	Activities that describe what I like to do: 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total number circled in Box 7 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 8	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	Total number circled in Box 8 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 9	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	Total number circled in Box 9 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 10	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Uses intuition and logic 5. Non-judgmental 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	Total number circled in Box 10 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 11	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Logic/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	Total number circled in Box 11 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 12	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	Total number circled in Box 12 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 13	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated 	School subjects that I like: <ol style="list-style-type: none"> 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts 	Total number circled in Box 13 <input style="width: 50px; height: 40px; margin-top: 10px;" type="text"/>
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BOX 14	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications 	Total number circled in Box 14 <input style="width: 50px; height: 40px; margin-top: 10px;" type="text"/>
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BOX 15	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education 	Total number circled in Box 15 <input style="width: 50px; height: 40px; margin-top: 10px;" type="text"/>
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BOX 16	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language 	Total number circled in Box 16 <input style="width: 50px; height: 40px; margin-top: 10px;" type="text"/>
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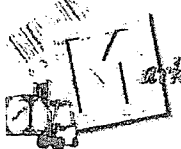


Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

<p>1</p> 	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p>2</p> 	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p> 	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p> 	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p>5</p> 	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p> 	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p> 	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>8</p> 	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p> 	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.</p>

Career Clusters cont.

 <p>10 Human Services</p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 <p>11 Information Technology</p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
 <p>12 Public Safety, Corrections & Security</p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <p>13 Manufacturing</p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
 <p>14 Marketing, Sales & Service</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <p>15 Science, Technology, Engineering & Mathematics</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
 <p>16 Transportation, Distribution & Logistics</p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

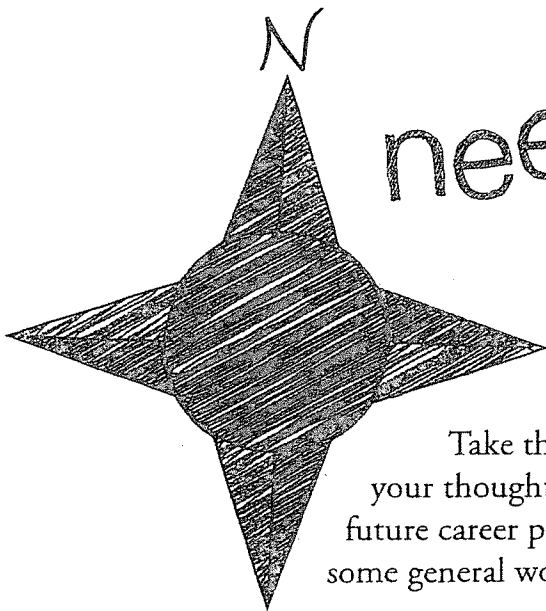
My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

when I grow up ...

Even if you haven't given too much thought to careers, you've probably been asked what you want to be when you grow up. You might have even been asked this question many times. Your answer might have been the same or changed each time you were asked! For this activity, use the space below to either draw or write the first thing you remember wanting to be. Have you changed your mind or added other job ideas since then, or do you still want to be the same thing?



need directions?

Now that you've started thinking about careers, what do you do next?

Take the career interest survey on pages 11 to 15 to kick start your thoughts about what direction you would like to head with future career plans. Completing the following steps will point you to some general work areas where you can explore career possibilities.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

1

- Taking care of pets in your neighborhood
- Transplanting small trees
- Planting and taking care of flowers & plants
- Working in a garden & creating landscapes
- Nursing sick animals back to health
- Brushing or grooming dogs, cats, and/or horses
- Hiking & watching wildlife
- Chopping wood & replanting trees
- Identifying environmental hazards & sick/dying plants

Total checks _____

2

- Repairing small appliances
- Painting houses or buildings
- Using tools to make household repairs
- Cutting and shaping wood to build structures
- Volunteering for Habitat for Humanity
- Drawing floor plans
- Building simple circuit boards
- Laying brick or cinder block
- Landscaping and planting flower gardens

Total checks _____

3

- Performing (music, drama, dance) for an audience
- Creating graphic designs on a computer
- Creating an original video or film
- Sketching or painting pictures
- Taking photographs
- Writing poems, stories or plays
- Making jewelry, sculpture, ceramics or stained glass
- Designing a newspaper layout (artwork)
- Being an announcer for an amateur radio station

Total checks _____

4

- Using a cash register
- Typing minutes of a school club meeting
- Filing or sorting mail or other papers
- Running your own business
- Developing Web pages and creating print layouts using desktop publishing
- Managing tasks for a group
- Preparing reports and analyzing data
- Typing documents for other people
- Volunteering to answer phones

Total checks _____

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

- 5
- Working as a kids' camp counselor or volunteer
 - Tutoring young children
 - Reading to elementary school students
 - Giving instructions for/or directing a play
 - Baby-sitting young children
 - Organizing and shelving library books
 - Peer counseling or mediation
 - Helping at Special Olympics events
 - Teaching young children in an after-school program

Total checks _____

- 6
- Planning a mock stock market game
 - Investing money and studying investments
 - Balancing a checkbook
 - Opening a savings/checking account
 - Being a treasurer for a school club
 - Organizing a fund-raiser
 - Collecting money for a school or community event
 - Developing a budget
 - Using spreadsheets and financial computer programs

Total checks _____

- 7
- Campaigning for a political candidate
 - Making political speeches
 - Volunteering as an urban planning committee member
 - Running for class office
 - Planning and preparing budgets
 - Participating in a debate
 - Volunteering as a legislative aide
 - Learning and speaking a foreign language
 - Researching and writing grants

Total checks _____

- 8
- Taking care of a sick relative
 - Watching doctor/hospital shows on TV
 - Learning first aid and CPR
 - Volunteering at a retirement home
 - Volunteering as a hospital aide
 - Using a stethoscope to listen to someone's heart
 - Identifying human body parts from a diagram
 - Bandaging sports injuries with a trainer's help
 - Assisting persons in wheelchairs with daily tasks

Total checks _____

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

- Working in a restaurant
- Planning vacations and other events
- Cooking, baking and serving meals
- Participating in sports or recreational activities
- Being a lifeguard
- Catering an event
- Working at a concession stand
- Exercising and working out
- Officiating a sporting event

9

Total checks _____

- Making a family menu
- Working with the elderly
- Working at a shelter
- Shopping, comparing prices & consumer goods
- Listening & helping friends with problems
- Participating in youth groups or community groups
- Working as a dietetic aid
- Volunteering at a retirement home
- Volunteering to be a Big Brother/Big Sister

10

Total checks _____

- Developing software programs
- Building computers
- Playing video games
- Surfing the Internet
- Learning how to configure operating systems
- Installing software
- Learning how to assemble computer hardware
- Playing with electronic gadgets
- Designing video games

11

Total checks _____

- Reading mystery novels
- Listening to a police scanner
- Watching mystery movies or courtroom dramas
- Playing "Clue" or other mystery board games
- Volunteering in a lawyer's office
- Following court cases in the news
- Participating in EMT training
- Volunteering to search for missing pets or persons
- Participating in search and/or rescue training

Total checks _____

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

- Welding or working with metals
- Repairing and upholstering furniture
- Creating wood carvings
- Taking machine shop classes
- Making belts or other leather goods
- Operating a printing press
- Installing and repairing home electronics
- Sewing, weaving, knitting or other needlework
- Building cabinets, shelves and other simple woodworking

13

Total checks _____

- Cutting & styling hair
- Selling products for a school fund-raiser
- Taking tours of new houses for sale
- Designing or modeling clothes
- Giving people advice on products they should buy
- Decorating your house and rearranging your furniture
- Planning and having a yard sale
- Arranging and selling flowers
- Fixing watches and clocks

Total checks _____

- Visiting science museums
- Designing experiments
- Exploring caves and collecting rocks
- Watching the weather and tracking storms
- Using a computer to solve math problems and equations
- Identifying plants, animals and/or marine life
- Developing solutions to environmental problems
- Building model aircraft/boats/trains
- Learning about different cultures

15

Total checks _____

- Flying airplanes
- Repairing vehicles, bikes and engines
- Working in a warehouse or taking inventory
- Operating motorized machines or equipment
- Visiting space camps
- Building and repairing boats
- Operating a CB or ham radio
- Reading mechanical and automotive magazines/blogs
- Having a paper route

Total checks _____

interest survey

TOTALS

Count the check marks in each section on pages 11-14 and place the total in the corresponding box below.

1. Agriculture, Food & Natural Resources _____	2. Architecture & Construction _____	3. Arts, Audio/Visual Technology & Communications _____	4. Business Management & Administration _____
5. Education & Training _____	6. Finance _____	7. Government & Public Administration _____	8. Health Science _____
9. Hospitality & Tourism _____	10. Human Services _____	11. Information Technology _____	12. Law, Public Safety, Corrections & Security _____
13. Manufacturing _____	14. Marketing _____	15. Science, Technology, Engineering & Math _____	16. Transportation, Distribution & Logistics _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

My top three

Interest Areas:

1. _____ 2. _____ 3. _____

As you can see, the interest survey is divided into 16 groups. Each group is a **career cluster**. Career clusters place similar occupations in groups. These clusters help you narrow the thousands of career options in the world to a general area of interest. The clusters connect what you learn in school to the skills and knowledge you need beyond high school. Some careers are placed in more than one cluster.

Career Interest Survey

In order to choose a career that will give you personal satisfaction, you must spend some time thinking about what really interests you. This activity helps you match your interests to different types of careers. For each item, circle the letter of the activity you would rather do. It doesn't matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle that letter.

- | | | |
|--|---|--|
| A - Operate a printing press | E - Make three-dimensional items | L - Build kitchen cabinets |
| B - Study the causes of earthquakes | D - Analyze handwriting | N - Refinance a mortgage |
| C - Plant and harvest crops | B - Design indoor sprinkler systems | A - Sing in a concert |
| R - Replace a car window and fender | F - Run a factory sewing machine | R - Direct the takeoff/landing of planes |
| E - Analyze reports and records | G - Develop personnel policies | G - Operate a cash register |
| F - Operate a machine | Q - Train racehorses | B - Collect rocks |
| G - Work in an office | D - Guard an office building | G - Start a business |
| H - Answer customer questions | H - Run a department store | L - Draft a blueprint |
| D - Write reports | A - Write for a newspaper | M - Assess student progress |
| J - Help former prison inmates find work | G - Use a calculator | L - Design an airplane |
| L - Design a freeway | O - Help people at a mental health clinic | O - Wrap a sprained ankle |
| M - Plan educational lessons | L - Remodel old houses | I - Guide an international tour group |
| N - Balance a checkbook | M - Care for young children | P - Solve technical problems |
| O - Take an X-ray | D - Locate a missing person | J - Provide spiritual guidance to others |
| P - Write a computer program | N - Plan estate disbursements/payments | Q - Manage a veterinary clinic |
| Q - Train animals | P - Enter data | K - Lead others |
| C - Be in charge of replanting forests | A - Design a book cover | E - Operate heavy equipment |
| A - Act in a TV show or movie | E - Build toys with written instructions | Q - Manage a fish hatchery |
| D - Solve a burglary | B - Figure out why someone is sick | F - Assemble cars |
| F - Check products for quality | R - Fly an airplane | K - Protect our borders |
| E - Build an airport | C - Learn how things grow and stay alive | A - Play an instrument |
| G - Keep company business records | H - Sell cars | J - Plan activities for adult day care |
| F - Put together small tools | I - Work as a restaurant host or hostess | C - Research soybean use in paint |
| P - Design a website | D - Fight fires | J - Provide consumer information |
| M - Tutor students | G - Keep payroll records for a company | D - Guard money in an armored car |
| Q - Work at a zoo | J - Work in a nursing home | B - Study human behavior |
| J - Take care of children | G - Hire new staff | E - Fix a television set |
| O - Plan special diets | O - Run ventilators/breathing machines | M - Run a school |
| A - Choreograph a dance | R - Drive a taxi | F - Fix a control panel |
| K - Lobby or show support for a cause | A - Broadcast the news | J - Help friends with personal problems |
| H - Sell clothes | K - Audit taxes for the government | C - Oversee a logging crew |
| E - Work with your hands | B - Sort and date dinosaur bones | B - Study weather conditions |
| I - Work at an amusement park | O - Give shots | R - Pack boxes at a warehouse |
| N - Sell insurance | C - Design landscaping | A - Teach dancing |
| I - Learn about ethnic groups | P - Give tech support to computer users | O - Sterilize surgical instruments |
| P - Manage an information system | D - Work in a courtroom | B - Study soil conditions |
| N - Appraise the value of a house | Q - Care for injured animals | N - Play the stock market |
| M - File books at the library | I - Serve meals to customers | C - Protect the environment |

- M – Grade papers
- R – Operate a train
- L – Order building supplies
- E – Paint motors
- P – Develop new computer games
- H – Buy merchandise for a store
- K – Work to get someone elected
- C – Identify plants in a forest
- D – Guard inmates in a prison
- L – Read blueprints
- H – Line up concerts for a band
- K – Ask people survey questions
- E – Manage a factory
- O – Work as a nurse in a hospital
- A – Paint a portrait
- K – Testify before Congress
- B – Work with a microscope
- I – Schedule tee times at a golf course
- C – Classify plants
- O – Transcribe medical records
- F – Install rivets
- Q – Raise worms
- N – Balance accounts
- M – Develop learning games
- J – Read to sick people
- P – Repair computers
- F – Compare sizes and shapes of objects
- Q – Fish
- R – Repair bicycles
- K – Deliver mail
- M – Teach Special Education
- P – Set up a tracking system
- G – Manage a store
- H – Advertise goods and services
- R – Distribute supplies to dentists
- I – Compete in a sports event
- I – Check guests into a hotel
- M – Teach adults to read
- L – Follow step-by-step instructions
- N – Collect past due bills
- R – Inspect cargo containers
- F – Work in a cannery
- I – Coach a school sports team
- P – Update a website
- Q – Hunt
- K – Enlist in a branch of the military
- H – Sell sporting goods
- J – Cut and style hair
- B – Experiment to find new metals
- N – Work in a bank
- G – Work with computer programs
- N – Loan money
- L – Hang wallpaper
- D – Make an arrest
- O – Deliver babies
- H – Persuade people to buy something
- H – Stock shelves
- I – Serve concession stand drinks

Career Evaluation

Count the number of times you circled each letter and record each number in the chart below.

A:	D:	G:	J:	M:	P:
B:	E:	H:	K:	N:	Q:
C:	F:	I:	L:	O:	R:

Now that you have the results from your career interest assessment, it's time to learn about specific career fields that match your interests.

Write down the two letters with the most responses. These are your top two areas of career interest. If you have a tie, list three:

Find and read the description of your top area of career interest on the next page. Then, record your interest area(s) here:

Career Interest Areas

- A. **Arts, A/V Technology and Communications:** Interest in creative or performing arts, communication or A/V technology.
- B. **Science, Technology, Engineering and Mathematics:** Interest in problem-solving, discovering, collecting and analyzing information and applying findings to problems in science, math and engineering.
- C. **Plants, Agriculture and Natural Resources:** Interest in activities involving plants, usually in an outdoor setting.
- D. **Law, Public Safety, Corrections and Security:** Interest in judicial, legal and protective services for people and property.
- E. **Mechanical Manufacturing:** Interest in applying mechanical principles to practical situations using machines, hand tools or techniques.
- F. **Industrial Manufacturing:** Interest in repetitive, organized activities in a factory or industrial setting.
- G. **Business, Management and Administration:** Interest in organizing, directing and evaluating business functions.
- H. **Marketing, Sales and Service:** Interest in bringing others to a point of view through personal persuasion, using sales or promotional techniques.
- I. **Hospitality and Tourism:** Interest in providing services to others in travel planning and hospitality services in hotels, restaurants and recreation.
- J. **Human Service:** Interest in helping others with their mental, spiritual, social, physical or career needs.
- K. **Government and Public Administration:** Interest in performing government functions at the local, state or federal level.
- L. **Architecture, Design and Construction:** Interest in designing, planning, managing, building and maintaining physical structures.
- M. **Education and Training:** Interest in planning, managing and providing educational services, including support services, library and information services.
- N. **Finance, Banking, Investments and Insurance:** Interest in financial and investment planning and management, and providing banking and insurance services.
- O. **Health Sciences, Care and Prevention:** Interest in helping others by providing diagnostic, therapeutic, informational and environmental services, including researching and developing new health care services.
- P. **Information Technology (IT):** Interest in the design, development, support and management of hardware, software, multimedia, systems integration services and technical support.
- Q. **Animals, Agriculture and Natural Resources:** Interest in activities involving the training, raising, feeding and caring for animals.
- R. **Transportation, Distribution and Logistics:** Interest in the movement of people, materials and goods by road, pipeline, air, railroad or water.

Career Evaluation

Now that you know what career areas may interest you, explore some of the careers that fall in those categories below. Do you see any occupations you want to know more about? If so, those are the careers you might want to research as future occupations.

Agriculture, Animals and Natural Resources

Agricultural Engineer
Agricultural Scientist
Animal Trainer
Chef
Conservation Scientist
Farm Equipment Mechanic
Fish and Game Warden
Forester
Veterinarian
Zoologist

Architecture and Construction

Architect
Cabinetmaker
Carpenter
Construction Manager
Electrician
Civil Engineer
General Construction Worker
Highway Maintenance Worker
Interior Designer
Sheet Metal Worker
Surveying and Mapping Technician

Arts, A/V Technology and Communications

Actor
Art Director
Broadcast Technician
Camera Operator
Composer and Music Arranger
Film and Video Editor
Cartographer
News Reporter
Photographer
Producer and Director
Set and Exhibit Designer
Technical Writer
Graphic Designer

Business, Management and Administration

Accountant
Advertising Manager
Computer Operator
Court Reporter
Management Analyst
Meeting and Convention Planner
Payroll Clerk
Property and Real Estate Manager
Shipping and Receiving Clerk
Statistician

Education and Training

Audio/Visual Specialist
Coach and Sports Instructor
College/University Administrator
Teacher/Professor
Librarian
Public Health Educator
Special Education Teacher
Speech Pathologist

Finance

Accounting Clerk
Appraiser
Credit Analyst
Credit Checker
Economist
Financial Counselor
Insurance Adjuster and Examiner
Insurance Agent
Loan Officer
Tax Preparer

Government and Public Administration

City Planning Aide
Construction/Building Inspector
Interpreter and Translator
License Clerk
Occupational Health Specialist
Tax Examiner

Health Sciences

Anesthesiologist
Athletic Trainer
Chiropractor
Dentist
Emergency Medical Technician
Physical Therapist
Occupational Therapist
Pharmacist
Physician
Registered Nurse

Hospitality and Tourism

Baggage Porter and Bellhop
Chef and Dinner Cook
Food Service Worker
Hotel Manager
Janitor/Housekeeper Supervisor
Reservation and Ticket Agent
Restaurant Manager
Tour Guide
Travel Agent
Umpire and Referee

Human Services

Child Care Worker
Clergy
Cosmetologist
Counselor
Funeral Director
Manicurist
Professional Makeup Artist
Financial Adviser
Psychologist
Residential Counselor
Social Worker

Information Technology (IT)

Computer/Information Systems Manager
Computer Engineer
Computer Programmer
Computer Security Specialist

Computer Support Specialist
Computer Systems Analyst
Data Communications Analyst
IT Mechanic

Law, Public Safety, Corrections and Security

Coroner
Corrections Officer
Court Clerk
Detective and Investigator
Firefighter
Judge
Lawyer
Life Guard and Ski Patrolman
Police Patrol Officer

Manufacturing (Mechanical/Industrial)

Chemical Engineer
Forklift Operator
Gas and Oil Plant Operator
Jeweler
Locksmith
Metal/Plastic Processing Worker
Office Machine Repairer
Power Plant Operator
Shoe and Leather Worker
Welder

Marketing, Sales and Services

Advertising Salesperson
Buyer and Purchasing Agent
Customer Service Representative
Floral Designer
Market Research Analyst
Public Relations Specialist
Real Estate Agent
Sales Manager
Telemarketer

Science, Technology, Engineering and Mathematics

Aerospace Engineer
Biologist
Chemist
Electrical and Electronics Engineer
Geographer
Petroleum Engineer
Mechanical Engineer
Meteorologist
Physicist
Safety Engineer

Transportation, Distribution and Logistics

Air Traffic Controller
Airplane Pilot
Automobile Mechanic
Flight Attendant
Motorboat Mechanic
School Bus Driver
Subway and Streetcar Operator
Traffic Technician
Transportation Agent

School District _____

Student: _____ Date Completed _____

School Building _____ Grade: _____

Completed By: _____

FUNCTIONAL SKILLS TRANSITION ASSESSMENT

Please complete using the following code:

- M** to indicate he/she has mastery of this skill or competency ,
- P** to indicate he/she is progressing in this but it is not always correct or complete,
- No** to indicate no he/she is not able to do this or with little accuracy or completeness, or
- DK** to indicate you don't know if he/she can do this from your observations

SUPPORTED EMPLOYMENT

SELF-DETERMINATION is defined as the competencies needed to understand one's abilities, needs and rights. Although the individual may not be able to act as his/her own advocate, family and professionals may assume that role.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept their disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrates ability to act as own advocate
- _____ 9. Understands need for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Is self-accepting of their responsibilities
- _____ 14. Identifies and requests appropriate accommodations for various situations

ACADEMIC AND LIFELONG LEARNING is defined as the academic and functional competencies

needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

- _____ 1. Speaks at a level needed for projected adult living and work environments
- _____ 2. Understands communications necessary to complete a task
- _____ 3. Reads at a level needed for projected adult living and work environments
- _____ 4. Writes at a level needed for projected adult living and work environments
- _____ 5. Possesses math skills needed for projected adult living and work environments
- _____ 6. Uses a calculator accurately to compute basic math problems
- _____ 7. Makes local telephone calls
- _____ 8. Responds appropriately to incoming telephone calls
- _____ 9. Uses a pay telephone
- _____ 10. Accurately uses TDD (hearing impaired students only)

Lifelong Learning

- _____ 1. Follows a problem solving strategy
- _____ 2. Makes choices
- _____ 3. Understands cause/effect relationship
- _____ 4. Discriminates size, shapes, and colors
- _____ 5. Follows sequence of steps
- _____ 6. Identifies community resources
- _____ 7. Attends during instruction
- _____ 8. Follows verbal directions
- _____ 9. Follows written directions
- _____ 10. Remains on-task
- _____ 11. Is able to verbalize understanding of instructions given
- _____ 12. Ignores distractions

DAILY LIVING is defined as the academic and functional competencies needed to live independently as possible and desired. Following are several areas of daily living skills.

Housekeeping

- _____ 1. Selects adequate housing
- _____ 2. Maintains a comfortable room temperature
- _____ 3. Gathers housekeeping supplies

- _____ 4. Strips and makes beds
- _____ 5. Recognizes when specific things need cleaning
- _____ 6. Cleans bathroom fixtures
- _____ 7. Cleans floors
- _____ 8. Collects and disposes of trash
- _____ 9. Vacuums carpet
- _____ 10. Dusts furniture
- _____ 11. Performs dishwashing tasks
- _____ 12. Cleans refrigerator and freezer

Food Preparation

- _____ 1. Sets and clears table
- _____ 2. Follows simple recipes
- _____ 3. Plans nutritious meals
- _____ 4. Makes purchases from a grocery store
- _____ 5. Stores food properly
- _____ 6. Prepares food from packages
- _____ 7. Operates small appliances
- _____ 8. Operates a microwave oven
- _____ 9. Operates a conventional oven/stove

Clothing Care

- _____ 1. Sorts laundry according to care label
- _____ 2. Load/unloads washer/dryer
- _____ 3. Chooses and measures detergent
- _____ 4. Starts washer/dryer
- _____ 5. Folds laundry
- _____ 6. Puts away folded laundry
- _____ 7. Recognizes when clothing repair is necessary
- _____ 8. Performs simple mending

Manage Clothing

- _____ 1. Puts possessions in designated place (i.e. locker)
- _____ 2. Adjusts own clothing
- _____ 3. Identifies own clothing

- _____ 4. Keeps track of personal items
- _____ 5. Chooses clothing appropriate to environment
- _____ 6. Shops for and chooses own clothing
- _____ 7. Utilizes comparison shopping techniques
- _____ 8. Chooses and wears clothing appropriate in size, color, pattern and style

HEALTH AND PHYSICAL CARE is defined as the academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Exhibits Proper Grooming and Hygiene

- _____ 1. Maintains a clean body
 - _____ a. Consistently washes using soap
 - _____ b. Consistently uses deodorant
- _____ 2. Maintains a neat appearance
- _____ 3. Locates public restroom
- _____ 4. Has own grooming supplies available
- _____ 5. Initiates use of tissue
- _____ 6. Practices good oral hygiene

Manages Meals Away From Home

- _____ 1. Uses cafeteria or restaurant independently
- _____ 2. Reads and chooses from menu
- _____ 3. Orders meal According to available funds
- _____ 4. Pays for meal, including tip

Manages Personal Health Needs

- _____ 1. Practices preventive health care
- _____ 2. Treats minor illnesses
- _____ 3. Determines temperature by reading thermometer
- _____ 4. Recognizes emergency situations
- _____ 5. Implements emergency procedures
- _____ 6. Knows when and how to seek medical advice
- _____ 7. Takes prescription and non-prescription medicines appropriately

LEISURE is defined as the academic and functional competencies, interests and self-expression of the individual that can lead to enjoyable and constructive use of leisure time.

- _____ 1. Participates in age-appropriate individual activities
- _____ 2. Participates in simple interactive games
- _____ 3. Demonstrates cooperative skills
- _____ 4. Chooses appropriate free time activity
- _____ 5. Initiates involvement in recreation/leisure activities
- _____ 6. Plans and attends activities outside the home
- _____ 7. Entertains friends and others at home

MOBILITY is defined as the academic and functional competencies needed to interact and travel within and outside of the community.

- _____ 1. Demonstrates knowledge of traffic rules
- _____ 2. Demonstrates knowledge of safety practices
- _____ 3. Reads and interprets public transportation schedules
- _____ 4. Demonstrates appropriate behavior needed for use of public transportation
- _____ 5. Is able to locate and get to relevant community resources
- _____ 6. Has a means of transportation for accessing community environments

MONEY MANAGEMENT is defined as the academic and functional competencies such as budgeting, and balancing a checkbook, and insurance planning.

- _____ 1. Identifies money and makes correct change
- _____ 2. Plans and uses a simple budget
- _____ 3. Utilizes comparison shopping techniques
- _____ 4. Pays bills on time
- _____ 5. Maintains a checking account
- _____ 6. Maintains a savings account
- _____ 7. Keeps basic financial records
 - _____ a. health
 - _____ b. auto
 - _____ c. personal property
 - _____ d. life
 - _____ e. disability
- _____ 8. Files personal income tax

SOCIAL is defined as the competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

- _____ 1. Speaks in appropriate tone of voice
- _____ 2. Makes eye contact
- _____ 3. Deals with anger appropriately
- _____ 4. Accepts responsibility for actions
- _____ 5. Is able to delay gratification
- _____ 6. Dresses appropriately for occasion
- _____ 7. Expresses affection appropriately
- _____ 8. States disagreement appropriately
- _____ 9. Compromises when needed
- _____ 10. Is honest
- _____ 11. Respects the property of others

Initiates Interaction With Others

- _____ 1. Initiates conversation appropriately
- _____ 2. Greets others appropriately
- _____ 3. Seeks attention appropriately
- _____ 4. Disagrees appropriately
- _____ 5. Initiates apology as needed
- _____ 6. Introduces self to others

Responds to Social Contacts

- _____ 1. Respects "personal space" of others
- _____ 2. Avoids inappropriate gestures
- _____ 3. Takes turns in conversation
- _____ 4. Responds appropriately to teasing
- _____ 5. Manages frustration appropriately
- _____ 6. Responds appropriately to feedback
- _____ 7. Recognizes informal social rules
- _____ 8. Participates in group activities
- _____ 9. Resists peer pressure
- _____ 10. Makes refusals appropriately

- _____ 11. Accepts "no" for an answer
- _____ 12. Responds appropriately to an angry person

WORKPLACE READINESS is defined as the academic and functional competencies and basic work behavior, such as endurance and working continuously, responding appropriately to instructions, ability to work under pressure. Knowledge of occupational alternatives and self-awareness of needs, preferences and abilities related to occupational alternatives.

Exhibits Appropriate Work Habits and Behaviors

- _____ 1. Displays acceptable attendance
- _____ 2. Displays acceptable punctuality
- _____ 3. Checks in with supervisor
- _____ 4. Responds appropriately to criticism
- _____ 5. Works without complaining
- _____ 6. Maintains productivity with change in routine
- _____ 7. Listens to and follows instructions
- _____ 8. Remembers instructions from day to day
- _____ 9. Pays attention to work
- _____ 10. Displays initiative
- _____ 11. Seeks help when needed and waits for assistance
- _____ 12. Continues working in spite of difficulties
- _____ 13. Organizes work efficiently
- _____ 14. Follows safety procedures
- _____ 15. Follows work schedule
- _____ 16. Records time worked
- _____ 17. Maintains work productivity with reduced supervisor contacts
- _____ 18. Independently awakens each day in time to meet appointments/ maintain schedule
- _____ 19. Demonstrates balance and coordination necessary for lifting, carrying, etc.
- _____ 20. Demonstrates manual dexterity necessary for grasping, stacking, turning, unwrapping, transferring, etc.
- _____ 21. Demonstrates stamina and endurance required to work at a job for _____ hours
- _____ 22. Identifies occupational aptitudes
- _____ 23. Identifies occupational interests
- _____ 24. Identifies requirements of available jobs
- _____ 25. Makes realistic occupational choices

_____26. Recognizes and uses break time appropriately

OCCUPATIONALLY SPECIFIC SKILLS is defined as the academic and functional competencies that would be needed in specific occupations or clusters of occupations

_____1. Demonstrate ability to learn job specific skills

_____2. Demonstrates ability to maintain employment in the community

_____3. Improves quality of work with experience

_____4. Improves quantity of work with experience

_____5. Does more work than assigned

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.

School District _____

Student: _____ Date Completed _____

School: _____ Grade: _____

Completed By: _____

Please complete using the following code:

- M** to indicate he/she has mastery of this skill or competency
- P** to indicate he/she is progressing in this but it is not always correct or complete
- No** to indicate no he/she is not able to do this or with little accuracy or completeness
- V** to indicate that one or more verbal prompts are needed for he/she to accomplish
- DK** to indicate you don't know if he/she can do this from your observations
- A** to indicate that advocacy from someone is needed in support of he/she accomplishing this
- AT** to indicate that assistive technology is needed for he/she to accomplish this

VOCATIONAL TRAINING

SELF-DETERMINATION is defined as the individual's ability to act as his or her own advocate.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrates ability to act as own advocate
- _____ 9. Understands need for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Sets immediate goals

- _____ 14. Sets long-term goals
- _____ 15. Is self-accepting
- _____ 16. Identifies and requests appropriate accommodations
- _____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNING is defined as the competencies needed for future education.

English Skills

- _____ 1. Has reading skills that are adequate for college program selected.
- _____ 2. Uses dictionary
- _____ 3. Demonstrates basic grammar, punctuation, and spelling skills
- _____ 4. Can develop sentences into paragraph
- _____ 5. Can develop outline
- _____ 6. Writes about own experiences
- _____ 7. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
- _____ 8. Knows how to use word processor
- _____ 9. Makes local telephone calls
- _____ 10. Responds appropriately to incoming telephone calls
- _____ 11. Uses a pay telephone
- _____ 12. Accurately records telephone messages

Mathematic Skills

- _____ 1. Use a calculator accurately
- _____ 2. Computes without calculator
 - ___ a. addition
 - ___ b. subtraction
 - ___ c. multiplication (without using times table)
 - ___ d. division (without using division table)
 - ___ e. all decimal operations
 - ___ f. all fraction operations
 - ___ g. positive-negative numbers
 - ___ h. measurements
 - ___ i. percentages
 - ___ j. averages

___ k. algebra

___ l. geometry

Science Skills

_____ 1. Has background adequate for selected vocational program

Social Studies

_____ 1. Has background adequate for selected vocational program

_____ 2. Is aware of current events

_____ 3. Reads newspaper to gain information

Study Skills

_____ 1. Sets realistic goals

_____ 2. Practices time management

_____ 3. Uses personal planner

_____ 4. Is prompt

_____ 5. Has necessary supplies and equipment

_____ 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests

_____ 7. Summarizes written or verbal information

_____ 8. Uses self-management strategies to complete assignments

_____ 9. Completes assigned work by deadlines

_____ 10. Takes notes

_____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking

_____ 1. Independently prepares for tests

_____ 2. Can manage test anxiety

_____ 3. Brings needed supplies

_____ 4. Knows day, time and location of test

_____ 5. Knows format of test and skills needed to pass test

_____ 6. Knows what topics the test will cover

Lifelong Learning

_____ 1. Identifies community resources

_____ 2. Possesses critical and creative thinking skills

- _____ 3. Obtains and analyzes data and information
- _____ 4. Follows problem solving strategy
- _____ 5. Makes decisions
- _____ 6. Evaluates consequences and outcomes
- _____ 7. Obtains internal and external feedback
- _____ 8. Is self-motivated
- _____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability and flexibility
- _____ 10. Attends during instruction
- _____ 11. Follows verbal directions
- _____ 12. Follows written directions
- _____ 13. Remains on-task
- _____ 14. Able to verbalize instructions given
- _____ 15. Ignores distractions

DAILY LIVING is defined as the academic and functional competencies needed to live independently.

Selects, Manages & Maintains a Home

- _____ 1. Selects adequate housing

Buys & Prepares Food

- _____ 1. Plans balanced meals
- _____ 2. Purchases food
- _____ 3. Prepares meals
- _____ 4. Cleans food preparation areas
- _____ 5. Stores food

Buys and Cares for Clothing

- _____ 1. Washes clothing or chooses appropriate alternatives
- _____ 2. Irons and stores clothing
- _____ Performs simple mending
- _____ Purchases clothing

HEALTH AND PHYSICAL CARE is defined as the academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs

- _____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
- _____ 2. Demonstrates knowledge of common illness prevention and treatment
- _____ 3. Demonstrates adequate personal hygiene

Emergencies

- _____ 1. Recognizes emergency situations
- _____ 2. Knows what to do in an emergency
- _____ 3. Selects health care professionals

LEISURE is defined as the academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure

- _____ 1. Knows activities and available community resources
- _____ 2. Uses recreational facilities in the community
- _____ 3. Plans and chooses activities wisely

MOBILITY is defined as the academic and functional competencies needed to interact and travel.

- _____ 1. Demonstrates knowledge of traffic rules & safety practices
- _____ 2. Drives a car
- _____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT is defined as the academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

- _____ 1. Identifies money and make correct change
- _____ 2. Plans, uses and adjusts a budget
- _____ 3. Utilizes comparison shopping
- _____ 4. Obtains and uses bank and credit facilities
- _____ 5. Keeps basic financial records

- _____6. Files personal income tax
- _____7. Understands basic contracts

Insurance Planning

- _____1. Identifies resources for insurance
 - ___ a. health
 - ___ b. auto
 - ___ c. personal property
 - ___ d. life
 - ___ e. disability
- _____2. Utilizes comparison shopping techniques for insurance
 - ___ a. health
 - ___ b. auto
 - ___ c. personal property
 - ___ d. life
 - ___ e. disability

SOCIAL is defined as the competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

- _____1. Speaks in appropriate tone of voice
- _____2. Makes eye contact
- _____3. Deals with anger appropriately
- _____4. Accepts responsibility for actions
- _____5. Is able to delay gratification
- _____6. Dresses appropriately for occasion
- _____7. Expresses affection appropriately
- _____8. States disagreement appropriately
- _____9. Compromises when needed
- _____10. Is honest
- _____11. Respects the property of others

Initiates Interaction With Others

- _____1. Initiates conversation appropriately
- _____2. Greets others appropriately

- _____ 3. Seeks attention appropriately
- _____ 4. Disagrees appropriately
- _____ 5. Initiates apology as needed
- _____ 6. Introduces self to others

Responses to Social Contacts

- _____ 1. Respects "personal space" of others
- _____ 2. Avoids inappropriate gestures
- _____ 3. Takes turns in conversation
- _____ 4. Responds appropriately to teasing
- _____ 5. Manages frustration appropriately
- _____ 6. Responds appropriately to feedback
- _____ 7. Recognizes informal social rules
- _____ 8. Participates in group activities
- _____ 9. Resists peer pressure
- _____ 10. Makes refusals appropriately
- _____ 11. Accepts "no" for an answer
- _____ 12. Responds appropriately to an angry person

WORKPLACE READINESS is defined as the academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

- _____ 1. Follows directions
- _____ 2. Exhibits collaborative work skills
- _____ 3. Works at a satisfactory rate
- _____ 4. Accepts supervision
- _____ 5. Displays acceptable attendance
- _____ 6. Is punctual
- _____ 7. Produces quality work
- _____ 8. Demonstrates occupational safety
- _____ 9. Works independently
- _____ 10. Demonstrates responsibility
- _____ 11. Demonstrates dependability
- _____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities

- _____ 1. Identifies personal values met through work
- _____ 2. Identifies social values met through work
- _____ 3. Identifies financial value of work
- _____ 4. Is familiar with job clusters
- _____ 5. Identifies job opportunities available locally
- _____ 6. Identifies sources of job information

Selects & Plans Occupational Choices

- _____ 1. Identifies occupational interests
- _____ 2. Identifies occupational aptitudes
- _____ 3. Identifies requirements of appropriate and available jobs
- _____ 4. Make realistic occupational choices

Exhibits Adequate Physical-Manual Skills

- _____ 1. Demonstrates balance and coordination
- _____ 2. Demonstrates manual dexterity
- _____ 3. Demonstrates stamina & endurance
- _____ 4. Demonstrates sensory discrimination

OCCUPATIONALLY SPECIFIC SKILLS is defined as the academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill

- _____ 1. Is cognizant of job specific skills required for career choice
- _____ 2. Completes vocational courses with accommodations as needed
- _____ 3. Selects and enrolls in a post-secondary vocational training program

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.



**South Bend Community School Corporation
Special Education Services**

Transition Assessment for Students on Diploma Track

Student Name: _____ SBCSC ID#: _____ STN#: _____

School: _____ Grade: _____ DOB: _____

This is intended to help you begin thinking about what you might want to do when you finish high school. Each year this will be updated to reflect your changing perspective on what you want to do as you get closer to exiting school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after high school.

A. Future Vision/Career Interests

1. What do you plan to do after receiving your high school diploma?
 - 2 or 4 year college or university
 - Enlist in the military
 - Pursue a full time job
 - Attend a trade school
 - Get on-the-job training
 - Other: _____
2. What career do you plan to pursue? _____

3. Is this a realistic goal for you? _____
4. What will you need to pursue your goals?
 - Apply for scholarships, grants or loans
 - Complete college applications
 - Complete FAFSA for financial aid
 - Take PSAT test
 - Take SAT/ACT test
 - Contact college disability service coordinator
 - Choose career path/college major
 - Meet with college reps (at high school or on college campus)
 - Contact Work One employment services
 - Contact Vocational Rehabilitation
 - Contact Manpower or other temp services
 - Find housing
5. Who will help you gain information about your planned outcome?
 - Parents
 - School Counselor
 - Vocational Rehabilitation Counselor
 - College Representative
 - Military Recruiter
 - Teacher of Record
 - Other: _____

B. Education

1. What subjects or activities are preparing you most for your future goals? _____

2. What assistance do you need right now to obtain your planned outcome?
 - Tutoring
 - Summer school to make up credits
 - Night school to make up credits
 - Credit redemption
 - Meet with my guidance counselor
 - Parent/Teacher conference
 - Additional services in Special Education
3. What has been your role in your IEP meetings?
 - I participate in discussions and planning
 - I state my concerns and interestes
 - I attend my IEP meetings, but do not contribute
 - I do not attend my IEP meetings
4. Is high school helping you with the following? (Check all that apply)
 - Making informed choices
 - Understanding my rights and responsibilities
 - Expressing my opinions/ advocacy
5. How do you learn best?
 - Hearing information
 - Hands on/trying it myself
 - Seeing a demonstration or model
 - Multisensory (hearing, seeing and doing)
6. What accommodations help you learn best? _____

- Community safety (street crossing, staying with group or adult)
- Transportation (drivers education information; public bus, rural transit, taxi, family, friends; etc.)
- Other: _____

7. In what areas or classes do you feel you need more help or instruction in order to help you meet your educational and/or work goals once you exit high school? _____

8. Check any of the following services that you feel would be helpful in achieving your educational or work goals.

Career Planning

- College visit(s)
- Career/technical school visit(s)
- Military recruiting office presentation
- Job /career visitations or shadowing
- Job/career exploration, research, and interest/ability assessment
- Other _____

Academic/Career/Job Instruction (High School)

- Core 40 or Advance Placement course work
- Career Tech course work
- Career/job skills course work & practice (writing resume, filling out job applications, social skills, interviewing)
- Independent living skill development (money, budgeting, household management, hygiene, laundry, cooking, transportation, self-advocacy, etc.)
- Other _____

Work and Community Experiences

- In-school work experiences
- On-the-job training/apprenticeship/internship – community work experiences
- Community volunteer work experiences (in volunteer settings)
- Community paid work experience
- Other _____

9. Vocational Rehabilitation is an adult service provider that can help you with certain college related expenses, or help pay for training to get or keep a job. There is an application process and you must qualify for the services. Would you like more information about VR so that you and your family can decide if you should take advantage of their services once you exit high school? _____ Yes _____ No

10. Please check any of the other transition services below that you fill you may need once you exit school.

- | | |
|--|---|
| <input type="checkbox"/> Bureau of Developmental Disabilities Services (Medicaid Waiver) | <input type="checkbox"/> Work One |
| <input type="checkbox"/> Residential/Supported living/group home support & information | <input type="checkbox"/> Medicaid |
| <input type="checkbox"/> Mental health support/counseling | <input type="checkbox"/> Guardianship Information |
| <input type="checkbox"/> Social Security Administration | <input type="checkbox"/> Transportation support |
| <input type="checkbox"/> Department of Family Services | |
| <input type="checkbox"/> Other _____ | |





**South Bend Community School Corporation
Special Education Services**

Transition Assessment for Students on Certificate Track

Student Name: _____ SBCSC ID#: _____ STN#: _____

School: _____ Grade: _____ DOB: _____

This is intended to help you begin thinking about what you might want to do when you finish high school. Each year this will be updated to reflect your changing perspective on what you want to do as you get closer to exiting school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after high school.

A. Future Vision/Career Interests

1. What kind of work would you like to do? _____

2. What kind of help do you think you will need to get and keep a job?

- ___ Filling out job applications
- ___ Writing a resume
- ___ Practice interviewing for a job
- ___ Finding job search resources
- ___ Finding training resources
- ___ Learning on-the-job skills
- ___ Other: _____

3. Are you getting vocational training/job shadowing in a real work setting in high school? _____

4. What kind of vocational training/job shadowing would you like to be doing during the next school year? _____

- ___ Military Recruiter
- ___ Teacher of Record
- ___ Other: _____

B. Education

1. What subjects or activities are preparing you most for work or life in the community? _____

2. Is school preparing you to do any of the following?

- ___ Getting along with peers
- ___ Getting along with adults in authority
- ___ Solving personal problems
- ___ Managing money/preparing a budget
- ___ Managing a checking account
- ___ Making informed choices
- ___ Understanding my rights
- ___ Expressing my concerns

3. What has been your role in your IEP meetings?

- ___ I participate in discussions and planning
- ___ I state my concerns and interests
- ___ I attend my IEP meetings, but do not contribute
- ___ I do not attend my IEP meetings

4. How do you learn best?

- ___ Having someone show me how

- ___ Hearing or reading instructions
- ___ Seeing examples and doing it myself

C. Independent Living Skills

1. What home and community skills can you do?

- ___ Shop for clothes
- ___ Fix a snack
- ___ Shop for food
- ___ Cook a meal
- ___ Eat at a restaurant
- ___ Budget money
- ___ Use public transportation

2. Are you going out into the community for instruction during the school day? _____

3. What do you do in your free time?

- ___ I spend most of my time alone
- ___ I spend time with friends
- ___ My hobbies/interests are: _____
- ___ New activities I would like to try: _____

4. Where will you live after high school?

- ___ With family
- ___ With friends
- ___ In my own apartment

5. How will you travel to your job, shopping, community activities, etc.? _____

6. How will you pay for rent, food, travel, etc.? _____

7. Check the services you think you will need to be successful when you leave high school?

	Now	Future
Job Training/support	___	___
Income support	___	___
Medical services	___	___
Mental health services	___	___
Transportation	___	___
Community Skills	___	___
Training	___	___
Other: _____		

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!

Behavior	High	So-So	Low
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"/>

Possible Job Interests	High	So-So	Low
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"/>

The Kind of Job I'd Like

- Work under pressure
- Like to meet deadlines
- Work with plants or animals
- Work with people
- Work with machines
- Sell products
- Sell ideas
- Take responsibility
- Regular hours
- Travel
- Help others
- Use math
- Use reading

High	So-So	Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Problem Areas

- Home
- Friends
- School work
- Personal

Many Problems	Some Problems	Few Problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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: Author. Copyright by Jefferson County Public Schools. Reprinted with permission.

ATTITUDE INVENTORY

Think of this Attitude Inventory as a subjective indicator of your attitude about yourself. It can provide a reference point for identifying dimensions of your attitude that may need adjusting.

Directions:

There are no right or wrong answers. The best answer is your honest answer as the result will be a more accurate reflection of your attitude about yourself in the workplace.

Circle the letter of the response that you feel best fits you.

1. In terms of skills to do my job, I am:
 - a. Very competent.
 - b. Fairly competent.
 - c. Average.
 - d. Fairly unskilled.
 - e. Very inadequate.

2. In my job I have:
 - a. A lot of confidence in myself.
 - b. Enough confidence in myself.
 - c. Average confidence in myself.
 - d. Very little confidence in myself.
 - e. No confidence in myself.

3. I think that I work with others:
 - a. Extremely well.
 - b. Well.
 - c. Okay.
 - d. Not very well.
 - e. Not well at all.

4. I am able to gain the confidence of others:
 - a. Extremely well.
 - b. Well.
 - c. Okay.
 - d. Not very well.
 - e. Not well at all.

5. I admit my mistakes and shortcomings:
 - a. All the time.
 - b. Most of the time.
 - c. Occasionally.
 - d. Hardly ever.
 - e. Never.

6. I avoid taking risks because of fear of mistakes or failures:
 - a. Never.
 - b. Seldom.
 - c. Some of the time.
 - d. Most of the time.
 - e. All the time.

7. My own values, beliefs and convictions align with those of my workplace:
 - a. All of the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Seldom.
 - e. Never.

8. I feel inferior to my co-workers:
 - a. Never.
 - b. Hardly ever.
 - c. Occasionally.
 - d. Most of the time.
 - e. All the time.

9. I feel good about myself:
 - a. All the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Hardly ever.
 - e. Never.

10. I experience enjoyment and fulfillment in my work:
 - a. All the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Hardly ever.
 - e. Never.

11. I have an intense need for recognition and approval:
 - a. None of the time.
 - b. Hardly ever.
 - c. Occasionally.
 - d. Most of the time.
 - e. All the time.

12. I am able to problem-solve effectively:
 - a. All the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Seldom.
 - e. Never.

13. When I am asked to do something above and beyond the call of duty, I feel:
 - a. Good; it's important that others know they can count on me.
 - b. Okay; I'll do it.
 - c. Disinterested; I prefer to stick to what's in my job description.
 - d. Bothered; asking me to do more is an imposition.
 - e. Angry; I'll resist taking on more work.

14. I believe that I am achieving my potential in my work:
 - a. All the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Seldom.
 - e. Never.

ANALYZING YOUR ATTITUDE

Scoring

1. Record the number of responses for each letter.
2. Calculate your score by multiplying the number of each letter by its corresponding value.
3. Add each score to get a total score.

	a	b	c	d	e	
1. Number						
X						
	+2	+1	0	-1	-2	
2. Score						= _____ Total Score

Interpretation

Total score of:

-28 to -21

-20 to -8

-7 to -1

0 to +7

+8 to +20

+21 to +28

Indicates that in the workplace you have:

A complete feeling of inadequacy.

A significant feeling of inadequacy.

A negative self-image.

An acceptable self-image.

A positive self-image.

A rather inflated self-image.

Check your ego.

Transition Assessments for Students with Significant Disabilities

ASSESSMENT INFORMATION	NOTES	ACTION NEEDED
<p>General Transition Planning</p> <p>Transition Planning in the Schools: Using the Enderle-Severson Transition Rating Scales, 4th Ed. Severson, S., Enderle, J., & Hoover, J. (2006). <i>Enderle-Severson Transition Rating Scale</i>. Moorhead, MN: ESTR Publications. ESTR-S (for students with significant disabilities); www.estr.net/publications \$24.95 (book); \$20 (10 tests)</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Transition Planning Inventory-2. Clark, G.M., & Patton, J.R. (2014). <i>Transition Planning Inventory-2nd edition</i>. Austin, TX: PRO-ED. Computer version available www.proedinc.com \$243.00 Survey for students with significant disabilities now available</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Transition Behavior Scale McCahey, S.B., & Arthaud, T.J. (2012). <i>Transition Behavior Scale</i> (3rd Ed.). Columbia, MO: Hawthorne. www.hes-inc.com \$166.00</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Informal Assessments in Transition Planning. (2013). Clark, G.M., Patton, J.R., Moulton, R. Austin, TX: PRO-Ed. Includes reproducible informal assessments www.proedinc.com \$47.00</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>The New Parent Transition Survey. Fournier, Lisa L. (2014). From "Parent Transition Survey," by Mary Morningstar, Inez Crawford, Jane Scarff, & Martha Blue-Banning (n.d.). Adapted with permission. Spanish Translation Available. Free: www.transitioncoalition.org</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Transition Assessment and Goal Generator (TAGG). University of Oklahoma Zarrow Center (2015). \$3 per set (comes with one student, teacher, and parent). Assessment is administered online. To watch a demo go to: https://www.youtube.com/watch?v=8frNGv16ltg&feature=youtu.be https://tagg.ou.edu/tagg/main/learn</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>

Transition Assessments for Students with Significant Disabilities

ASSESSMENT INFORMATION	NOTES	ACTION NEEDED
<p>Choosing Outcomes and Accommodations for Children (COACH): A Guide to Educational Planning for Students with Disabilities, 3rd Ed. Cloninger, C. J., Giangreco, M.F., Iverson, V.S. (2011). Baltimore, MD: Paul H. Brookes Publishing Co. \$44.95. www.brookespublishing.com</p>	<p>Functional Skills/Independent Living</p>	<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Functional Independence Skills Handbook (FISH): Assessment and Curriculum for Individuals with Developmental Disabilities Killion, W.K. (2003). Austin, TX: PRO-ED \$79.00 www.proedinc.com</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>AIR Self-Determination Scale. American Institutes for Research. (1994). <i>AIR Self-Determination Scale</i>. Free: http://www.ou.edu/zarrow/</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Arc Self-Determination Scale. Wehmeyer, M.L., & Kelchner, L. (1995). <i>The Arc's Self-Determination Scale</i>. Arlington, TX: The Arc of the United States. Free: http://www.ou.edu/zarrow/</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Homes to Support the Self-Determination of Children. Christine C. Cook, Mary Jane Brotherson, Cindy Weigel-Garrey, and Inez Mizze http://www.beachcenter.org/common/cms/documents/SD%20Lifespan--chapter%206.pdf</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Transition Health Care Checklist. Pennsylvania Department of Health. (2012). <i>Transition health care checklist</i>. Harrisburg, PA: Author. Free: www.health.state.pa.us/transitionchecklist</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Leisure Diagnostic Battery Ellis, G.D., Widmer, M.A., Witt, P.A. (2008). State College, PA: Venture Publishing, Inc. \$195.00 (user's manual and computer software) http://www.venturepublish.com/product.php?id=158</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Informal Assessments for Transition: Independent Living and Community Participation. Synatschck, Clark, Patton (2008). Austin, TX: PRO-Ed. Includes reproducible informal assessments www.proedinc.com \$47.00</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>

		<p>ASSESSMENT INFORMATION</p>	<p>NOTES</p>
	<p>Vocational/Career Assessments</p>	<p>The Syracuse Community-Referenced Curriculum Guide: for Students with Moderate and Severe Disabilities Black, J., Davern, L., Dempsey, P., Ford, Alison., Meyer, L., Schnorr, R. (1989). Baltimore, MD: Paul H. Brookes Publishing Co. \$69.95 http://brookespublishing.com/store/books/ford-0271/index.htm</p>	<p>I don't need the assessment <input type="checkbox"/> Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
		<p>ASSESSMENT INFORMATION</p>	<p>ACTION NEEDED</p>
		<p>Choose and Take Action: Finding the Right Job for You Johnson, Z., Marshall, L.H., Martin, J. E., O'Brien, J., Olvey, G.H., Wells, L., Wray, D. (2004). Longmont, CO: Sopris West Educational Services. \$124.95 http://store.cambiument.com/default.aspx?site=sw</p>	<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
		<p>Picture Interest Career Survey (PICS) Brady, R. P. (2007). Indianapolis, IN: JIST Works. \$56.95 (pack of 25 assessments) http://jist.emcp.com/picture-interest-career-survey.html</p>	<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
		<p>COPS-PIC: Picture Inventory of Careers Knapp-Lee, L. (2007). San Diego, CA: ERAS/Educational Research and Services. \$48.70 (pack of 25 combined test booklet and answer sheet) http://career-lifefskills.com/copsystem-24/cops-pic-118</p>	<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
		<p>Wide Range Interest & Occupation Test: WRIO2, 2nd Ed. Glutting, J.J. & Wilkinson, G.S. (2003). Wilmington, DE: Wide Range, Inc. \$858.00 (includes manual, 25 response forms, full-color picture book, computer administration CD, and storage box). https://www.pearsonclinical.com.au/products/view/216#tabs=0</p>	<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
		<p>The Environmental Job Assessment Measure: E-JAM. Waintrup, M. & Kelley, P. (1999). In <i>Functional assessment in transition and rehabilitation for adolescents and adults with LD</i> (pp. 59-62). Austin, TX: PRO-Ed. Free: www.transitioncoalition.org in the <i>Transition for Youth with ED/BD</i> module</p>	<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
		<p>Informal Assessments for Transition: Employment and Career Planning. Synatschik, K.O., Clark, G.M., Patton, J.R. (2007). Austin, TX: PRO-Ed. Includes reproducible informal assessments www.proedinc.com \$47.00</p>	<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
		<p>Reading-Free Vocational Interest Inventory: 2 (R-FVII:2), 2nd Edition Becker, R. PhD. (2000). Columbus, OH: Elbern Publications. \$110.00 (manual, 20 booklets, Occupational Title Lists).</p>	<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others</p>

Transition Assessments for Students with Significant Disabilities

<p>http://www.proedinc.com/customer/ProductView.aspx?ID=3052</p>		<p><input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p>Personal Data Wizard Humbolt County Office of Education, Humbolt, CA. http://www.hrop.org/wizard/</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p><u>Your Employment Selection Online Assessment</u>. TRISPED Projects Utah State University 6523 Old Main Hill Logan, UT 84322-6523. 1-877-722-3991 Email: trisped@cc.usu.edu Website: www.trisped.org \$25 (20 Job Preference Summary Forms.</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p><u>Personal Preference Indicators: A Guide for Planning</u> Moss, J. (2006). Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma. https://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p><u>Supports Intensity Scale</u> Bryant, B., et al. (2004). Washington, DC: American Association on Intellectual and Developmental Disabilities. \$150.00 (intensity scale, manual, 25 interview and scoring forms) http://aaidd.org/sis#_VQnJ5147uG4</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p><u>Project My Voice</u> Johnson, H., Olson, J., Van Laarhoven, T., Van Laarhoven-Myers, T. (2008). University of Northern Illinois</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p><u>Planning for the Future</u>. Morningstar, M.E. (1995). <i>Planning for the future</i>. Lawrence, KS: University of Kansas. Free: www.transitioncoalition.org</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>
<p><u>Representational Portfolio</u>. University of Montana Rural Institute http://ruralinstitute.umt.edu/Transition/portfolio.asp</p>		<p>Obtain <input type="checkbox"/> Try with students <input type="checkbox"/> Share with others <input type="checkbox"/> I use the assessment <input type="checkbox"/> I don't need the assessment</p>

Transition Assessments for Students with Significant Disabilities

ASSESSMENT INFORMATION	NOTES	ACTION NEEDED
<p style="text-align: center;">Communication</p> <p>Every Move Counts Clicks and Chats Berry, L.M., Foss, T.V., Korsten, J.E. (2007). <i>Sensory-based approach: communication and assistive technology</i>. Lees Summit, MO: EMC Inc. \$80.00 (plus \$8.00 for S&H per manual) http://www.everymovecounts.net</p>		<p>Obtain</p> <p>__ Try with students</p> <p>__ Share with others</p> <p>__ I use the assessment</p> <p>__ I don't need the assessment</p>
<p>Tangible Symbol System Rowland, C., & Schweigert, M. (2000). <i>Making the Right to Communicate a Reality for Individuals with Severe Disabilities</i>. Portland, OR: OHSU Design to Learn Projects \$44.00 (manual) & \$31.00 (DVD) www.designtolearn.com</p>		<p>Obtain</p> <p>__ Try with students</p> <p>__ Share with others</p> <p>__ I use the assessment</p> <p>__ I don't need the assessment</p>
<p>Design to Learn: An Environmental Inventory to help teachers design learning opportunities for children with disabilities. Rowland, C., & Schweigert, M. (2003). Portland, OR: OHSU Design to Learn Projects. \$10.00 http://www.designtolearn.com/products/design_to_learn</p>		<p>Obtain</p> <p>__ Try with students</p> <p>__ Share with others</p> <p>__ I use the assessment</p> <p>__ I don't need the assessment</p>
<p>All Kids Communicate. McMahon, P., Reeder, A., Roberts, S., Rues, J. <i>How to build and use a communication dictionary with nonsymbolic learners</i>. Lawrence, KS: US Department of Education, University of Kansas. Free: http://transitioncoalition.org/transition/file.php?source=presentations&sourceFile=allkids</p>		<p>Obtain</p> <p>__ Try with students</p> <p>__ Share with others</p> <p>__ I use the assessment</p> <p>__ I don't need the assessment</p>
<p>Social Networks: A Communication inventory for individuals with complex communication needs and their communication partners. Berg, M.H., & Blackstone, S. (2004). Verona, WI: Attainment Company, Inc. DVD \$39.00; manual \$69.00 http://www.augcominc.com/index.cfm/social_networks.htm</p>		<p>Obtain</p> <p>__ Try with students</p> <p>__ Share with others</p> <p>__ I use the assessment</p> <p>__ I don't need the assessment</p>
<p>Behavior Indication Assessment Scale (BIAS) & Inventory of Potential Communicative Acts (IPCA) Arthur-Kelly, M., Butterfield, N., Sigafoos, J. (2006). <i>Enhancing Everyday Communication for Children with Disabilities</i>. Baltimore, MD: Paul H. Brookes Publishing Co., Inc. \$29.95 www.brookespublishing.com</p>		<p>Obtain</p> <p>__ Try with students</p> <p>__ Share with others</p> <p>__ I use the assessment</p> <p>__ I don't need the assessment</p>
<p>Home Talk: a Family Assessment of Children who are Deafblind Harris, J., Hartsome, N., Jess, T., Mar, H., Rowland, C., Sall, N., Schmoll, S., Schweigert, P., Unruh, L., Vernon, N., Wolf, T. (2003). Monmouth, OR: DB-LINK Free: https://www.designtolearn.com/uploaded/pdf/HomeTalk.pdf</p>		<p>Obtain</p> <p>__ Try with students</p> <p>__ Share with others</p> <p>__ I use the assessment</p> <p>__ I don't need the assessment</p>

Self-Care Abilities Listing

EATING

- Takes soft food from a spoon
- Takes liquids from a cup
- Feeds self with fingers
- Feeds self with spoon with assistance
- Drinks from a cup with minimal assistance
- Feeds self with spoon neatly
- Feeds self with spoon and fork considerably spilling
- Uses table knife and fork correctly and neatly
- Uses napkin for its purpose
- Drinks from straw with minimal assistance
- Does not order at public eating places
- Orders simple meals like hamburgers
- Orders complete meals

TOILETING

- Uses toileting undergarments
- Uses toilet if placed there at intervals
- Has toilet accidents during the day:
 - Frequently
 - Occasional
 - Never
- Lowers pants at the toilet without help
- Sits on the seat without help
- Uses toilet tissue appropriately
- Flushes toilet after use
- Puts on clothes without help
- Washes hands without help

DRESSING

- Must be dressed completely
- Resists when being dressed
- Cooperates when being dressed
- Removes simple articles of clothing
- Puts on simple articles of clothing
- Dresses self with help
- Dresses self with verbal prompting
- Removes shoes without assistance
- Ties shoe laces without assistance
- Completely dresses self without assistance
- Chooses suitable clothing
- Puts clothes in drawer neatly
- Hangs clothes neatly
- Puts dirty clothes in laundry without verbal prompt

GROOMING

- Makes no attempt to wash or dry self
- Resists when being washed or dried by others
 - Cooperates when being washed or dried by others
- Attempts to use soap and wash self
- Dries hands and face
- Washes face and hands with soap
- Washes and dries self reasonably well with prompting
- Washes and dries self completely independently
- Prepares and completes bathing unaided
- Recognizes the need to bathe frequently
- Uses deodorant when prompted
- Uses deodorant independently
- Brushes teeth when prompted
- Brushes teeth independently
- Combs/brushes hair with prompting
- Combs/brushes hair independently
- Shampoos hair
- Shaves
- Trims nails with assistance
- Trims nails independently
- Attends to own needs during menstrual period
- Blows nose when needed

PERSONAL BELONGINGS

Take care of personal belongings...

- Never
- Seldom

- Usually
- Always/regularly

ROOM CLEANING

- Does not clean room at all
- Cleans but not thoroughly

- Cleans room well, e.g., sweeping, dusting, tidying

TABLE CLEANING

- Does not clean table at all
- Clears table of unbreakable dishes

- Clears table of breakable dishes

FOOD PREPARATION

- Does not prepare food at all
- Prepares simple foods with no mixing or cooking, e.g., sandwiches
- Mixes and cooks simple foods, e.g., eggs, pancakes, TV dinners

- Prepares adequate complete meals (may use canned or frozen foods)

Information Provided By/Date: _____

Source: with permission from Pleasant View, Inc. application

What Do I Want to Do?

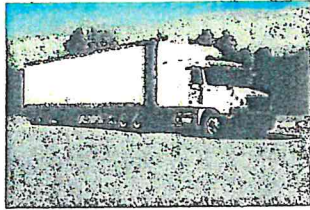
Name: _____

Date: _____

SOME JOB TYPES THAT INTEREST ME: circle *at least 4*, and then rank them # 1-4.



Retail/Fashion #__



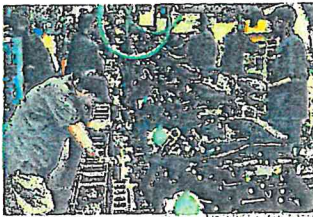
Semi-Truck Driver #__



Grocery #__



Chef/Restaurant #__



Manufacturing/Factory #__



Healthcare #__



Welding #__



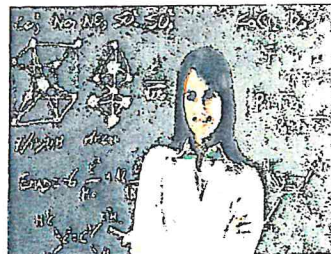
Cosmetology #__



Office Admin/Secretary #__



Landscape #__



Teacher #__



Artist/Creative Field (design) #__

(Turn Over)



Construction #__



Daycare/Early Childhood #__



Computer Tech/Electronics #__



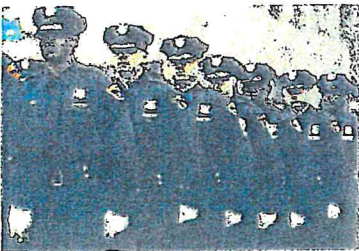
Animal Care/Vet #__



Automotive #__



Theatre/Performing Arts #__



Law Enforcement #__



Librarian #__



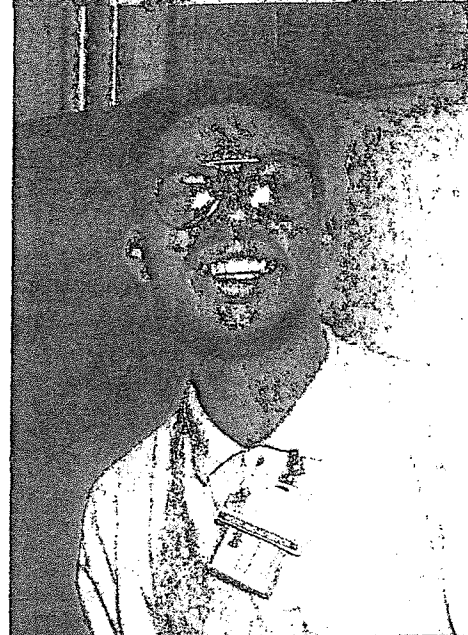
Musician/Music Industry #__

Personal Preference Indicators

A Guide for Planning



Preferences
Choices
Self-determination



Center for Learning and Leadership . University Center for Excellence
in Developmental Disabilities Education, Research and Service
University of Oklahoma Health Sciences Center



The Personal Preference Indicators were developed by the Center for Learning and Leadership/UCE specifically to support our work with self-advocates, families, professionals and our academic and community colleagues. If you would like additional copies please contact the Center for Learning and Leadership Headquarters Office in Oklahoma City. The information in this booklet is updated each year. Please contact the Center for Interdisciplinary Learning and Leadership dissemination (publications) coordinator if you would like additional copies. Phone 405-271-4500 and press "0" to have your call directed.

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Personal Preference Indicators

A Guide for Planning

The purpose of this index is to assist you in planning with and for a person with a developmental disability.

The **Personal Preference Indicators** are *not* checklists, but are a **guide to accessing information** about the person's preference. The items listed are intended to be used as cues or prompts to remind you about important subjects to bring up in your informal talks with the person. These informal conversations can give you a base line of preferences from which to begin planning.

Change is often frightening for persons with developmental disabilities, and most of us resist doing things that frighten us. So, beginning to plan, utilizing the preference indicators can be an essential accommodation. Understanding a person's preferences is critical to developing an individualized plan. A plan that uses what the person knows about his or her likes and dislikes is a more personalized approach to making

any changes or choices *and* constructively involves the individual in decision making about his or her life.

Using the following domain areas in informal conversations with the person, or with someone who knows and has a positive relationship with the person, over a period of time will assist everyone in getting to know each other better. If used by any member of the interdisciplinary team in their interaction with the person, these indicators have the potential to unfold a picture of the person which will show where to begin planning in a considerate, appropriate and positive manner.

Included are:

- Preference indicators which identify the person's "**favorites**,"
- Emotion indicators which focus on the person's "**feelings**,"
- Socialization indicators to highlight the person's "**social world**" and relationships,
- Self-Determination indicators which focuses on "**choices**" the person makes,
- Physical indicators which center on the person's "**body clock**."
- Health indicators to be considered that focus on the person's "**health**"
- How does the person view his "**role**" in the family, community?

Following the physical indicators are two additional domain topics that may need input from other people who are with the person on a regular basis. The first is **health**. We add just a note of extra caution here. When talking about the health indicators you may learn about information that should not be discussed casually with others, by you or the person. As people move into adult life, understanding the concept of *privacy* is important. The final domain area is about **family roles**. Here we suggest keeping in mind that this may be an area that is changing. The person is probably becoming more involved in school, community life, a work setting, or a growing social network that includes, but also reaches beyond the immediate family.



Preference Indicators

F•A•V•O•R•I•T•E•S

What are the person's favorites? Do you know why? How can you tell? Any other things?

- outside
- inside
- friend
- structure
- non-structure
- daytime
- nighttime
- foods
- music
- words
- being alone
- being sung to
- movement
- color
- games
- smells
- sounds
- activities
- tv show
- time of day
- toys
- Touch, smooth, rough, etc.
- clothes
- place to go
- animals



Who are the person's favorite people?

Do you know why? How can you tell?

What are the person's favorite things about himself or herself?



Emotion Indicators

F•E•E•L•I•N•G•S

What calms the person? Do you know why? How can you tell? Anything else?

- holding
- rocking
- smells/odors
- music
- lights
- laughter
- being sung to
- colors
- being talked to
- animals (which ones?)
- playing (alone? with others?)
- other???

What makes the person happy? How do you know?

- outdoors
- games
- a special place
- food
- playing (alone? with others?)
- indoors
- visiting
- music or sounds
- toys (which ones?)
- other???

What motivates the person? How can you tell?

- free time
- animals
- kind of privileges?
- toys
- colors
- a particular person?
- other
- playtime
- food
- tv
- money
- music
- sounds



Emotion Indicators
F•E•E•L•I•N•G•S
continued

What does the person dislike? How can you tell?

- noise
- foods
- certain tastes
- eating
- rules
- other?
- rushing
- smells
- being alone
- Tactile (touch, rough, soft)
- crowds

What does the person fear? How can you tell?

- sounds
- slipping/falling
- animals
- movement
- other children/youth
- colors
- crowds
- adults
- water
- falling
- darkness
- lights/brightness

What does the use as a coping mechanism? How do you know?

- safe person
- body movement (rocks or twirls)
- withdrawal (lack of eye contact)
- familiar object (toy or blanket)
- safe place
- hyperactivity
- oral stimulation (hand to mouth)
- other?

Socialization Indicators
S•O•C•I•A•L



1. *How does the person communicate on his/her own?*
2. *Does the person have a nickname? If so, what is it?*
3. *How accurately does the person relate information to you and to others?*
4. *Does the person have a sense of humor?*
5. *How does the person show affection?*
6. *Does the person prefer to be alone or do activities alone or with someone? If with someone, who?*
7. *How would you describe the person's relationship with his/her peers?*



8. *Does the person request to be with or visit someone, relative, friend, etc.?*
9. *Does the person have a concept about being very cautious with strangers?*
10. *Does the person respond to facial expressions? Which ones? How?*
11. *Does the person use facial expressions to communicate? Which ones? What do they mean?*

Self Determination Indicators
C•H•O•O•I•C•E•S



Does the person make choices? If not, why?

- **food**
mealtime
restaurant
- **bedtime**
bedroom decor
night light
time to arise
- **smells**
- **sounds**
- **activities**
- **tv show**
- **time of day**
- **direct care staff**
- **equipment**
- **medication**
- **therapies**
- **refer to other preferences**
- **Other?**
- **dressing**
clothing preference
- **music**
soft
loud
- **activities**
chores
exercise
private time
free time
hobbies
- **sports**
tv
sporting events
participation
- **bathing or showering**
Soap/deodorant
- **hygiene**
cologne/perfume
toothpaste/mouthwash
- **travel/vacation**
- **friends**



B•O•D•Y C•L•O•C•K



What is the person's best functioning time? How can you tell?

- morning
- afternoon
- mid-morning
- evening

Preference for rising?

- early
- late

Preference for eating?

- indifferent
- shows hunger

Preference for working?

- morning
- afternoon
- mid-morning
- evening

Preference for going to bed?

- afternoon
- evening
- nighttime

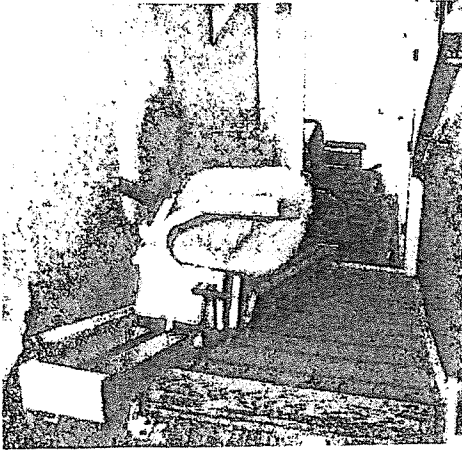
When does the person tire?

- mid-morning
- afternoon
- evening

If the person takes regular medication(s), what time of day does he/she take them and what are the effects?

Do they plan activities to coincide with his/her body clock? Explain.

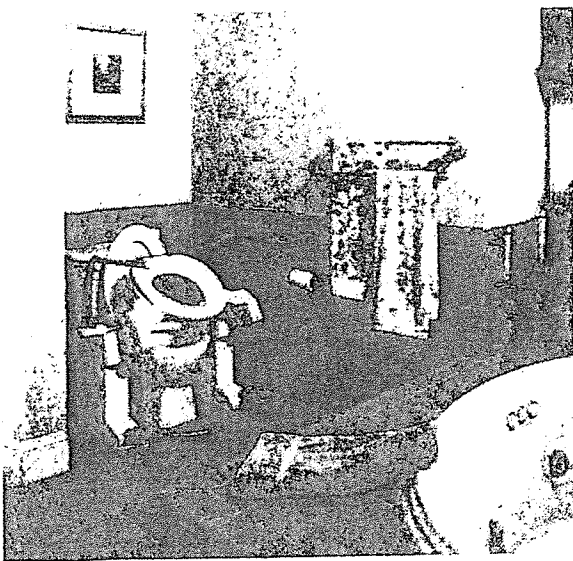
Health Indicators
H•E•A•L•T•H



What information about the person's health do you have available?

- frequently ill?
- affected by allergies?
- well most of the time?
- susceptible to infections?

- | | | | |
|-------------|-----------------------------------|-------------------------------------|--------------------------------|
| Headaches | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Stomachache | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Earache | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Seizures | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |
| Fevers | <input type="checkbox"/> frequent | <input type="checkbox"/> infrequent | <input type="checkbox"/> never |



*How do you know when the person feels bad?
 Good?*

How does the person feel about going to the doctor?



Family Role Indicators

R•O•L•E I•N•D•I•C•A•T•O•R•S

How is the person involved with family?

- some
- not at all
- hierarchy, etc.
- little
- responsibilities

Who are the caregivers for the person? Who is relief to the primary caregivers?

How is the person included in choice making? How often? Why or why not?

What kind of discipline is used by caregivers? Time out, redirection, other...? (If none, why not?)



R•O•L•E I•N•D•I•C•A•T•O•R•S

continued

How does the person conceptualize the future? Next year? 5 years? 10 years?

What are your greatest concerns or worries for the person? Why?

- educational
- medical
- housing
- financial
- employment
- other?

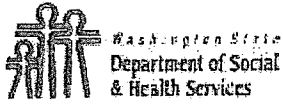
NOTES:

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CHILDREN'S ADMINISTRATION
DIVISION OF CHILDREN AND FAMILY SERVICES

LIFE SKILLS INVENTORY
INDEPENDENT LIVING SKILLS ASSESSMENT TOOL

INSTRUCTIONS

In order to accurately complete the IL assessment, please involve the youth, the Children's Administration social worker, the foster parent or relative caregiver, and any other persons knowledgeable about the skills of the youth.

Scoring should be based on the lowest level of completion.

The level of attainment for each youth completing this assessment is the lowest level where they satisfactorily complete the required number of questions. Youth may be highly competent in some areas, but have limited basic knowledge in others. Having basic knowledge in each area is important for long term success, and plan development should be focused on filling gaps in youth knowledge.

Completing Category O

It is important for all youth to have a basic knowledge of options for pregnancy prevention. It is not the goal for all youth to reach "Exceptional" in this category, unless the youth (either male or female) is or will shortly be in a parenting role. Abuse and neglect issues are not specifically assessed, but competence at the "Intermediate" level should help youth avoid CPS complaints.

Time frames for completion

All youth should be assessed at age 15 to 16. Once you have completed the IL assessment on a youth you do not need to repeat the assessment. All further reporting will be based on the goals of the youth, and their skill level will be indicated by the progress achieved in attaining goals. If the youth remains on the same goal, the skill level doesn't change.

COVER SHEET

NAME OF YOUTH:		CAMIS PERSON ID:		DATE OF BIRTH:	
PERSON(S) INVOLVED IN LIFE SKILLS ASSESSMENT AND DATES OF ASSESSMENT					DATE
	CATEGORY	DATE SKILL ATTAINED			
		BASIC	INT.	ADV.	EXCEL
A	Money Management/Consumer Awareness				
B	Food Management				
C	Personal Appearance and Hygiene				
D	Health				
E	Housekeeping				
F	Housing				
G	Transportation				
H	Educational Planning				
I	Job Seeking Skills				
J	Job Maintenance Skills				
K	Emergency and Safety Skills				
L	Knowledge of Community Resources				
M	Interpersonal Skills				
N	Legal Skills				
O	Pregnancy Prevention/Parenting and Child Care				

Category A: Money Management and Consumer Awareness**Basic - Must know 3 of 5 to advance to the next level of accomplishment:**

- Knows values of coins and currency.
- Can make a transaction at a local store and count change.
- Has an understanding of the difference between "luxuries" and "necessities" in food, transportation, clothing, housing.
- Understands the difference between "sale price" and "regular price".
- Can identify one way to save money on purchases.

Intermediate - Must know 4 of 6 to advance to the next level of accomplishment:

- Can open a checking or savings account.
- Can write checks/make withdrawals and make deposits.
- Can record banking transactions (either checking or savings).
- Can budget allowance to last for a week. (Shows some understanding of the concept of saving).
- Understands the difference between gross wage and take home pay.
- Can use a calculator to add, subtract, divide and multiply.

Advanced - Must know 4 of 6 to advance to the next level of accomplishment:

- With assistance can make out monthly budget covering regular expenses for independent living.
- Shows some "sales resistance" to "something for nothing" advertising and "low weekly payment" credit plans.
- Can read monthly bank statements, compare balances, make adjustments as necessary (deduct service charges, check fees, adjust for differences in the balance).
- Can comparison shop using unit pricing information.
- Understands the responsibility of filing tax forms. Knows the information that is required for filing taxes and knows where to go to get assistance in filing taxes.
- Knows how to clip and use coupons.

Exceptional - Must know at least 3 to be rated as exceptional:

- Budgets for unanticipated emergencies, seasonal bills, etc.
- Understands buying on credit, loans, interest, and late payment penalties.
- Understands payroll deductions, taxes, FICA, insurance.
- Can complete a short tax form.
- Can balance a checkbook.
- Has regular savings program.

Category B: Food Management**Basic - Must know at least 3 of 4:**

- Washes hands before eating and preparing food.
- Can order in a cafeteria or fast food restaurant.
- Can describe food pyramid and foods that contribute to a healthy life style.
- Knows name and use of cooking utensils.

Intermediate - Must be able to do 5 of 8:

- Can order a meal from the menu in a restaurant
- Can fix a breakfast for one
- Can fix a lunch for one
- Can fix a dinner for one
- Can make out a grocery shopping list
- Can use cooking utensils effectively and safely (knives, grater, can opener, potato peeler, egg beater, etc.)
- Can use kitchen appliances effectively and safely
- Can use acceptable table manners

Advanced - Must know 5 out of 7:

- Stores perishable items under refrigeration.
- Recognizes signs of spoilage in food.
- Can follow the instructions for preparing canned or frozen foods.
- Can plan weekly menu of nutritious meals.
- Can shop for a week's menu and stay within a food budget.
- Can set the table properly.
- Can carry out a grocery-shopping trip (selecting items on the shopping list and paying the cashier).

Exceptional - Must know at least 3:

- Prepares recipes from a cookbook.
- Can adjust recipes to feed more or less people than called for in the recipes.
- Understands how to use dates on food packages to prevent spoilage. (see next page)

Category B: Food Management (continued)**Exceptional - Must know at least 3: (continued)**

- Prepares and eats a balanced diet.
- Understands and can use unit pricing to comparison shop.

Category C: Personal Appearance and Hygiene**Basic - Must be able to do 4 of 4:**

- Can dress self (including underwear, socks, and tied shoes) in a reasonably acceptable fashion.
- Can bathe self.
- Knows how to use soap, shampoo, deodorant, shaving cream, other common personal products appropriate to sex.
- Brushes teeth regularly.

Intermediate - Must be able to do 3 of 3:

- Showers or bathes regularly.
- Keeps hair clean and neat.
- Dresses in reasonably clean clothing.

Advanced - Must be able to do 4 of 6:

- Can read clothing labels and determine which clothes are to be dry cleaned, hand washed, and machine-washed.
- Can sort and machine-wash clothes at a Laundromat using appropriate temperatures, amounts of soap, bleach, etc.
- Can dry clothes in a dryer using appropriate settings.
- Knows the cost of and can budget money for special hair and nail care (i.e., permanents, braiding, manicures, etc.).
- Can iron clothes.
- Can sew on buttons and make minor clothing repairs.

Exceptional - Must know at least 2:

- Can hand wash items following the instructions on the label.
- Knows appropriate clothing to wear for almost all occasions.
- Knows approximate cost of dry cleaning and can arrange for dry cleaning.

Category D: Health**Basic - Must know 5 of 6:**

- Can open childproof container.
- Knows not to take someone else's medication.
- Knows that drugs, alcohol, and tobacco may be harmful to your health.
- Knows parts of the body and sexual functioning.
- Knows how pregnancy occurs.
- Knows how and where to get emergency health care.

Intermediate - Must know 3 of 4:

- Can recognize and describe symptoms of colds, flu, and other common health problems.
- Knows what to do for a minor cut, a minor burn, a splinter.
- Understands the risks of pregnancy and sexually transmitted diseases.
- Understands the risks of drug and alcohol abuse.

Advanced - Must know 9 of 13:

- Can take own temperature using an oral thermometer.
- Can nurse self through cold or flu.
- Recognizes/makes correct use of "over the counter" drugs for pain, stomach upset, diarrhea, fever, cold/allergy.
- Can call a doctor or dentist and schedule an appointment.
- Can read a prescription label correctly and follow the instructions.
- Can take medication without supervision.
- Knows how to dispose of drugs in a safe manner.
- Knows how to use what is included in a First Aid Kit.
- Knows how to obtain a copy of personal immunization records and medical history.
- Knows methods of birth control and how to obtain birth control devices.
- Knows how to prevent the spread of sexually transmitted diseases.
- Has selected a doctor, dentist or clinic for regular health care.
- Understands the importance of medical insurance.

Exceptional - Must know at least 2:

- Is conscious of diet, exercise, good eating habits, and other preventative health measures.
- Can determine when to go to an emergency room and when to make an appointment with the family doctor or clinic.
- Has obtained medical insurance.

Category E: Housekeeping**Basic - Must know 3 of 4:**

- Can wash dishes adequately using soap and hot water.
- Can change a light bulb.
- Can make a bed.
- Knows how to dispose of garbage.

Intermediate - Must know 3 of 5:

- Can use vacuum cleaner properly and change bags.
- Can change bed linen.
- Knows how to prevent sinks and toilets from clogging.
- Knows how to sweep floor and stairs, wash wood and linoleum floors, wash windows, dust, polish furniture, clean toilet, clean bathtub and sink.
- Knows appropriate cleaning products to use for different cleaning jobs.

Advanced - Must know 5 of 7:

- Knows how to stop a toilet from running.
- Knows how to use a plunger to unstop a toilet or sink.
- Can defrost the refrigerator, if necessary.
- Can clean a stove.
- Knows how to conserve energy and water.
- Perform routine house-cleaning to maintain the home in a reasonably clean state.
- Uses drawers and closets appropriately for storage.

Exceptional - Must know at least 3:

- Knows what repairs a landlord should perform.
- Can do minor household repairs.
- Is able to contact the landlord and request repairs.
- Can change a fuse or reset a circuit breaker.
- Can measure a window for shades or curtains.
- Knows how to get rid of and avoid roaches, ants, mice, etc.

Category F: Housing**Basic - Must know 2 of 2:**

- Understands the concept of renting.
- Knows how to access emergency shelter.

Intermediate - Must know 3 of 4:

- Can read want ads for vacancies.
- Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.).
- Can calculate the costs associated with different types of housing.
- Can describe pros and cons of choosing a roommate.

Advanced - Must know 6 of 9:

- Can identify type of housing that is within budget and meets current housing needs.
- Can calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items).
- Can complete a rental application.
- Can ask the landlord about the available apartment to determine if it meets their needs.
- Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood.
- Shows some concern for the rights of other residents with regard to property and noise.
- Understands the consequences if the rights of other residents are not respected.
- Understands the implication of the security deposit.
- Knows the role of a landlord.

Exceptional - Must know at least 2:

- Demonstrates the ability to get along with other residents and the landlord.
- Knows how to get help if there is a conflict with the landlord.
- Can access emergency assistance for utilities.

Category G: Transportation**Basic - Must know 3 of 6:**

- Can ride a bicycle safely.

Category G: Transportation (continued)**Basic - Must know 3 of 6: (continued)**

- Understands and uses seat belts.
- Familiar with any form of public transportation available.
- Knows the nearest public bus stop to your home.
- Knows amount of money required for bus fare.
- Knows the nearest town with bus services.

Intermediate - Must know 3 of 6:

- Aware of consequences of driving without a license and insurance.
- Has successfully completed a Driver's Ed class.
- Knows how to call a taxi and provide information needed. Knows the approximate cost of taking a taxi.
- If given instructions, can make public transportation journey involving several transfers.
- Knows requirements for foster parent reimbursement for providing transportation.
- Can give directions.

Advanced - Must know 4 of 5:

- Can arrange routine transportation to work or school.
- Knows what is required to get a driver's license.
- Has driver's permit.
- Can fix a bicycle.
- Can read a map.

Exceptional - Must know 2 of 3:

- Knows how to do basic car maintenance.
- Can estimate cost of owning and operating a car for a month/year including tabs and insurance.
- Has a driver's license.

Category H: Educational Planning**Basic - Must know 2 of 2:**

- Has a realistic view of his/her chances for completing high school.
- If high school graduation is not realistic, understands what a GED is and how to obtain one.

Intermediate - Must know 3 of 4:

- Can fill out forms to enroll in an educational program.
- Has a general idea of what education is needed for the job he/she wants.
- Can discuss educational/vocational plans with teachers/counselor.
- Is aware of educational resources available in the community.

Advanced - Must know 4 of 6:

- Knows how to obtain school transcripts.
- Is aware of current educational credits and standing.
- Has an appropriate educational plan for the job selected.
- Understands educational/skill requirements for job selected.
- Is aware of the cost of higher education/vocational training.
- Knows the difference between a loan and a grant.

Exceptional - Must know at least 3:

- "Shops around" to find the best educational resources.
- Knows where to find and how to access adult education or vocational training in the community.
- Knows how to obtain financial aid/scholarships for additional education.
- Understands future prospects and probable living standards relative to levels of education and specialized skills.
- Is able to identify the connection between course work and vocational goals.

Category I: Job Seeking Skills**Basic - Must know 2 of 2:**

- Has reasonable idea of the types of jobs available to him/her.
- Knows what the minimum wage is.

Intermediate - Must know 4 of 5:

- Can fill out a standard job application form.
- Can read the want ads and find appropriate leads.
- Can complete a mock interview giving appropriate answers to potential questions.
(see next page)

Category I: Job Seeking Skills (continued)**Intermediate - Must know 4 of 5: (continued)**

- Can make appointment for a job interview.
- Knows appropriate clothing to wear for the interview.

Advanced - Must know 6 of 8:

- Can write a resume.
- Has a completed job application/fact sheet to take on a job interview.
- Knows to prepare for a job interview.
- Can complete a job interview.
- Knows the function of and can contact the public employment agency.
- Knows the function of and understands that private employment agencies charge fees.
- Can identify ads placed by private employment agencies.
- Can contact temporary employment services.

Exceptional - Must know at least 2:

- Has a resume.
- Can follow up an interview with a letter.
- Is able to maturely weigh the advantages of one job over another.
- Understands legal discrimination and where to seek help if discriminated against illegally.

Category J: Job Maintenance Skills**Basic - Must know 3 of 4:**

- Dresses for work appropriately.
- Reports to work on time.
- Knows job responsibilities and how to complete job tasks.
- Knows to contact employer when not able to go to work.

Intermediate - Must know 3 of 4:

- Know how to read a pay stub.
- Knows appropriate way to talk to supervisor.
- Knows what behaviors will get a person fired immediately.
- Knows how to ask for help with a problem on the job.

Advanced - Must know 4 of 5:

- Knows if eligible for sick time, vacation time, or personal time.
- Knows what a grievance procedure is.
- Know what to do to get a raise.
- Knows where and when not to talk with co-workers.
- Has a plan for handling anger when angry at supervisor, co-workers, or customers.

Exceptional - Must know at least 3:

- Can implement anger management plan in majority of cases.
- Knows how to use company grievance procedure to resolve disagreements.
- Knows companies "unwritten policies" and can function within them.
- Knows how to ask for a raise.
- Knows what to do to be eligible for promotion.
- Knows legal rights as an employee.

Category K: Emergency and Safety Skills**Basic - Must know 4 of 5:**

- Knows functions of police, ambulance and fire department. Can reach each by calling the appropriate number.
- Is trained to evacuate the residence in case of fire.
- Knows proper way of disposing of smoking materials, if smokes.
- Knows how to lock and unlock doors and windows.
- Knows how to check smoke alarm and how to replace battery.

Intermediate - Must know 3 of 5:

- Understands basic fire prevention (No smoking in bed, using gas stove to heat, excessive use of extension cords, frayed electrical cords, etc.).
- Knows how to use a fire extinguisher.
- Knows that improperly used appliances can cause fires.
- Can recognize the smell of a gas leak. (see next page)

Category K: Emergency and Safety Skills (continued)
Intermediate - Must know 3 of 5: (continued)
<input type="checkbox"/> Knows what to do, and whom to call if she/he smells a gas leak.
Advanced - Must know 2 of 3:
<input type="checkbox"/> Knows the different methods for putting out different kinds of fires.
<input type="checkbox"/> Knows how to properly store cleaning materials.
<input type="checkbox"/> Can usually determine when professional medical help is needed.
Exceptional - Must know 2 of 2:
*Youth may have their cards, but completion of the other areas is important. The rating should be based on the lowest area where they have completed the skills.
<input type="checkbox"/> Has completed First Aid training.
<input type="checkbox"/> Has completed CPR training.
Category L: Knowledge of Community Resources
Basic - Must know 4 of 5:
<input type="checkbox"/> Knows how to get emergency information by telephone.
<input type="checkbox"/> Knows whom to contact if injured or sick.
<input type="checkbox"/> Knows where nearest supermarket or shopping district is located.
<input type="checkbox"/> Knows how to access emergency food and shelter.
<input type="checkbox"/> Knows how to access crisis line.
Intermediate - Must know 3 of 5:
<input type="checkbox"/> Knows where nearest Laundromat is located.
<input type="checkbox"/> Knows where personal bank is located.
<input type="checkbox"/> Can use the yellow pages to obtain information.
<input type="checkbox"/> Knows location of nearest CSO.
<input type="checkbox"/> Knows location of nearest post office and how to use it.
Advanced - Must know 3 of 5:
<input type="checkbox"/> Knows whom to contact if utilities disconnected, or heat goes out.
<input type="checkbox"/> Knows where and how to register for selective service.
<input type="checkbox"/> Knows where the nearest state employment office is located.
<input type="checkbox"/> Can obtain a copy of birth certificate and a duplicate social security card.
<input type="checkbox"/> Has awareness of "specialized" resources: mental health counseling, consumer counseling, VD clinics, student aid offices, tenant groups, animal control, public recreation, etc.
Exceptional - Must know at least 2:
<input type="checkbox"/> Knows who elected representatives are and how to contact them.
<input type="checkbox"/> Has obtained a library card.
<input type="checkbox"/> Knows what the Better Business Bureau does and how to contact it.
Category M: Interpersonal Skills
Basic - Must know 5 of 5:
<input type="checkbox"/> Can respond to introductions and answer simple questions.
<input type="checkbox"/> Can identify one friend.
<input type="checkbox"/> Look others in the eye and shakes hands if other person offers.
<input type="checkbox"/> Can make "small talk" (face to face).
<input type="checkbox"/> Communicates with at least one person weekly.
Intermediate - Must know 4 of 6:
<input type="checkbox"/> Can make introductions, including approaching others to introduce self.
<input type="checkbox"/> Is aware of boundary issues.
<input type="checkbox"/> Is not harmful to others.
<input type="checkbox"/> Can ask for help.
<input type="checkbox"/> Can explain feelings.
<input type="checkbox"/> Can identify relationships that may be hurtful or dangerous.
Advanced - Must know 8 of 13:
<input type="checkbox"/> Can identify personal strengths and needs (with assistance if necessary).
<input type="checkbox"/> Accepts invitations from others to be involved in social activities.
<input type="checkbox"/> Make arrangements with peers for social activities. (see next page)

Category M: Interpersonal Skills (continued)**Advanced - Must know 8 of 13: (continued)**

- Knows where to get help if unable to resolve interpersonal conflicts alone.
- Has some ability to resolve conflicts with others.
- Refrains from physical violence as a means of solving interpersonal conflict.
- Has practiced how to say "no" to a peer who is trying to persuade him/her to do something wrong.
- Can develop a realistic plan with appropriate steps identified to achieve goals.
- Can carry out plans with some assistance provided.
- Can describe the "best possible" outcome if the goal is achieved and the "worst possible" outcome if the goal is not achieved.
- Can describe the relationship between actions and consequences.
- Has "good" table manners (can use knife, fork, spoons, napkin appropriately).
- Avoids hurtful or dangerous relationships.

Exceptional - Must know at least 3:

- Labels and expresses anger or other strong feelings appropriately, "talks out" problems.
- Has demonstrated the ability to say "no" to peers.
- Can develop and carry out a personal plan for goal achievement without supervision.
- Can anticipate, with limited input from others, what consequences might be associated with different choices.
- Knows when and how to send written thank-you notes.
- Can close a relationship or say "good bye" in a healthy manner.

Category N: Legal Issues**Basic - Must know 2 of 2:**

- Has the phone number of someone to call if arrested or victimized.
- Understands generally what actions are against the law and what the consequences are.

Intermediate - Must know 4 of 7:

- Knows personal rights if arrested.
- Knows what the function of a lawyer is.
- Knows legal age for buying alcohol and tobacco products.
- Understands the meaning of "legal age" in legal terms (what you can do, what you cannot do).
- Knows how to read a contract.
- Has understanding of dependency process.
- Knows how and where to register to vote.

Advanced - Must know 3 of 4:

- Knows the responsibility to register for selective service, if male.
- Aware of availability of free legal services.
- Understands the consequences of signing a contract or a lease.
- Knows the legal penalty for all of the following:
 - Buying, possessing, selling, and smoking marijuana and other drugs
 - Buying and drinking beer and alcohol underage
 - Trespassing
 - Shoplifting
 - Burglary
 - Possession of stolen property
 - Traffic violations

Exceptional - Must know at least 2:

- Show good citizenship and an understanding of the rights and responsibilities of a citizen.
- Is registered to vote.
- Knows where to go to vote.
- Knows the difference between "felony", "misdemeanor", and "violation".

Category O: Pregnancy, Parenting and Child Care**Basic/Pregnancy - Must know 6 of 6: (All youth complete this part)**

- Knows resources for birth control.
- Knows location of family planning office.
- Knows options for birth control.
- Knows options for pregnancy. (see next page)

Category O: Pregnancy, Parenting and Child Care (continued)

Basic/Pregnancy - Must know 6 of 6: (All youth complete this part) (continued)

- Knows dangers of drugs, alcohol, and tobacco during pregnancy.
- Knows what adequate pre-natal care is.

Intermediate/Parenting and Child Care - Must know 10 of 10: (Pregnant or parenting teens)

- Knows where to obtain pre-natal care.
- Knows not to leave child without supervision.
- Can provide appropriate supervision for child.
- Is comfortable being alone with child.
- Knows how to bathe child and change diapers.
- Knows how to access community resources (WIC, PHN).
- Knows how to engage child in appropriate play (reading, singing, drawing, building things, etc.).
- Knows the available options for regular childcare.
- Selects appropriate people to periodically baby-sit with child.
- Knows where to go for help if child is sick.

Advanced - Must know 5 of 6: (Pregnant or parenting)

- Can select toys appropriate for child's age and developmental level.
- Can discipline without using extreme measures (hitting, screaming, withholding necessary food or care).
- Can make arrangements for regular childcare.
- Takes child to childcare on time. Picks child up from childcare on time.
- Spends "quality" time with child each day (talking, playing together, listening to the child, etc.).
- Knows where to go for help with parenting.

Exceptional

- Knows what behaviors are appropriate for the child's age and developmental level.
- Knows the costs and benefits of each child care arrangement available.

Functional Skills Inventory

School _____

Student _____ Sex _____ Grade _____

Parent/Guardian _____

Evaluator _____

Date _____

Rate with **YES** or **NO** the student's ability on the following skills. Leave blank any item you don't have enough knowledge to rate.

Independence

YES

NO

1. Will need parental support to arrange and complete interviews with
VR counselor.

2. Follows a schedule if someone else prepares it.

3. Prepares and follows own schedule.

4. Can tell time to the minute.

5. Meets new people easily.

6. Accurately states his or her:

Social Security number

Phone number

Complete mailing address

Reading

7. Can read, understand, and interpret a single-sentence statement or question.

8. Can read, understand, and interpret a paragraph-length statement or question.

9. Can read, understand, and carry out instructions that are:

Typed

Handwritten

In paragraph form

10. Can read and understand a job application.

11. Can read and understand newspaper articles.

12. Summarize this individual's reading skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

Functional Skills Inventory. (From Wisconsin Division of Vocational Rehabilitation Counselors, Wisconsin Association of Children and Adults With Learning Disabilities, and Vocational Studies Center. Best practices: *Successful vocational rehabilitation of persons with learning disabilities* [pp. 133-138]. Madison: University of Wisconsin-Madison; reprinted by permission)

Math

YES

NO

- | | | |
|--|-------|-------|
| 13. Counts to 100 accurately. | _____ | _____ |
| 14. Performs the following accurately 95% or better of the time: | | |
| <input type="checkbox"/> Adding whole numbers | _____ | _____ |
| <input type="checkbox"/> Adding fractions | _____ | _____ |
| <input type="checkbox"/> Subtracting whole numbers | _____ | _____ |
| <input type="checkbox"/> Subtracting fractions | _____ | _____ |
| <input type="checkbox"/> Uses a pocket calculator correctly | _____ | _____ |
| 15. Can make correct change for purchases under \$20. | _____ | _____ |
| 16. Summarize this individual's math skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance. | | |
-
-
-

Writing

- | | | |
|--|-------|-------|
| 17. Accurately writes his or her: | | |
| <input type="checkbox"/> Social Security number | _____ | _____ |
| <input type="checkbox"/> Phone number | _____ | _____ |
| <input type="checkbox"/> Complete mailing address | _____ | _____ |
| 18. Can correctly fill in an application for a job, a school, or a training program. | _____ | _____ |

YES

No

19. Has prepared a complete resume.

20. Summarize this individual's writing skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

Physical coordination and orientation

21. Has this person been observed to have any physical coordination problems?

If "YES" describe how this might limit the individual's employment possibilities.

22. Does this person have any directionality problems?

If "YES" the problems are:

Health and Hygiene

23. Practices good grooming and hygiene.

24. Implements good health practices:

Balanced diet

Exercise yes no

Medical checkups

Dental checkups

YES

NO

25. Missed more than 4 days of school per year.

26. If "YES", why?

Travel

27. Uses public transportation. If yes, describe type(s) used.

28. Possesses valid driver's license.

29. Knows route to:

Place of work

Vocational Rehabilitation office

Grocery store

Bank

Laundromat

30. Can determine routes to new locations without assistance.

31. Can follow verbal directions to a new location.

32. Can follow written directions to a new location.

33. Must be "walked through" route to a new location in order to learn it.

Employment

34. Can use telephone directory to obtain addresses and phone numbers of potential employers and social services agencies.

35. Will need assistance and encouragement to arrange and complete successful job interviews.

36. Determines appropriate time to arrive at work or other scheduled events (not too early nor too late).

37. Once at work, finds own work station.

38. Asks questions of supervisor if he or she does not understand work assignment.

39. Reacts well to changes in work assignment

40. Learns and follows safety procedures.

41. Can read and understand technical manuals.

42. Understands that work can result in earning money.

YES

NO

43. What does this individual do if assigned work is finished?

44. If work is completed ahead of schedule, uses unassigned work time appropriately.

45. Works cooperatively in a group of three or more.

46. Works appropriately alone.

47. Behaves appropriately during work breaks.

48. Behaves appropriately during lunch breaks.

49. Handles criticism from fellow workers appropriately.

50. List the work history of this individual and state how he/she obtained these jobs.

Jobs performed in the school setting. _____

Jobs performed in the community. _____

51. Can accurately describe verbally what he or she did on these jobs.

52. Can accurately describe in writing what he or she did on these jobs (e.g., when asked to fill out a job application).

Other skills

53. Understands and follows three-step verbal directions.

54. Can explain how he or she learns best.

55. List other skills that this individual has (e.g., musical, athletic).

Learning style and strategies

56. Needs extra time to answer questions

Verbally

In writing

YES

NO

57. Gets distracted by sounds (e.g., people talking).

58. Gets distracted by visual stimuli not related to the task at hand
(e.g., people, birds).

59. What approaches work best if this person needs to learn or practice a new skill that involves eye/hand/body coordination?

Learning Style/Strategies

60. What approaches work best when teaching this person information that he or she does not know?

61. Describe this individual's attitudes and abilities in regard to his or her career choice. Include work habits, initiative, teacher comments, and so forth.

Pre-Employment Transition Services

Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) is now able to work with high school and post-secondary students with disabilities ages 14–21 to provide a new set of services called Pre-Employment Transition Services. These services are designed to assist students to start preparing for education and employment at an earlier age.

What are Pre-Employment Transition Services?

- Job exploration counseling
- Work-based learning experiences
- Counseling on opportunities for post-secondary training and education
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

How are they delivered?

Pre-Employment Transition Services are usually delivered to a group of students in a classroom or in the community. The Division of Vocational Rehabilitation partners with schools, community organizations and Community Rehabilitation Providers to provide Pre-Employment Transition Services.

Does the student have to be a DVR client in order to get Pre-Employment Transition Services?

No! Pre-Employment Transition Services are available to students with disabilities who are DVR clients as well as to those who are “Potentially Eligible.” Students are “Potentially Eligible” if they have a disability and are likely to need DVR services but have not yet applied. To enroll in Pre-Employment Transition Services is to have the student’s parent or guardian (if under age 18) complete and sign the registration form/release and return it to the school or local DVR office.

What kinds of activities will be offered?

Pre-Employment Transition Services are targeted to the needs of the students and school but typically they may include: Job tours, job shadows, college visits, career interest inventories, Job Club, guest speakers, the Transition Career Exploration Workshop and more!

What if a student needs an accommodation to participate?

DVR will work with the student’s school or other participating organization to ensure that the Pre-Employment Transition Services activity is accessible.

What if a student needs more individualized transition services?

If a student or youth with a disability needs more individualized transition services than Pre-Employment Transition Services, then DVR recommends that they apply for services two years before high school graduation or exit. Individualized transition services may include job development, job placement, job coaching and post-secondary education and training, or paid summer work.

For more information on how to apply for DVR services go to:

www.maine.gov/rehab/dvr/youth_transition.shtml

Maine Division of Vocational Rehabilitation Request for Pre-Employment Transition Services

Student Name:		
Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Date of Birth:	
SSN: (optional)		
Mailing Address:		
City:	State: ME	ZIP Code:
Phone:		
Email:		
School:		
My current Grade:	Anticipated graduation year:	
<input type="checkbox"/> I currently receive special education services	<input type="checkbox"/> I currently have a 504 plan	
<input type="checkbox"/> I do not receive services	<input type="checkbox"/> Not sure	
<p>Please circle the best answer:</p> <p>1. I know where to go online to learn about different types of jobs and careers, as well as the education and training needed for them. (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree</p> <p>2. I have taken steps, such as visited businesses or taken career surveys, to help me learn about different kinds of jobs. (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree</p> <p>3. I know what types of job(s) are best for me. (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree</p> <p>4. I know what skills and training I need for the job(s) I want. (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree</p> <p>5. I have a plan outlining the steps that need to be taken to obtain the job(s) I want. (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree</p>		
<p>By signing this form, I am requesting Pre-Employment Transition Services from the Maine Division of Vocational Rehabilitation (DVR) based upon the criteria that I am a student who is potentially eligible for DVR services. I understand that in order to pursue DVR services other than Pre-Employment Transition Services, I will need to complete an application and provide DVR with information needed to determine my eligibility.</p>		
Student Signature:		Date:
Representatives name/signature:		Date:
(If participant is under 18, a parent or guardian signature is required)		
<p>By signing below, I indicate that I understand that the information I have provided above may be released to: _____ (school) for the purpose of promoting access to Pre-Employment Transition Services. I also agree that the school may provide VR with my IEP - or provide verbal or written confirmation - that demonstrates that I am a student with a disability. This information will be kept for one year and can be revoked, upon written request, at any time. This information may also be used for data collection and reporting purposes.</p>		
Student Signature:		Date:
Representatives name/signature:		Date:
(If participant is under 18, a parent or guardian signature is required)		

School to Work Services



What Is Vocational Rehabilitation?

The Division of Vocational Rehabilitation, also known as “VR,” assists individuals with disabilities to get and keep a job. VR works with students as they transition to the world of work. VR believes that one of the best ways for young people to learn about how their skills and interests match with career opportunities is through paid work experience in their communities.

NEW! Pre-Employment Transition Services

DVR is now offering Pre-Employment Transition Services (Pre-ETS) to students with disabilities, beginning at age 14 (9th grade) who are eligible or potentially eligible for VR services.

Pre-ETS are primarily delivered to groups of youth in partnership with schools and other organizations and are designed to assist students to start preparing for post-secondary education and employment earlier. Pre-ETS might include business tours, job shadows, work readiness skills training, and activities to build independent living skills. Students who are interested in participating in Pre-ETS activities can do so by requesting a registration form from their school or local VR office.

At What Age Should A Student Apply For Services?

If a student needs more individualized services than Pre-ETS, then a referral is encouraged, two years prior to the expected high school graduation date. Referring a student while in high school allows time for students and their VR counselors to start working towards employment goals.

Who Is Eligible For VR Services?

To be eligible for VR, a student must apply for services.

An applicant must:

1. have a documented disability that creates a barrier to getting or keeping a job; OR
2. require VR services to find or keep a job. High school and medical records can usually provide the necessary documentation.

If a student receives Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) based on his/her disability and has an interest in working, the student is presumed eligible.

How Do Students Apply?

please go to:

www.maine.gov/rehab/dvr/youth_transition.shtml or you can also call your local CareerCenter, or ask your teacher for assistance. The expectation from VR is that the student will actively participate in planning for their employment.

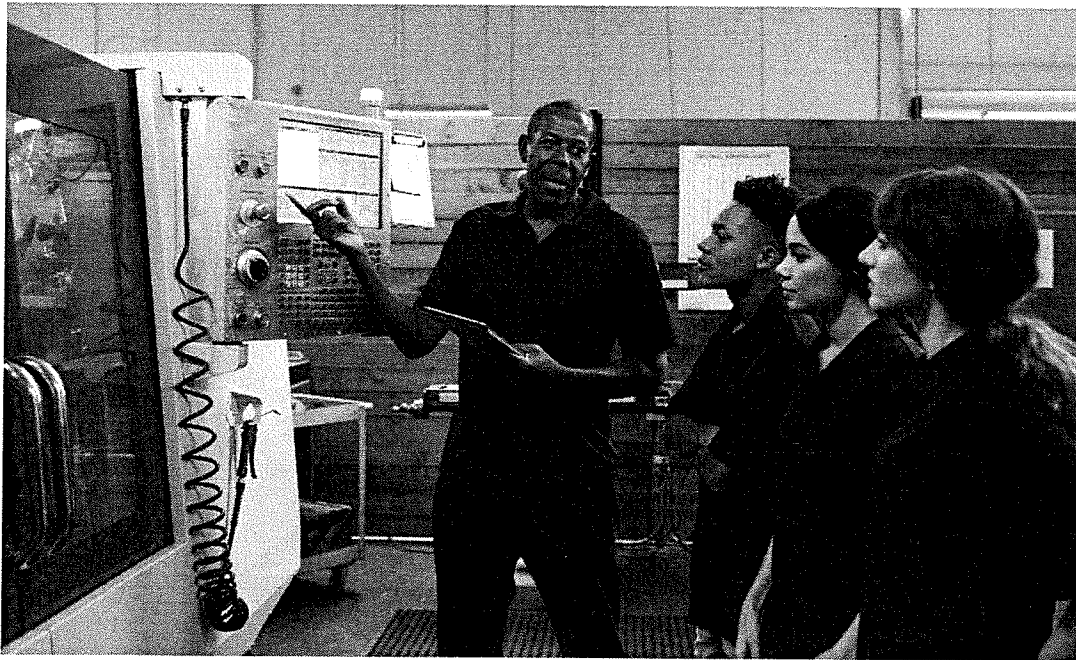
How Do Students Reach Their Employment Goals?

The key to work success is good planning. The VR counselor will work with the student to develop a plan based on the student’s interests and skills, where the student might live after graduation, and what types of transportation are available. If you have an Individual Education Program (IEP) at school, it is very helpful to invite your VR counselor to your team meeting.

What Services Does VR Provide?

Every person’s employment plan is different. VR will consider any service you need to achieve the agreed upon vocational goal.

As you identify careers, VR can provide information about the skills and training you need. If training is necessary, VR may help with the cost of the program. If you need a Job Coach (on-the-job support), VR will provide one and generally services end 90 days after you start working.



What About Education After High School?

VR encourages the pursuit of higher education when students have:

1. a specific employment goal that requires further education.
2. the necessary academic skills and abilities to successfully complete such training.

The VR counselor will work with the student to discuss and explain the types of post-secondary accommodations that may be available to help ensure academic success.

If you are considering higher education, you should ask your counselor for more information.

www.maine.gov/rehab/dvr

Client Assistance Program (CAP), a Program of C.A.R.E.S., Inc.

CAP is an advocacy program that provides information and assistance to individuals who are applying for, or receiving VR services. CAP exists to answer your questions, clarify the VR process, and if necessary, represent you to help resolve a problem or concern.

For more information about CAP, call:
207-377-7055 • 1-800-773-7055
TTY users call Maine Relay 711

C.A.R.E.S., Inc.
134 Main Street, Suite 2C
Winthrop, ME 04364

www.caresinc.org

**Bureau of Rehabilitation Services
Administrative Office
150 State House Station
Augusta, ME 04333-0150
207-623-6799 • Fax 207-287-5292
TTY users call Maine Relay 711**

MAINE
DEPARTMENT OF
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Division of Vocational Rehabilitation

The Maine Department of Labor provides equal opportunity in employment and programs. Auxiliary aids and services are available to individuals with disabilities upon request. Programs are provided as a proud partner of the American Job Center network.