

Learn to Earn



ASSESSMENT SECTION

ASSESS PERSONAL APTITUDES, ABILITIES, INTEREST

"Learn to Earn" students will participate in the assessment process at least one time each semester. The conclusions will be influential in selecting an appropriate work experience and in developing the student's future career pathways. The results may be placed in the student's Career Portfolio.

Enclosed are several sample assessment tools that may be duplicated for use:

- Student Interest Interview*
- Learning Style Preference Inventory
- Jobs I Am Interested In*
- Aptitudes Inventory
- All Things Possible . . . *
- Transition Planning Profile
- Pre-Employment Skills Checklist
- Future Planning Guide
- Personal Assessment Summary

Please include the suggested lessons in your selection of at least two lessons from this section. The suggested lessons in the Assessment Section are the Future Planning Guide and the Personal Assessment Summary. The suggested lessons should be included in the student's Career Portfolio.

*These assessment tools may be appropriate for students with more severe disabilities.

STUDENT INTEREST INTERVIEW

Using the Student Interest Interview

The Student Interest Interview was developed to help students in the identification of post school interests. The interview may be facilitated by either a classroom teacher, or other service providers. Once completed, the actual protocol should be maintained in the student's Career Portfolio for future reference. The interview questions may be used to assist students in identifying their interests and exploring what courses, tasks or activities must be completed to ensure outcomes are realized or modified.

The Interest Interview is divided into four sets of questions referred to as "phases". These sequential phases are Awareness, Exploration, Preparation and Employment. Each phase discusses different areas of career awareness.

Awareness	Self-assessment of personal values, interests and skills which will aid students in making choices for specific career paths.
Exploration	Self-assessment of personal preferences which may impact job satisfaction. In this phase, students identify preferences for use of their free time, future course work and employment.
Preparation	Identification of specific actions which will need to occur in order for the students to realize his/her career choices. In this section, students review the skills needed for specific jobs, required course work, family and community support and post-school training.
Employment	Once employed, students evaluate their work environment including skills, benefits and future opportunities.

STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____
Last First Middle

Anticipated Culmination Date: _____ School: _____

Interviewer: _____ Date of Test: _____

<i>AWARENESS PHASE</i>	
QUESTION	RESPONSE
1. What is work?	
2. What is a job?	
3. What are some jobs you know about?	
4. What kind of people do these jobs?	
5. What do you want to do when you finish high school?	
6. Where do you live?	
7. Who do you live with?	
8. What does "grown up" mean to you?	
9. Why do people work?	
10. Why do you want to work?	
11. What do you like to do when you are not in school?	
12. What jobs do your mother, father and other family members have?	
13. What kind of things do they do at their jobs?	
14. What is college? Why do people go to college?	
15. What does "vocational training" mean?	
16. What is public transportation?	
17. How do you get to the places you want to go?	
18. What is voting?	

STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>EXPLORATION PHASE</i>	
QUESTION	STUDENT RESPONSE
1. What job sites are you interested in visiting?	
2. What classes would you like to take in school?	
3. What hobbies do you have?	
4. What activities do you do in your free time?	
5. Do you do volunteer work?	
6. Did you have a summer job? What did you enjoy about it?	
7. Do you like being inside or outside?	
8. Do you prefer being with other people? Do you enjoy being by yourself?	
9. Do you like working with your hands or solving problems with your head?	
10. Do you get along well with your classmates? Why? Why not?	
11. What are your best skills? What do you do best?	

Other information/Interviewer notes and summary: _____

STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>PREPARATION PHASE</i>	
QUESTION	STUDENT RESPONSE
1. What courses do you need to take to achieve your career goals?	
2. What skills will you need to gain to achieve those goals?	
3. How will you prepare to live on your own?	
4. Will you need to take courses during high school? After high school?	
5. Will these courses lead to college?	
6. What kind of technical preparation program does your high school have?	
7. Does your family want you to go to college? Do you want to go to college?	
8. How will you develop the skills to succeed in college?	
9. Do you think you will be able to get a job based on your high school work?	
10. Does your school provide job placement and other support?	
11. Can you gain entry into an approved apprenticeship program?	

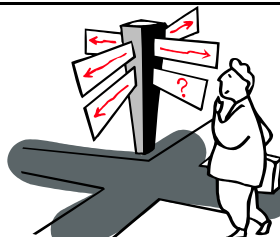
Other information/Interviewer notes and summary: _____

STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>EMPLOYEE PHASE</i>	
QUESTION	STUDENT RESPONSE
1. Can you continue your training and education after you begin employment?	
2. Does the employer provide educational benefits?	
3. How can you advance within the company?	
4. Can you transfer between departments in the company?	
5. Does the employer offer a retirement and benefits package?	
6. Do you have plans if your employer has to downsize or lay off workers?	
7. Do you have options for continuing education, even for leisure interests?	
8. Can you transfer your job skills and vocational skills to other employment?	

Other information/Interviewer notes and summary: _____



Adapted from Access for Success: Handbook on Transition Assessment by Patricia Silwington, Debra A. Wynne Begun, Richard C. Lombard and Pamela J. Leconte. 1996. Reston, Virginia: The Council for Exceptional Children. Permission has been granted to reproduce this material by the Council for Exceptional Children.

LEARNING STYLE PREFERENCE INVENTORY

This inventory will help determine your dominant learning style. By knowing this, you can understand how you learn best. Circle the number under the heading that best answers each statement as it applies to you.

	Often	Sometimes	Seldom
1. I can remember the words to a song after hearing it a few times.	3	2	1
2. I prefer written to spoken directions.	3	2	1
3. I can recall people's faces more easily than I can recall their names.	3	2	1
4. I like to write things down to remember them.	3	2	1
5. I remember things more easily when I repeat them aloud.	3	2	1
6. I need to take frequent stretch breaks while reading or studying.	3	2	1
7. I remember what I see better than what I hear.	3	2	1
8. I prefer spoken to written directions.	3	2	1
9. I work well with my hands doing things such as needlework, jigsaw puzzles, or using tools.	3	2	1
10. I can concentrate easily on visual tasks despite visual distractions around me.	3	2	1
11. I frequently talk to myself when I am thinking.	3	2	1

LEARNING STYLE PREFERENCE INVENTORY

	Often	Sometimes	Seldom
12. I would rather work on a project than just read about it.	3	2	1
13. I can concentrate on something despite noises around me.	3	2	1
14. I can remember things better if I picture them in my head.	3	2	1
15. I like to hold objects in my hand (pens, paperclips, etc.) while I study.	3	2	1
16. I need to picture words in my mind as I spell them.	3	2	1
17. I am very good at sports.	3	2	1
18. I prefer listening to a story rather than telling one.	3	2	1
19. I tend to use my fingers when I am counting in my head.	3	2	1
20. I like to have music or background noise on while I am working on something.	3	2	1
21. I do well reading maps, charts or blueprints.	3	2	1

SCORING THE LEARNING STYLE PREFERENCE INVENTORY

Place the point value on the line next to its corresponding question number. Add the values of your scores under each heading.

Often - 3 points Sometimes - 2 points Seldom - 1 point



Visual

2. _____

3. _____

7. _____

10. _____

14. _____

16. _____

21. _____

V =



Auditory

1. _____

5. _____

8. _____

11. _____

13. _____

18. _____

20. _____

A =



Tactile / Kinesthetic

4. _____

6. _____

9. _____

12. _____

15. _____

17. _____




19. _____

T/K =

Your highest score reflects your dominant learning style. No learning style is preferable to another. We use all three daily. Understanding our strengths is the key to understanding how we learn best.

CHARACTERISTICS OF LEARNING STYLES




Three of your five senses are primarily used in learning, storing, remembering and recalling information. Your eyes, ears and sense of touch play essential roles in the way you communicate, perceive reality and relate to others. Because you learn from and communicate best with someone who shares your dominant modality, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic learning styles and to be able to identify them in others.

VISUAL 	AUDITORY 	KINESTHETIC 
<p>mind sometimes strays during verbal activities</p> <p>observes rather than talks or acts</p> <p>organized in approach to tasks</p> <p>likes to read</p> <p>usually a good speller</p> <p>memorizes by seeing graphics and pictures</p> <p>not easily distracted</p> <p>finds verbal instructions difficult</p> <p>has good handwriting</p> <p>remembers faces</p> <p>uses advanced planning</p> <p>doodles</p> <p>quiet by nature</p> <p>meticulous, neat in appearance</p> <p>notices details</p>	<p>talks to self aloud</p> <p>enjoys talking</p> <p>easily distracted</p> <p>has more difficulty with written direction</p> <p>likes to be read to</p> <p>memorizes by steps in a sequence</p> <p>enjoys music</p> <p>whispers to self while reading</p> <p>remembers faces</p> <p>easily distracted by noises</p> <p>hums or sings</p> <p>outgoing by nature</p> <p>enjoys listening activities</p>	<p>likes physical rewards in motion most of the time</p> <p>likes to touch people when talking to them</p> <p>taps pencil or foot while studying</p> <p>enjoys doing activities</p> <p>reading is not a priority</p> <p>poor speller</p> <p>likes to solve problems by physically working through them</p> <p>will try new things outgoing by nature;</p> <p>expresses emotions through physical means</p> <p>uses hands while talking</p> <p>dresses for comfort</p> <p>enjoys handling objects</p>

*Students who have equal modality preferences are more flexible learners and are already using many studying techniques rather than just a few.


SUGGESTED AIDS FOR LEARNING STYLES

Use these aids to sharpen your particular dominant learning style or to strengthen a weaker one. Try to be aware of the different activities you do daily to help all three of your learning styles.


VISUAL 	AUDITORY 	KINESTHETIC 
<p>use guided imagery form pictures in your mind take notes see parts of words use "cue" words use notebooks use color codes use study cards use photographic pictures watch TV watch filmstrips watch movies use charts, graphs use maps demonstrate draw/use drawings use exhibits watch lips move in front of a mirror use mnemonics (acronyms, visual chains, mind maps, hook-ups)</p>	<p>use tapes watch TV listen to music speak/listen to speakers make-up rhymes/poems read aloud talk to yourself repeat things orally use rhythmic sounds have discussions listen carefully use oral directions sound out words enjoy theater say words in syllables use mnemonics (word links, rhymes, poems, lyrics)</p>	<p>pace/walk as you study physically "do it" practice by repeated motion breathe slowly role play exercise dance write write on surfaces with finger take notes associate feelings with concept/information write list repeatedly stretch/move in chair watch lips move in front of a mirror use mnemonics (word links, rhymes, poems, lyrics)</p>

JOBS I AM INTERESTED IN


Highlight the names of the jobs you might like to have in the future.




**AUTO
MECHANIC**




BANK TELLER




BRICK LAYER




BUS DRIVER



**BUSINESS
MANAGER**



CASHIER




**COMPUTER
OPERATOR**




**COMPUTER
TECH**




CUSTODIAN




**CONSTRUCTION
SUPERVISOR**




**CONSTRUCTION
WORKER**




**DENTAL
ASSISTANT**



DRAFTER



FIRE FIGHTER



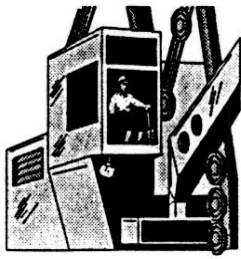
FLORIST



HAIR DRESSER

JOBS I AM INTERESTED IN

Highlight the names of the jobs you might like to have in the future.



**HEAVY
EQUIPMENT
OPERATOR**



HOUSE PAINTER



IRON WORKER



**JACKHAMMER
OPERATOR**



LABORATORY



SURVEYOR



LANDSCAPE



LIBRARIAN



MAIL CARRIER



MAINTENANCE



MEDICAL ASST



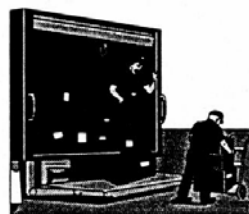
MEDICAL TECH



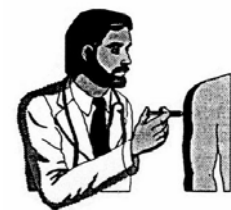
METER READER



MILITARY



MOVER



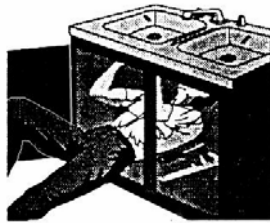
NURSE

JOBS I AM INTERESTED IN

Highlight the names of the jobs you might like to have in the future.



PHOTOGRAPHER



PLUMBER



POLICE OFFICER



PRINTER



REAL ESTATE



RECEPTIONIST



RETAIL SALES



ROOFER



SANITATION



SECRETARY



SECURITY



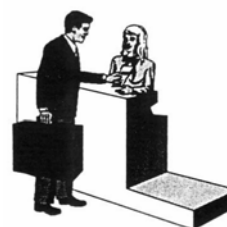
SPEAKER



TAXI DRIVER



TEACHER



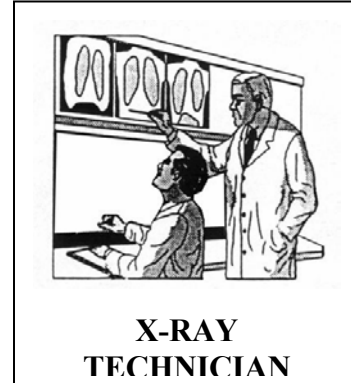
TICKET AGENT



TV CAMERAMAN

JOBS I AM INTERESTED IN

Highlight the names of the jobs you might like to have in the future.



Look back at the jobs you have highlighted. List the three jobs you are most interested in on the lines below.

1. _____

2. _____

3. _____

APTITUDES INVENTORY

➤ Read each aptitude description and then put a check in the box that is most like you.

➤ Finish checking the items, count each check, total your score, multiply by the numbers in parentheses, add all three numbers, and then go on to the next inventory.



A: ARTISTIC APTITUDES			
	Good	OK	No Way
Acting or performing in front of people			
Writing and/or reading poetry			
Drawing, sketching, reading maps			
Making things with wood, string, clay and other materials			
Playing charades and doing pantomime			
Dancing			
Playing imagination games			
Experimenting with different colors and color schemes			
Taking photographs			
Participating in non-structured activities			
TOTAL CHECKS IN EACH COLUMN			
MULTIPLY BY NUMBERS INDICATED HERE	___ x (3)	___ x (1)	___ x (0)
TOTALS BY COLUMN			
TOTAL OF NUMBERS Columns 1-3			

APTITUDES INVENTORY

➤ Read each aptitude description and then put a check in the box that is most like you.

➤ Finish checking the items, count each check, total your score, multiply by the numbers in parentheses, add all three numbers, and then go on to the next inventory.



B: INTROSPECTIVE APTITUDES			
	Good	OK	No Way
Spending time alone just sitting and thinking about life			
Working by myself at a hobby or interest			
Keeping a personal diary			
Setting personal goals			
Analyzing my own ideas			
Doing things based on my own ideas			
Trying new approaches instead of old methods			
Trying short-cuts while doing things			
Working with graphs and blueprints			
Playing solitaire and computer games			
TOTAL CHECKS IN EACH COLUMN			
MULTIPLY BY NUMBERS INDICATED HERE	__ x (3)	__ x (1)	__ x (0)
TOTALS BY COLUMN			
TOTAL OF NUMBERS Columns 1-3			

APTITUDES INVENTORY

➤ Read each aptitude description and then put a check in the box that is most like you.

➤ Finish checking the items, count each check, total your score, multiply by the numbers in parentheses, add all three numbers, and then go on to the next inventory.



C: MANAGERIAL APTITUDES			
	Good	OK	No Way
Being involved in changing things			
Being in charge, taking responsibility			
Taking risks			
Trying things even if I fail			
Running in school elections			
Assigning jobs to other people			
Organizing others to do a project or task			
Paying attention to detail			
Being told confidential information			
Enforcing rules			
TOTAL CHECKS IN EACH COLUMN			
MULTIPLY BY NUMBERS INDICATED HERE	__ x (3)	__ x (1)	__ x (0)
TOTALS BY COLUMN			
TOTAL OF NUMBERS Columns 1-3			

APTITUDES INVENTORY

➤ Read each aptitude description and then put a check in the box that is most like you.

➤ Finish checking the items, count each check, total your score, multiply by the numbers in parentheses, add all three numbers, and then go on to the next inventory.



D: MUSICAL APTITUDES			
	Good	OK	No Way
Singing			
Listening to music			
Playing a musical instrument			
Memorizing the words to songs			
Re-creating songs on the piano			
Keeping time to music by tapping finger or foot			
Creating new melodies or tunes			
Listening to the sound of different musical instruments			
Writing words to songs or tunes			
Experimenting with sounds and tones			
TOTAL CHECKS IN EACH COLUMN			
MULTIPLY BY NUMBERS INDICATED HERE	___ x (3)	___ x (1)	___ x(0)
TOTALS BY COLUMN			
TOTAL OF NUMBERS Columns 1-3			

APTITUDES INVENTORY

➤ Read each aptitude description and then put a check in the box that is most like you.

➤ Finish checking the items, count each check, total your score, multiply by the numbers in parentheses, add all three numbers, and then go on to the next inventory.



E: PHYSICAL APTITUDES			
	Good	OK	No Way
Participating in sports			
Going camping, backpacking, hiking			
Traveling			
Gardening and growing things			
Working with and caring for animals			
Spending free time outdoors			
Working with hands-knitting, sewing, model building, cooking			
Operating or working with machinery			
Fixing and repairing things			
Cooking and working in a kitchen			
TOTAL CHECKS IN EACH COLUMN			
MULTIPLY BY NUMBERS INDICATED HERE	___ x (3)	___ x (1)	___ x (0)
TOTALS BY COLUMN			
TOTAL OF NUMBERS Columns 1-3			

APTITUDES INVENTORY

➤ Read each aptitude description and then put a check in the box that is most like you.

➤ Finish checking the items, count each check, total your score, multiply by the numbers in parentheses, add all three numbers, and then go on to the next inventory.



F: SOCIAL & SERVICE APTITUDES

	Good	OK	No Way
Talking and working with people of different types and ages			
Playing team sports better than individual sports, i.e., basketball over tennis			
Working with school, church, temple or other community activities			
Listening to other people			
Teaching others			
Advising people			
Selling things			
Working with children			
Doing things for others without needing recognition			
Understanding why people do things			
TOTAL CHECKS IN EACH COLUMN			
MULTIPLY BY NUMBERS INDICATED HERE	___ x (3)	___ x (1)	___ x (0)
TOTALS BY COLUMN			
TOTAL OF NUMBERS Columns 1-3			

APTITUDES INVENTORY

➤ Read each aptitude description and then put a check in the box that is most like you.

➤ Finish checking the items, count each check, total your score, multiply by the numbers in parentheses, add all three numbers, and then go on to the next inventory.



G: SCIENTIFIC/MATHEMATICAL APTITUDES

	Good	OK	No Way
Doing research and gathering information			
Solving math problems			
Doing scientific experiments			
Knowing how and why things work			
Knowing what causes things to happen			
Activities requiring strategies such as chess or computer games			
Counting and calculating			
Keeping track of money and how it is spent			
Doing puzzles and brain teasers involving logic and math calculations			
Doing math problems in my head			
TOTAL CHECKS IN EACH COLUMN			
MULTIPLY BY NUMBERS INDICATED HERE	__ x (3)	__ x (1)	__ x (0)
TOTALS BY COLUMN			
TOTAL OF NUMBERS Columns 1-3			

APTITUDES INVENTORY

➤ Read each aptitude description and then put a check in the box that is most like you.

➤ Finish checking the items, count each check, total your score, multiply by the numbers in parentheses, add all three numbers, and then go on to the next inventory.



H: VERBAL APTITUDES

	Good	OK	No Way
Presenting oral reports, speeches, telling stories, reading			
Writing stories in journal or diary			
Learning foreign languages			
Being the recorder or reporter of the group			
Explaining new ideas to others			
Working crossword puzzles			
Talking in front of others			
Being in a debate			
Memorizing			
Working with detailed descriptions			
TOTAL CHECKS IN EACH COLUMN			
MULTIPLY BY NUMBERS INDICATED HERE	___ x (3)	___ x (1)	___ x (0)
TOTALS BY COLUMN			
TOTAL OF NUMBERS Columns 1-3			

APTITUDES INVENTORY

Putting This All Together

You have looked at a lot of information about your values and your aptitudes. This next activity should help you put this all together so you can begin to develop your own CAREER PATH PLAN.

➤ Go back to each of the Aptitude Inventories you have just completed, A-H, and record the total number from each inventory in the Inventory Area Rows A-H below.

➤ Using the A-H Aptitudes rows below, create a bar graph by shading in your totals for each area



INVENTORY AREA TOTALS

30	A.	B.	C.	D.	E.	F.	G.	H.
25								
20								
15								
10								
5								
0								
	Artistic	Introspective	Managerial	Musical	Physical	Social & Service	Scientific/ Mathematical	Verbal

ALL THINGS POSSIBLE

Getting from Where I Am to Where I Want to Be

The questions which follow will help bring together your thoughts about your hopes and plans for the future. You will then identify some first steps, you, your family and friends, and agency people can take to help you realize your best possible future after school. This information will be used to complete your *Individual Transition Plan or "ITP"*.

You will be asked to identify your plans for your life in five general areas: employment, training and education, living arrangements, financial and economics, and independent living. You and your team will then be able to identify steps or actions that need to take place right now to help you reach your goals.

You can answer the questions in several ways: (1) you can fill it out by yourself, (2) someone can ask you the questions and write down your answers, (3) you can work on it with a teacher, counselor or someone else, or (4) family and friends can help you with it. Everyone's ideas are important and should be written down. Place the person's initials next to what they say.

1. My name and today's date:

EMPLOYMENT —as an adult. . .

2. Do you want to be working, if NO go to Number 7.

2a. What would you be doing?

3. List your career or job interests (you can use the results from your vocational assessment here):

ALL THINGS POSSIBLE

<p>4. What do we need to work on this year to help you to get the kind of job you want or to be successful in the job you have?</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Personal appearance</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Attendance/punctuality</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Responsibility</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Recognizing things that need to be done</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Getting along with others</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Quality of work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Willingness to finish tasks</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Amount of supervision</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Following instructions</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Communicating with others</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Personal appearance	<input type="checkbox"/>	<input type="checkbox"/>	Attendance/punctuality	<input type="checkbox"/>	<input type="checkbox"/>	Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	Recognizing things that need to be done	<input type="checkbox"/>	<input type="checkbox"/>	Getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	Quality of work	<input type="checkbox"/>	<input type="checkbox"/>	Willingness to finish tasks	<input type="checkbox"/>	<input type="checkbox"/>	Amount of supervision	<input type="checkbox"/>	<input type="checkbox"/>	Following instructions	<input type="checkbox"/>	<input type="checkbox"/>	Communicating with others	<input type="checkbox"/>	<input type="checkbox"/>	<p>5. 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<p>6. If you do not have a job, or want to change jobs, do you need support in getting a new job? The following questions will help your team decide what other supports will be needed.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Are you looking for your first job?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Does it take you a long time to learn a job?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Do you get social security benefits?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Do you need support in things like using money or getting to work?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Do you need any specialized training in work experience? (If "Yes," go to question #7)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>				Yes	No	Are you looking for your first job?	<input type="checkbox"/>	<input type="checkbox"/>	Does it take you a long time to learn a job?	<input type="checkbox"/>	<input type="checkbox"/>	Do you get social security benefits?	<input type="checkbox"/>	<input type="checkbox"/>	Do you need support in things like using money or getting to work?	<input type="checkbox"/>	<input type="checkbox"/>	Do you need any specialized training in work experience? (If "Yes," go to question #7)	<input type="checkbox"/>	<input type="checkbox"/>																																																					
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ALL THINGS POSSIBLE

Training and Education—as an adult. . .

7. What training or further education will you need or want? And where would you go to get it?

7a. What will you need to work on now to meet this goal?

Living Arrangements—as an adult. . .

8. All things possible, where and how (for example, with a roommate, family, adult care) would you like to live?

8a. What do you need to meet your goal of where and how you would like to live?

Financial and Economic—as an adult. . .

9. Where will your money come from?

8a. What do you need to do now to meet your financial goal?

ALL THINGS POSSIBLE

Independent Living—as an adult. . .

<p>10. How will you get around? (Transportation)</p> <table border="0"> <thead> <tr> <th>Type</th> <th>Have</th> <th>Need</th> </tr> </thead> <tbody> <tr> <td>Car:</td> <td></td> <td></td> </tr> <tr> <td>Learner's Permit</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's Education Class</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's Training</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's License</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Car</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Insurance</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Bus:</td> <td></td> <td></td> </tr> <tr> <td>Schedule</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Tickets/Passes</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Bicycle</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Walk</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Other</td> <td></td> <td></td> </tr> </tbody> </table>	Type	Have	Need	Car:			Learner's Permit	<input type="checkbox"/>	<input type="checkbox"/>	Driver's Education Class	<input type="checkbox"/>	<input type="checkbox"/>	Driver's Training	<input type="checkbox"/>	<input type="checkbox"/>	Driver's License	<input type="checkbox"/>	<input type="checkbox"/>	Car	<input type="checkbox"/>	<input type="checkbox"/>	Insurance	<input type="checkbox"/>	<input type="checkbox"/>	Bus:			Schedule	<input type="checkbox"/>	<input type="checkbox"/>	Tickets/Passes	<input type="checkbox"/>	<input type="checkbox"/>	Bicycle	<input type="checkbox"/>	<input type="checkbox"/>	Walk	<input type="checkbox"/>	<input type="checkbox"/>	Other			<p>11. How will you take care of health problems/issues? For example, health insurance, doctor's appointments, payments, sick leave from work.</p> <p>11a. What will you need to work on now to meet your health goals?</p>
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<p>12. How will you take care of your household chores? For example, laundry, budgeting, cooking.</p> <p>12a. What will you need to work on now to meet your goals?</p>	<p>13. What would you like to do outside of school and work? Around town? At home? For fun? For example, weekends, after work, non-work days, holidays, free time.</p>																																										

ALL THINGS POSSIBLE

<p>14. What new or different things would you like to do?</p>	<p>15. How would you meet people? How would you make new friends?</p>
<p>14a. What do you need to work on now to meet your goals?</p>	<p>15a. What do you need to work on now to meet your goals?</p>

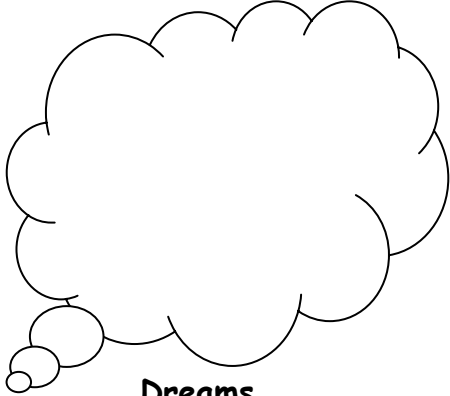
<p>16. Who should be at your ITP meeting or give advice to help you plan? (Family friends, employers, agency representatives)</p>

<p>17. Thanks for your time. Are there any other concerns you would like to address?</p>
--

Adapted from *Transition Guide to the Future* developed by the California Department of Education, Sacramento, California.

TRANSITION PLANNING PROFILE

Student's Name: _____ Grade: _____ Date: _____



Things I like to do....



Things I don't like to do...

Strengths

Places I like to go

Accommodations

People who support me

Instruction Options

Community/Home Options

Employment Options

Developed by Curtis, Simonds, Koorndyk -Diagnostic Center, Southern California

PRE-EMPLOYMENT SKILLS CHECKLIST

Student: _____ Date of Birth: _____
 Anticipated Culmination Date: _____ School: _____
 Rated by: _____ Date of Evaluation: _____

Rating Scale

1-Needs Improvement	2-Inconsistent	3-Average	4-Above Average
Potential Problem Area	Below	Meets	Exceeds
	Employment	Employment	Employment
	Expectations	Expectations	Expectations

<i>General Work Habits</i>						
Work Habit	Standard	Rating				Comments
Attendance	Maintains dependable attendance	1	2	3	4	
Punctuality	Reports to work on time	1	2	3	4	
Appearance	Grooming/clothing is appropriate	1	2	3	4	
Motivation	Shows desire to work	1	2	3	4	
Initiative	Carries out tasks without prompting	1	2	3	4	
Effort	Works steadily for entire work period	1	2	3	4	
Concentration	Pays attention to work period	1	2	3	4	
Work Quality	Recognizes and corrects mistakes	1	2	3	4	
Independence	Works with minimal supervision	1	2	3	4	
Perseverance	Works without resistance	1	2	3	4	
Flexibility	Adapts to variety and change	1	2	3	4	
Confidence	Self-confident in new tasks	1	2	3	4	
Work Quality	Uses time effectively	1	2	3	4	
Follow Through	Work is thorough and complete	1	2	3	4	
Frustration	Maintains effort despite obstacles	1	2	3	4	
Attitude	Responds positively to assignments	1	2	3	4	

Rating Notes: _____

PRE-EMPLOYMENT SKILLS CHECKLIST

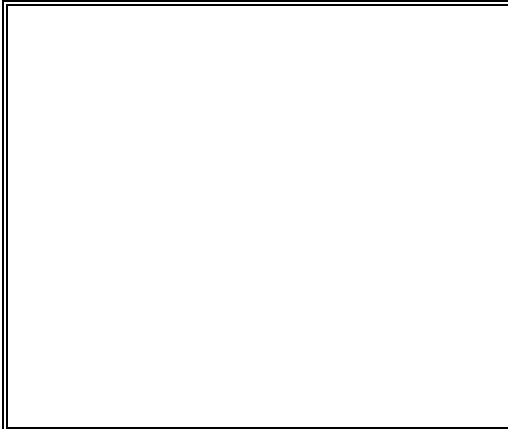
<i>Response to Supervision</i>					
Standard	Rating				Comment
Conforms to rules and regulations	1	2	3	4	
Listens attentively to instructions	1	2	3	4	
Accepts work assignments without arguing	1	2	3	4	
Accepts corrections without becoming upset	1	2	3	4	
Changes work methods when instructed to do so	1	2	3	4	
Requests help in an appropriate manner	1	2	3	4	
Accepts changes in work assignments	1	2	3	4	
Accepts supervisor's authority	1	2	3	4	

<i>Social Skills</i>					
Standard	Rating				Comments
Initiates conversation with others	1	2	3	4	
Responds positively to co-workers	1	2	3	4	
Expresses likes and dislikes appropriately	1	2	3	4	
Accepts responsibility for own actions	1	2	3	4	
Discusses concerns with supervisor appropriately	1	2	3	4	
Expresses self clearly using proper grammar	1	2	3	4	
Displays self-confidence in social interactions	1	2	3	4	

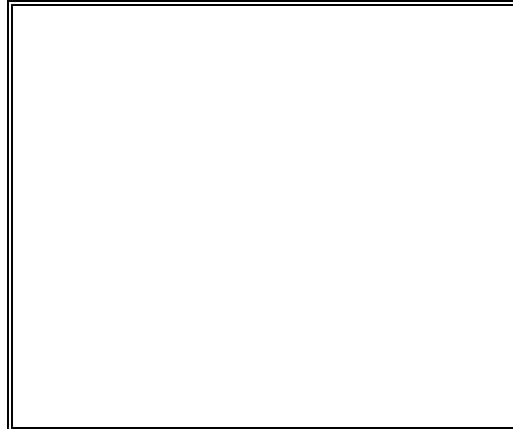
Rating Notes: _____

***FUTURE PLANNING GUIDE**

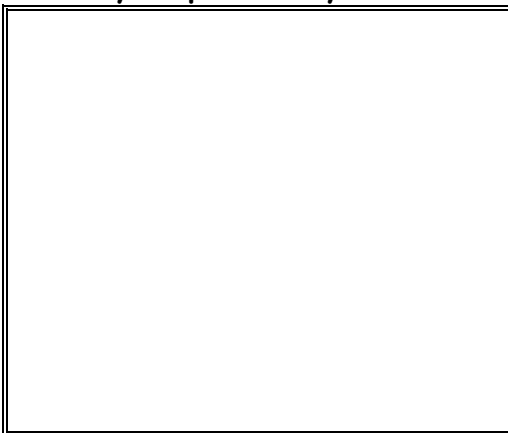
Write your learning style:



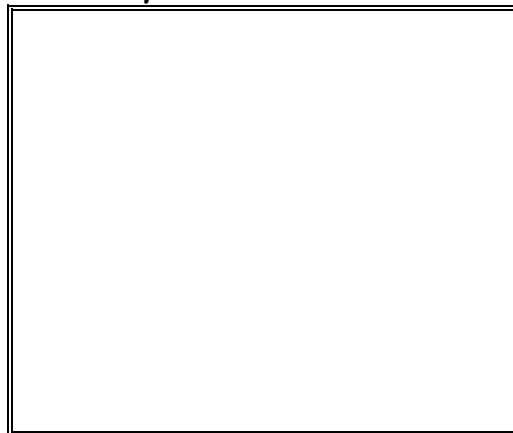
Write your strengths:



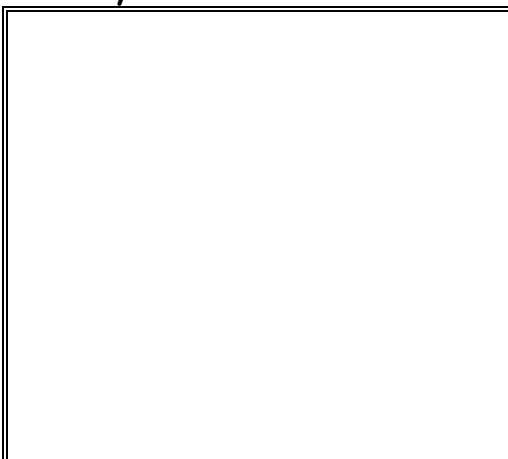
Write your personality traits:



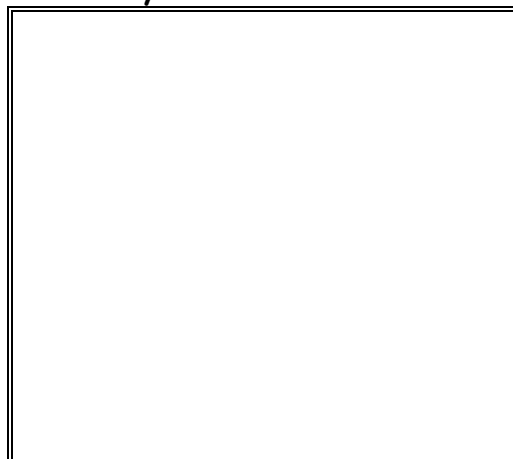
Write your career interest:



Write your 'hurdles' or obstacles:

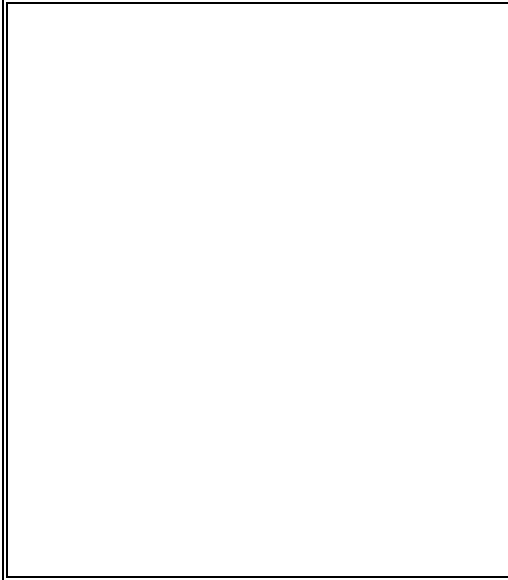


Write your accommodations:

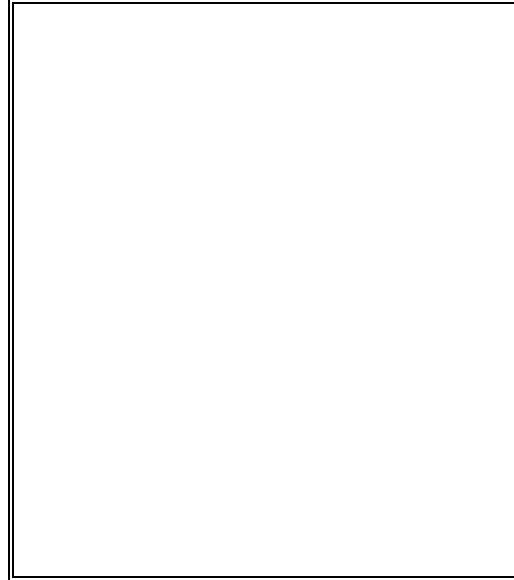


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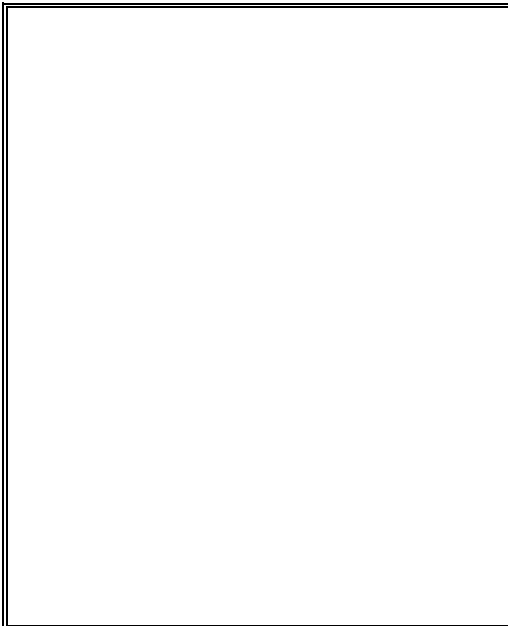
Write goals to be completed in the classroom.



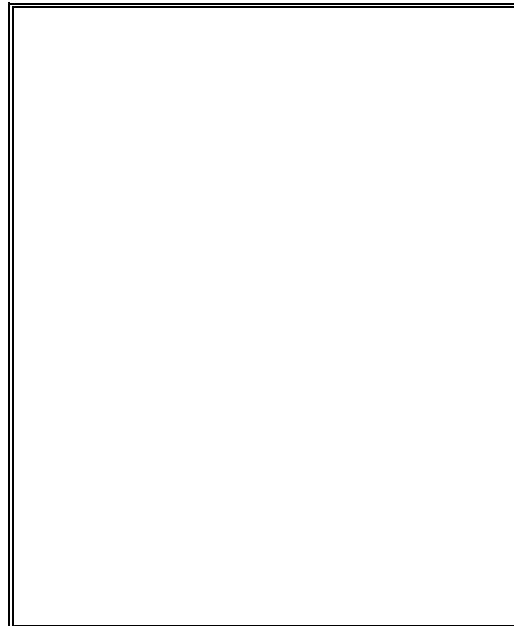
Write goals to be completed away from school and in your community.



Write goals that directly lead to employment and any goals preparing for your future as an adult.



List the community agencies and programs that can assist you with accomplishing your goals.



*PERSONAL ASSESSMENT SUMMARY

Student's Name _____ Grade: _____ Date: _____

What I am good at:

What I need help with:

How I learn best is.....

What can help me learn better (accommodations):

Classroom:

Workplace:
