A Guide to Assessing College Readiness

For Parents of College-Bound Children with Learning Disabilities or AD/HD

LANDMARK COLLEGE

www.landmark.edu

Putney, Vermont
Landmark College’s Guide to Assessing College Readiness
For Parents of College-Bound Children with Learning Disabilities or AD/HD

Does your son or daughter aspire to attend college? To help parents assess college readiness, Landmark College has identified five essential foundations that are particularly critical for students with learning disabilities or AD/HD in order to succeed in a traditional higher education setting. Understanding these core areas can help students recognize the challenges that they will face in college and identify areas where additional support and development may be needed.

This guide is designed as a first step in helping students understand the complex sets of skills, abilities and practices associated with these five foundation areas. Scores obtained using this guide provide an opportunity for discussion; they are not intended to predict or limit a student’s potential, or provide a diagnosis.

At the end of the questions, you will find a brief discussion about each of the five foundations and steps a student can take to improve in that area, based on Landmark College’s nearly quarter-century of experience focusing exclusively on educating students with learning disabilities and AD/HD.
DIRECTIONS
For each of the foundation areas, you will find five questions. If your college-bound son or daughter answers "yes," mark the "yes" box adjacent to the question with a check (v). Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total!"

### Academic Skills
1. Can you read up to 200 pages in a week?  
2. Do you have a system for taking notes?  
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?  
4. Do you have a system for preparing for tests and exams?  
5. Can you clearly summarize a college-level reading assignment?

**Total from this section**

### Self-Understanding (Metacognition)
1. Can you define and describe your diagnosis of a learning disability?  
2. Have you read your psychoeducational testing?  
3. Do you know your academic strengths?  
4. Do you know which academic tasks give you the most difficulty?  
5. Can you identify the academic supports you need to be successful?

**Total from this section**

### Self-Advocacy
1. Do you know your legal rights as a student with a learning disability or AD/HD?  
2. When you run into difficulty, do you ask for help?  
3. Do you schedule your own appointments with doctors, advisors and counselors?  
4. Do you have access to your psychoeducational testing?  
5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?

**Total from this section**

### Executive Function
1. Do you have a system for keeping track of your projects, books and papers?  
2. Do you have a system for scheduling and managing your time?  
3. Are you able to ignore difficulties and focus on the task at hand?  
4. Are you able to complete all the steps of a project in a timely manner?  
5. Do you have a strategy for completing tasks that you find boring?

**Total from this section**

### Motivation and Confidence
1. Do you have an academic subject that you find interesting?  
2. Do you know what you want to get out of your first year of college?  
3. Do you know that you can succeed?  
4. When you think about what you have to do in college are you excited?  
5. Can you imagine your life in 10 years?

**Total from this section**
**HOW TO SCORE THE GUIDE**

- Transfer the total for each foundation area into the spaces provided below. (Students may have significant strengths in some foundation areas, yet still struggle in one or more.)
- These totals together and record that number in the box at the bottom for “Total number of questions marked yes.”
- Multiply the total number of answers marked “yes” by four (4) to get the foundation percentile.

<table>
<thead>
<tr>
<th>Foundation Area</th>
<th>Indications</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Skills</strong></td>
<td>Scoring below three in this area indicates that a student would benefit from explicit instruction (including direct explanation, guided practice and feedback) in Academic Skills. Further testing can help identify specific skills needing development.</td>
<td></td>
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<tr>
<td>A student must be able to read and write with a high level of independence.</td>
<td>At Landmark College, students must take a battery of achievement tests, including one of the following: Nelson Denny, Woodcock Johnson, Gray Oral Reading or Wechsler Individual Achievement Test. Landmark accepts students reading below a sixth-grade level as well as students entering from some of the most selective colleges and universities in the country. Testing helps us meet our goal of ensuring that every student has the academic skills needed to work independently at the college level. Explicit instruction techniques are an integral part of Landmark College’s approach to teaching.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Understanding (Metacognition)</strong></td>
<td>A score lower than three in Self-Understanding suggests that a student would benefit from further development of metacognition — a student’s awareness and understanding of his own learning profile. The first step is for the student to meet with the psychologist or neuropsychologist who conducted the testing — or another qualified provider — for a thorough explanation of test results.</td>
<td></td>
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<tr>
<td>A student must be intimately aware of his or her strengths and challenges in learning.</td>
<td>At Landmark, first semester students are required to engage in an in-depth research project involving their testing. Our staff neurophysiologist works closely with students as well as their advisors and professors to help them understand the results. Students are often retested to clarify any gaps.</td>
<td></td>
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<tr>
<td><strong>Self-Advocacy</strong></td>
<td>Scoring less than three in Self-Advocacy indicates that a student would benefit from instruction in the laws and regulations regarding individuals with disabilities and higher education. Because college students are adults, they cannot be compelled to use services and accommodations and, therefore, are required to advocate for themselves. This means college students must personally request any required accommodations.</td>
<td></td>
</tr>
<tr>
<td>A student must independently ask for — and at times even fight for — services and support.</td>
<td>At Landmark College, first semester students are required to study the laws pertaining to disabilities in higher education and practice self-advocacy under the guidance of advisors and professors.</td>
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<tr>
<td><strong>Executive Function</strong></td>
<td>A score below three in this area suggests that a student would benefit from focused instruction on executive function skills.</td>
<td></td>
</tr>
<tr>
<td>A student must be able to keep track of assignments, organize books/materials and manage time independently.</td>
<td>At Landmark College, students are required to practice a variety of techniques intended to externalize executive functions. Beginning in their first semester, students learn the Master Notebook System — a weekly planner and e-mail calendar system designed to build new pathways for self-management, time management and organization. Many Landmark students benefit from explicit instruction in executive function from their advisor or a coach. An ADD coach can help students establish clear structures and strategies for managing various projects and determine the next actions required to move each project forward.</td>
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<tr>
<td>Foundation Area</td>
<td>Indications</td>
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</tr>
<tr>
<td>Motivation and Confidence</td>
<td>Scoring below three in Motivation and Confidence suggests a student cannot clearly visualize successfully completing a college education. College students who would rather be somewhere else — working for a living, attending trade or technical school, pursuing dreams such as sailing around the world — are unlikely to take advantage of the resources necessary to complete a college degree. Furthermore, students who do not believe they are capable of doing the required work are likely to give up, even skipping classes or finals. For many Landmark students, engaging in studies at the level needed for college involves a constant struggle with self-doubt and insecurity. We know the best antidote is success, but many students need a great deal of encouragement to complete that first semester. Landmark students often benefit from individual coaching to visualize their own success, establish goals and create a plan they can use to achieve those goals.</td>
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<tr>
<td>Skills Total</td>
<td>Total number of questions marked &quot;yes.&quot;</td>
<td></td>
</tr>
<tr>
<td>Foundation Percentile</td>
<td>Multiply the above Skills Total by four (4) to get the overall percentile.</td>
<td></td>
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</tbody>
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**UNDERSTANDING THE RESULTS**

This guide is intended for use as a starting point for discussion. Understanding the areas where a student might struggle can help determine the appropriate supports. Scores developed through the questionnaire should provide a good sense of the various challenges the student faces.

For each Foundation Area, there is a brief definition followed by an explanation of implications associated with the score. These scoring implications for each Foundation Area are considered more important and informative than the overall percentile.

However, scoring 80 percent or higher suggests a student is likely to succeed independently in a traditional college environment. Scoring below 50 percent suggests a student is likely to struggle in a traditional college setting. For these students, the kind of specialized strategies and skills-building offered at Landmark College may be beneficial before pursuing a traditional college experience.

If you have any questions about this guide, contact Landmark College at 802-387-6718.

LANDMARK COLLEGE
www.landmark.edu
# APPENDIX C

## Employability/Life Skills Assessment

### Ages 14-21 years

**STUDENT INFORMATION**

Name: _____________________________  Birthdate: _____________________________

**RATIONALE**

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the workplace. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life-long process, with performance being relative to a student’s ability and age. Teachers at all age levels have the responsibility to teach employability skills.

**GENERAL DIRECTIONS**

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student’s level of performance in the twenty-four critical employability skill areas identified by Ohio’s Employability Skills Project. Three descriptors are provided for each skill. Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.

**EXAMPLE** (for a 14 year old student)

### I. SELF HELP SKILLS

<table>
<thead>
<tr>
<th>AGE</th>
<th>14</th>
<th>15</th>
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<th>17</th>
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<th>19</th>
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</tbody>
</table>

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

### OHIO’S EMPLOYABILITY SKILLS PROJECT

Funded through the Ohio Department of Education, Division of Special Education, with monies provided through Title VI-B (Education of All Handicapped Children Act, P.L. 94-142). Administered by Miami Valley Special Education Center. Fiscal Agent: Montgomery County Board of Education.
**KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER**

### I. SELF HELP SKILLS

<table>
<thead>
<tr>
<th>A. Demonstrates personal hygiene and grooming by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>— meeting teacher expectation for cleanliness.</td>
</tr>
<tr>
<td>— meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.).</td>
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<tr>
<td>— meeting teacher expectation for consistent, independent personal hygiene and grooming.</td>
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</table>

### AGE

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</table>

### C. Works independently by:

| — locating materials. |
| — beginning work promptly. |
| — asking peers/teachers questions about a given task at the appropriate time. |

### II. GENERAL WORK HABITS

#### A. Attends regularly/arrives on time by:

| — having no unexcused absences. |
| — arriving at class, school, or work on time. |
| — following school procedures when tardy or absent. |

### B. Stays on task by:

| — meeting teacher expectations regarding length of time on task. |
| — completing a task without being distracted. |
| — returning to task if distracted. |

### III. TASK RELATED SKILLS

<table>
<thead>
<tr>
<th>A. Cares for tools, materials, and work area by:</th>
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<tbody>
<tr>
<td>— meeting expectations for the use of tools and materials (scissors, paste, screwdriver, etc.).</td>
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<tr>
<td>— locating and returning work materials and belongings to the proper storage area.</td>
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<tr>
<td>— maintaining and caring for work and living area.</td>
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</table>

### B. Practices safety rules by:

| — stating and using safety rules appropriate to grade level and situation. |
| — using tools and materials only for their specified purpose. |
| — demonstrating correct safety procedures in simulated emergency situations. |

### IV. QUANTITY OF WORK

#### A. Completes work on time by:

| — completing work on time with teacher prompts. |
| — completing work on time without teacher prompts. |
| — working at an acceptable speed for a given task. |

#### B. Exhibits stamina by:

| — finishing age-appropriate tasks without a break. |
| — maintaining an acceptable level of speed without tiring. |
| — completing new tasks without diminishing the level of performance of former tasks. |

#### C. Adapts to increased demands in workload by:

| — responding to additional tasks with teacher prompts. |
| — attempting new tasks without demonstrating frustration. |
| — responding to additional tasks without teacher prompts. |

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**OHIO’S EMPLOYABILITY SKILLS PROJECT**
### V. Quality of Work

A. Makes appropriate choices and decisions by:
- choosing an appropriate solution when given options.
- making age-appropriate decisions without teacher intervention.
- responding to a problem situation with reasonable alternative solutions.

B. Shows respect for the rights and property of others by:
- taking turns.
- asking permission to use another's property.
- treating borrowed property with respect.

C. Uses appropriate language and manners with peers by:
- using everyday manners (please, thank you).
- avoiding teasing/ridiculing others.
- using language appropriate for a given situation.

### VI. Relationship to Supervisor/Teacher

A. Accepts constructive criticism from supervisor/teacher by:
- listening to constructive criticism without making inappropriate gestures or comments.
- making specified changes based on constructive criticism.
- identifying that changes have been made and that performance has improved.

B. Follows directions from supervisor/teacher by:
- correctly completing tasks following verbal directions.
- correctly completing tasks following written directions.
- communicating and accepting consequences for not following directions.

C. Seeks help when needed by:
- identifying when help is needed.
- asking for assistance when help is needed.
- using requested information to remedy the problem.

### VII. Relationship to Peers

A. Works cooperatively with peers by:
- working well with others.
- seeking help from co-workers.
- directing co-workers without being overbearing.

### VIII. Work Attitudes

A. Develops and seeks personal goals by:
- demonstrating short term personal goals such as completing daily work.
- explaining planned activities for after school, weekend or vacation.
- seeking and developing personal goals that are viable and consistent with abilities and limitations.

B. Shows initiative by:
- beginning a task as soon as requested to do so.
- beginning a task without prompting.
- asking for additional work or directions once a task is complete.

C. Accepts societal values and rewards by:
- acknowledging various types of rewards for work well done (stickers, free time, etc.).
- recognizing when good work has been done.
- responding appropriately when praised for doing a good job.

D. Takes pride in working by:
- sharing accomplishments with others (takes papers home, collects stickers, responds to point systems/grades).
- working for positions requiring improvement in skills.
- contributing to the common good of the group.
## Child Profile of Employability Skills

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**Ohio's Employability Skills Project**

Completed by: 
Date Administered:
APPENDIX D

Employability/Life Skills Assessment
Parent Form
Ages 14-21 years

developed by
Roberta Weaver
And Joseph R. DeLuca

CHILD’S INFORMATION

Name: ________________________________ Birthdate: ________________________________

RATIONALE

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a child’s ability and age. Parents have the responsibility to teach and expect employability skills from children of all ages.

GENERAL DIRECTIONS

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess child’s level of performance in the twenty-four critical employability skill areas identified by Ohio’s Employability Skills Project. Three descriptors are provided for each skill. Child performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.

EXAMPLE (for a 14 year old child)

I. SELF HELP SKILLS

A. Demonstrates personal hygiene and grooming by:

   — meeting parent expectation for cleanliness.
   — meeting parent expectation for good grooming (hair combed, shirt tucked in, etc.
   — meeting parent expectation for consistent, independent personal hygiene and grooming.

Scores for each descriptor are added, provided a value that can be recorded on the Child Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

OHIO’S EMPLOYABILITY SKILLS PROJECT

Funded through the Ohio Department of Education, Division of Special Education, with monies provided through Title VI-B (Education of All Handicapped Children Act, P.L. 94-142).

Administered by Miami Valley Special Education Center. Fiscal Agent: Montgomery County Board of Education
I. SELF HELP SKILLS

A. Demonstrates personal hygiene and grooming by:
   - meeting parent expectation for cleanliness.
   - meeting parent expectation for good grooming (hair combed, shirt tucked in, etc.).
   - meeting parent expectation for daily independent personal hygiene and grooming.

B. Dresses appropriately by:
   - choosing and wearing clothes that are appropriate for the weather/activity/social custom.
   - identifying when clothes should not be worn (dirty, ill fitting, etc.).
   - wearing clothes that are in good condition, clean and pressed with detail given to appearance.

C. Demonstrates mobility skills by:
   - walking or riding in the neighborhood, following safety rules.
   - getting around the neighborhood and when on outings, public buildings.
   - getting around the community.

D. Communicates effectively by:
   - demonstrating effective listening skills, including eye contact.
   - expressing self, answering and asking questions.
   - demonstrating expected conversational skills (turn taking, choice of appropriate topic, etc.).

II. GENERAL WORK HABITS

A. Demonstrates awareness of time by:
   - being ready for school on time.
   - being on time for scheduled family/leisure activities.
   - following family rules for reporting when delayed.

B. Stays on task by:
   - meeting parent expectations regarding length of time on task.
   - completing a task without being distracted.
   - returning to task if distracted.

C. Works independently by:
   - locating materials.
   - beginning work promptly.
   - asking family members/peers questions about a given task at the appropriate time.

III. TASK RELATED SKILLS

A. Cares for work and living area by:
   - meeting expectations for the use of work materials and belongings.
   - locating and returning work materials and belongings to the proper storage area.
   - maintaining and caring for work and living area.

B. Practices safety rules by:
   - using proper caution around stove, electricity, water, stairs, etc.
   - using tools and materials only for their specified purpose.
   - demonstrating correct safety procedures in simulated emergency situations.

IV. QUANTITY OF WORK

A. Completes tasks on time by:
   - completing tasks on time with parent prompts.
   - completing tasks on time with-out parent prompts.
   - working at an acceptable speed for a given task.

B. Exhibits stamina by:
   - finishing age-appropriate tasks without a break.
   - maintaining an acceptable level of speed without tiring.
   - completing/learning new tasks without diminishing the level of performance of former tasks.

C. Adapts to increased demands in workload by:
   - responding to additional tasks with parent prompts.
   - attempting new tasks without demonstrating frustration.
   - responding to additional tasks without parent prompts.
### V. QUALITY OF WORK

A. Makes appropriate choices and decisions by:
   - choosing an appropriate solution when given options.
   - making age-appropriate decisions without parent intervention.
   - responding to a problem situation with reasonable alternative solutions.

B. Recognizes and corrects mistakes by:
   - checking to see if task is correct before considering it complete.
   - using self-check methods to evaluate tasks.
   - making corrections once an error has been identified.

### VI. RELATIONSHIP TO PARENT/ADULT

A. Accepts constructive criticism from parent/adult by:
   - listening to constructive criticism without making inappropriate gestures or comments.
   - making specified changes based on constructive criticism.
   - identifying that changes have been made and that performance has improved.

B. Follows directions from parent/adult by:
   - correctly completing tasks following verbal directions.
   - correctly completing tasks following written directions.
   - communicating and accepting consequences for not following directions.

C. Seeks help when needed by:
   - identifying when help is needed.
   - asking for assistance when help is needed.
   - using requested information to remedy the problem.

### VII. RELATIONSHIP TO PEERS

A. Cooperates with peers by:
   - getting along well with others.
   - seeking help from peers.
   - directing peers without being overbearing.

### VIII. WORK ATTITUDES

A. Develops and seeks personal goals by:
   - demonstrating short term personal goals such as completing daily tasks.
   - explaining planned activities for after school, weekend or vacation.
   - seeking and developing personal goals that are viable and consistent with ability level.

B. Shows initiative by:
   - beginning a task as soon as requested to do so.
   - beginning a task without prompting.
   - asking for additional work or directions once a task is completed.

C. Accepts societal values and rewards by:
   - acknowledging various types of rewards for work well done.
   - recognizing when good work has been done.
   - responding appropriately when praised for doing a good job.

D. Takes pride in working by:
   - sharing accomplishments with others.
   - striving for situations requiring improvement and/or expansion in skills.
   - contributing to the common good of the family.
### Child Profile of Employability Skills

<table>
<thead>
<tr>
<th>Score</th>
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**Ohio's Employability Skills Project**
Pictorial Interest Inventory
Structured around eight different career fields

Student name: 

Today's Date: 

Birth Date: 

Age: 

How to Use This Inventory

Directions:
• Each page contains three pictures.
• Choose the picture from each group that shows the task you like most.
• Place an “X” under the picture of the task you choose.
• Choose only one from each page.
<table>
<thead>
<tr>
<th>Key letter</th>
<th>number of X’s</th>
<th>Interest Area</th>
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<td>C</td>
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<td>Cafeteria Worker</td>
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<tr>
<td>Auto Body Painter</td>
<td>Library Page</td>
<td>Prep Chef</td>
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<td>Landscape/Building Trades:</td>
<td>Materials and Handling:</td>
<td>Caring for Others:</td>
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<td>Construction Carpenter</td>
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<td>Nurses Assistant</td>
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<td>Pallet Mover</td>
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<td>Leaf Blowing</td>
<td>Unloading Trucks</td>
<td>Pet DayCare Worker</td>
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<tr>
<td>Lawn Mowing</td>
<td>Packing/Unpacking Boxes</td>
<td>Animal Shelter Worker</td>
</tr>
<tr>
<td>Snow Shoveling</td>
<td>Scanning Inventory</td>
<td>Hospital Escort</td>
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# 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

<table>
<thead>
<tr>
<th>NAME OF YOUTH:</th>
<th>CAMIS PERSON ID:</th>
<th>DATE OF BIRTH:</th>
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<tbody>
<tr>
<td>PERSON(S) INVOLVED IN LIFE SKILLS ASSESSMENT AND DATES OF ASSESSMENT</td>
<td>DATE</td>
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## CATEGORY

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>A</td>
<td>Money Management/Consumer Awareness</td>
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<tr>
<td>B</td>
<td>Food Management</td>
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<tr>
<td>C</td>
<td>Personal Appearance and Hygiene</td>
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<td>D</td>
<td>Health</td>
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<td>E</td>
<td>Housekeeping</td>
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<td>F</td>
<td>Housing</td>
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<td>Educational Planning</td>
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<td>I</td>
<td>Job Seeking Skills</td>
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<td>J</td>
<td>Job Maintenance Skills</td>
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<td>K</td>
<td>Emergency and Safety Skills</td>
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<td>L</td>
<td>Knowledge of Community Resources</td>
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<td>M</td>
<td>Interpersonal Skills</td>
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<td>N</td>
<td>Legal Skills</td>
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<td>O</td>
<td>Pregnancy Prevention/Parenting and Child Care</td>
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LIFE SKILLS INVENTORY
DSHS 10-267 (12/0000)
## 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, mani/pedis, 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)**
- ☐ Knows what to do, and whom to call if she/he smells a gas leak.

**Advanced - Must know 2 of 3:**
- ☐ Knows the different methods for putting out different kinds of fires.
- ☐ Knows how to properly store cleaning materials.
- ☐ 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.*
- ☐ Has completed First Aid training.
- ☐ Has completed CPR training.

**Category L: Knowledge of Community Resources**

**Basic - Must know 4 of 5:**
- ☐ Knows how to get emergency information by telephone.
- ☐ Knows whom to contact if injured or sick.
- ☐ Knows where nearest supermarket or shopping district is located.
- ☐ Knows how to access emergency food and shelter.
- ☐ Knows how to access crisis line.

**Intermediate - Must know 3 of 5:**
- ☐ Knows where nearest Laundromat is located.
- ☐ Knows where personal bank is located.
- ☐ Can use the yellow pages to obtain information.
- ☐ Knows location of nearest CSO.
- ☐ Knows location of nearest post office and how to use it.

**Advanced - Must know 3 of 5:**
- ☐ Knows whom to contact if utilities disconnected, or heat goes out.
- ☐ Knows where and how to register for selective service.
- ☐ Knows where the nearest state employment office is located.
- ☐ Can obtain a copy of birth certificate and a duplicate social security card.
- ☐ 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:**
- ☐ Knows who elected representatives are and how to contact them.
- ☐ Has obtained a library card.
- ☐ Knows what the Better Business Bureau does and how to contact it.

**Category M: Interpersonal Skills**

**Basic - Must know 5 of 5:**
- ☐ Can respond to introductions and answer simple questions.
- ☐ Can identify one friend.
- ☐ Look others in the eye and shakes hands if other person offers.
- ☐ Can make "small talk" (face to face).
- ☐ Communicates with at least one person weekly.

**Intermediate - Must know 4 of 6:**
- ☐ Can make introductions, including approaching others to introduce self.
- ☐ Is aware of boundary issues.
- ☐ Is not harmful to others.
- ☐ Can ask for help.
- ☐ Can explain feelings.
- ☐ Can identify relationships that may be hurtful or dangerous.

**Advanced - Must know 8 of 13:**
- ☐ Can identify personal strengths and needs (with assistance if necessary).
- ☐ Accepts invitations from others to be involved in social activities.
- ☐ 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, with holding 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.
# Career Cluster Survey

**Name**

**School**

**Date**

**Directions:** Place a check in the space next to the items that best describe you. You may make as many or as few checks in each box as you choose. Add up the number of checks in each box. Look to see what box has the highest number. Find the corresponding cluster on the pages immediately following this survey to see which cluster you may want to explore further.

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>___ Learn how things grow and stay alive.</td>
<td>___ Self-reliant</td>
<td>___ Math</td>
<td></td>
</tr>
<tr>
<td>___ Make the best use of the earth’s natural resources.</td>
<td>___ Nature lover</td>
<td>___ Life Sciences</td>
<td></td>
</tr>
<tr>
<td>___ Hunt and/or fish.</td>
<td>___ Physically active</td>
<td>___ Earth Sciences</td>
<td></td>
</tr>
<tr>
<td>___ Protect the environment.</td>
<td>___ Planner</td>
<td>___ Chemistry</td>
<td></td>
</tr>
<tr>
<td>___ Be outdoors in all kinds of weather.</td>
<td>___ Creative problem solver</td>
<td>___ Agriculture</td>
<td></td>
</tr>
<tr>
<td>___ Plan, budget, and keep records.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Operate machines and keep them in good repair.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Read and follow blueprints and/or instructions.</td>
<td>___ Curious</td>
<td>___ Math</td>
<td></td>
</tr>
<tr>
<td>___ Picture in my mind what a finished product looks like.</td>
<td>___ Good at following directions</td>
<td>___ Drafting</td>
<td></td>
</tr>
<tr>
<td>___ Work with my hands.</td>
<td>___ Pay attention to details</td>
<td>___ Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>___ Perform work that requires precise results.</td>
<td>___ Good at visualizing possibilities</td>
<td>___ Construction Trades</td>
<td></td>
</tr>
<tr>
<td>___ Solve technical problems.</td>
<td>___ Patient and persistent</td>
<td>___ Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education</td>
<td></td>
</tr>
<tr>
<td>___ Visit and learn from beautiful, historic, or interesting buildings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Follow logical, step-by-step procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Use my imagination to communicate new information to others.</td>
<td>___ Creative and imaginative</td>
<td>___ Art/Graphic design</td>
<td></td>
</tr>
<tr>
<td>___ Perform in front of others.</td>
<td>___ Good communicator/good vocabulary</td>
<td>___ Music</td>
<td></td>
</tr>
<tr>
<td>___ Read and write.</td>
<td>___ Curious about new technology</td>
<td>___ Speech &amp; Drama</td>
<td></td>
</tr>
<tr>
<td>___ Play a musical instrument.</td>
<td>___ Relate well to feelings and thoughts of others</td>
<td>___ Journalism/Literature</td>
<td></td>
</tr>
<tr>
<td>___ Perform creative, artistic activities.</td>
<td>___ Determined/tenacious</td>
<td>___ Audiovisual Technologies</td>
<td></td>
</tr>
<tr>
<td>___ Use video and recording technology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Design brochures and posters.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Perform routine, organized activities but can be flexible.</td>
<td>___ Organized</td>
<td>___ Computer Applications/ Business and Information Technology</td>
<td></td>
</tr>
<tr>
<td>___ Work with numbers and detailed information.</td>
<td>___ Practical and logical</td>
<td>___ Accounting</td>
<td></td>
</tr>
<tr>
<td>___ Be the leader in a group.</td>
<td>___ Patient</td>
<td>___ Math</td>
<td></td>
</tr>
<tr>
<td>___ Make business contact with people.</td>
<td>___ Tactful</td>
<td>___ English</td>
<td></td>
</tr>
<tr>
<td>___ Work with computer programs.</td>
<td>___ Responsible</td>
<td>___ Economics</td>
<td></td>
</tr>
<tr>
<td>___ Create reports and communicate ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Plan my work and follow instructions without close supervision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities that describe what I like to do:</td>
<td>Personal qualities that describe me:</td>
<td>School subjects I like:</td>
<td>Total number checked in box #5</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>_ Communicate with different types of people.</td>
<td>_ Friendly</td>
<td>_ Language Arts</td>
<td>[ ]</td>
</tr>
<tr>
<td>_ Help others with their homework or to learn new things.</td>
<td>_ Decision maker</td>
<td>_ Social Studies</td>
<td></td>
</tr>
<tr>
<td>_ Go to school.</td>
<td>_ Helpful</td>
<td>_ Math</td>
<td></td>
</tr>
<tr>
<td>_ Direct and plan activities for others.</td>
<td>_ Innovative/Inquisitive</td>
<td>_ Science</td>
<td></td>
</tr>
<tr>
<td>_ Handle several responsibilities at once.</td>
<td>_ Good listener</td>
<td>_ Psychology</td>
<td></td>
</tr>
<tr>
<td>_ Acquire new information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_ Help people overcome their challenges.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Work with numbers.</td>
<td>_ Trustworthy</td>
<td>_ Accounting</td>
<td>[ ]</td>
</tr>
<tr>
<td>_ Work to meet a deadline.</td>
<td>_ Orderly</td>
<td>_ Math</td>
<td></td>
</tr>
<tr>
<td>_ Make predictions based on existing facts.</td>
<td>_ Self-confident</td>
<td>_ Economics</td>
<td></td>
</tr>
<tr>
<td>_ Have a framework of rules by which to operate.</td>
<td>_ Logical</td>
<td>_ Banking/Financial Services</td>
<td></td>
</tr>
<tr>
<td>_ Analyze financial information and interpret it to others.</td>
<td>_ Methodical or efficient</td>
<td>_ Business Law</td>
<td></td>
</tr>
<tr>
<td>_ Handle money with accuracy and reliability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_ Take pride in the way I dress and look.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Be involved in politics.</td>
<td>_ Good communicator</td>
<td>_ Government</td>
<td>[ ]</td>
</tr>
<tr>
<td>_ Negotiate, defend, and debate ideas and topics.</td>
<td>_ Competitive</td>
<td>_ Language Arts</td>
<td></td>
</tr>
<tr>
<td>_ Plan activities and work cooperatively with others.</td>
<td>_ Service minded</td>
<td>_ History</td>
<td></td>
</tr>
<tr>
<td>_ Work with details.</td>
<td>_ Well organized</td>
<td>_ Math</td>
<td></td>
</tr>
<tr>
<td>_ Perform a variety of duties that may change often.</td>
<td>_ Problem solver</td>
<td>_ Foreign Language</td>
<td></td>
</tr>
<tr>
<td>_ Analyze information and interpret it to others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_ Travel and see things that are new to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Work under pressure.</td>
<td>_ Compassionate and caring</td>
<td>_ Biological Sciences</td>
<td>[ ]</td>
</tr>
<tr>
<td>_ Help sick people and animals.</td>
<td>_ Good at following directions</td>
<td>_ Chemistry</td>
<td></td>
</tr>
<tr>
<td>_ Make decisions based on logic and information.</td>
<td>_ Conscientious and careful</td>
<td>_ Math</td>
<td></td>
</tr>
<tr>
<td>_ Participate in health and science classes.</td>
<td>_ Patient</td>
<td>_ Occupational Health classes</td>
<td></td>
</tr>
<tr>
<td>_ Respond quickly and calmly in emergencies.</td>
<td>_ Good listener</td>
<td>_ Language Arts</td>
<td></td>
</tr>
<tr>
<td>_ Work as a member of a team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_ Follow guidelines precisely and meet strict standards of accuracy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities that describe what I like to do:</td>
<td>Personal qualities that describe me:</td>
<td>School subjects I like:</td>
<td>Total number checked in box</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>__ Investigate new places and activities.</td>
<td><em>Tactful</em></td>
<td><em>Language Arts/Speech</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Work with all ages and types of people.</td>
<td><em>Self-motivated</em></td>
<td><em>Foreign Language</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Organize activities in which other people enjoy themselves.</td>
<td><em>Works well with others</em></td>
<td><em>Social Sciences</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Have a flexible schedule.</td>
<td><em>Outgoing</em></td>
<td><em>Marketing</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Help people make up their minds.</td>
<td><em>Slow to anger</em></td>
<td><em>Food Services</em></td>
<td>__</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Care about people, their needs, and their problems.</td>
<td><em>Good communicator/good listener</em></td>
<td><em>Language Arts</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Participate in community services and/or volunteering.</td>
<td><em>Caring</em></td>
<td><em>Psychology/Sociology</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Listen to other people's viewpoints.</td>
<td><em>Non-materialistic</em></td>
<td><em>Family &amp; Consumer Sciences</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Help people be at their best.</td>
<td><em>Uses intuition and logic</em></td>
<td><em>Finance</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Work with people from preschool age to old age.</td>
<td><em>Non-judgmental</em></td>
<td><em>Foreign Language</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Think of new ways to do things.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Make friends with different kinds of people.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Work with computers.</td>
<td><em>Logical/analytical thinker</em></td>
<td><em>Math</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Reason clearly and logically to solve complex problems.</td>
<td><em>Sees details in the big picture</em></td>
<td><em>Science</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Use machines, techniques, and processes.</td>
<td><em>Persistent</em></td>
<td><em>Computer Tech/Applications</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Read technical materials and diagrams and solve technical problems.</td>
<td><em>Good concentration skills</em></td>
<td><em>Communications</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Adapt to change.</td>
<td><em>Precise and accurate</em></td>
<td><em>Graphic Design</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Play video games and figure out how they work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Concentrate for long periods without being distracted.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects I like:</th>
<th>Total number checked in box</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Work under pressure or in the face of danger.</td>
<td><em>Adventurous</em></td>
<td><em>Language Arts</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Make decisions based on my own observations.</td>
<td><em>Dependable</em></td>
<td><em>Psychology/Sociology</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Interact with other people.</td>
<td><em>Community-minded</em></td>
<td><em>Government/History</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Be in positions of authority.</td>
<td><em>Decisive</em></td>
<td><em>Law Enforcement</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Respect rules and regulations.</td>
<td><em>Optimistic</em></td>
<td><em>First Aid/First Responder</em></td>
<td>__</td>
</tr>
<tr>
<td>__ Debate and win arguments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Observe and analyze people's behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activities that describe what I like to do:
- Work with my hands and learn best that way.
- Put things together.
- Do routine, organized and accurate work.
- Perform activities that produce tangible results.
- Apply math to work out solutions.
- Use hand and power tools and operate equipment/machinery.
- Visualize objects in three dimensions from flat drawings.

### Personal qualities that describe me:
- Practical
- Observant
- Physically active
- Step-by-step thinker
- Coordinated

### School subjects I like:
- Math-Geometry
- Chemistry
- Trade and Industry courses
- Physics
- Language Arts

### Total number checked in box #13

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### Activities that describe what I like to do:
- Shop and go to the mall.
- Be in charge.
- Make displays and promote ideas.
- Give presentations and enjoy public speaking.
- Persuade people to buy products or to participate in activities.
- Communicate my ideas to other people.
- Take advantage of opportunities to make extra money.

### Personal qualities that describe me:
- Enthusiastic
- Competitive
- Creative
- Self-motivated
- Persuasive

### School subjects I like:
- Language Arts
- Math
- Business Education/Marketing
- Economics
- Computer Applications

### Total number checked in box #14

---

### Activities that describe what I like to do:
- Interpret formulas.
- Find the answers to questions.
- Work in a laboratory.
- Figure out how things work and investigate new things.
- Explore new technology.
- Experiment to find the best way to do something.
- Pay attention to details and help things be precise.

### Personal qualities that describe me:
- Detail oriented
- Inquisitive
- Objective
- Methodical
- Mechanically inclined

### School subjects I like:
- Math
- Science
- Drafting/Computer-aided drafting
- Electronics/Computer Networking
- Technical classes/Technology Education

### Total number checked in box #15

---

### Activities that describe what I like to do:
- Travel.
- See well and have quick reflexes.
- Solve mechanical problems.
- Design efficient processes.
- Anticipate needs and prepare to meet them.
- Drive or ride.
- Move things one place to another.

### Personal qualities that describe me:
- Realistic
- Mechanical
- Coordinated
- Observant
- Planner

### School subjects I like:
- Math
- Trade and Industry courses
- Physical Sciences
- Economics
- Foreign Language

### Total number checked in box #16

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**Disclaimer:** Your interests may change over time. These survey results are intended to help 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

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>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.</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>Careers in designing, planning, managing, building, and maintaining the built environment.</td>
</tr>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>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.</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>Planning, managing, and providing education and training services, and related learning support services.</td>
</tr>
<tr>
<td>Finance</td>
<td>Planning, services for financial and investment planning, banking, insurance, and business financial management.</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>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.</td>
</tr>
<tr>
<td>Health Science</td>
<td>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services.</td>
</tr>
<tr>
<td>Human Services</td>
<td>Preparing individuals for employment in career pathways that relate to families and human needs.</td>
</tr>
<tr>
<td>Information Technology</td>
<td>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.</td>
</tr>
<tr>
<td>Public Safety, Corrections &amp; Security</td>
<td>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>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.</td>
</tr>
<tr>
<td>Marketing, Sales &amp; Service</td>
<td>Planning, managing, and performing marketing activities to reach organizational objectives.</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Mathematics</td>
<td>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.</td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>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.</td>
</tr>
</tbody>
</table>

My top three clusters of interest are:
1. 
2. 
3. 

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

These 16 Career Cluster icons are being used with permission of the: States' Career Clusters Initiative, 2007, www.careerclusters.org
Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

Step 1: Mark the items within each category that describe you.  
Step 2: Total the number of items checked for each category.

Realistic: The Doer

- Play Sports  
- Care for pets  
- Build Things  
- Lawn / garden  
- Work outdoors  
- Read plans

Total Checked

Investigative: The Thinker

- Use computers  
- Read  
- Do math  
- Work alone  
- Research  
- Ask questions

Total Checked

Artistic: The Creator

- Paint, draw  
- Take pictures  
- Sing, Play music  
- Arrange flowers  
- Make things  
- Decorate

Total Checked
Social: The Helper

- Serve people food
- Work with children
- Friendly
- Work with older people
- Help people
- Work on a team

Total Checked  

Enterprising: The Persuader

- Talk with people
- Sell things
- Plan parties
- Persuade people
- Lead a group
- Run a business

Total Checked  

Conventional: The Organizer

- File
- Sort
- Cashier
- Data Entry
- Keep records
- Follow a plan

Total Checked  

Which set of pictures do you enjoy the most?

- Realistic - the Doer
- Investigative - the Thinker
- Artistic - the Creator
- Social - The Helper
- Enterprising - the Persuader
- Conventional - the Organizer
<table>
<thead>
<tr>
<th>What I like (Before)</th>
<th>⚫</th>
<th>What is here (After)</th>
<th>Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work alone</td>
<td>Work with others</td>
<td>Work alone</td>
<td>Work with others</td>
</tr>
<tr>
<td>Work in a quiet place</td>
<td>Work in a loud place</td>
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<tr>
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<td>Work weekends, too</td>
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<tr>
<td>Work inside</td>
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<tr>
<td>Have few rules</td>
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<tr>
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<tr>
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<td>Work afternoons</td>
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<tr>
<td>What I like (Before)</td>
<td>★</td>
<td>What is here (After)</td>
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</tr>
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</tr>
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<td>Other</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td>Other</td>
<td>No</td>
</tr>
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</table>

Number of matches: \[ \text{Number of matches} = \_ \times 100 = \_ \% \]

Matches available: \[ \_ \times 100 = \_ \% \]

Percentage of characteristics match

After determining the four top-ranked characteristics and ranking them, write "okay" beside each ranked item that matches the same characteristic circled in the "What is here" column.

Number of okays: \[ \text{Number of okays} = \_ \times 100 = \_ \% \]

Percentage of most important characteristics match

100% Good match:
75% Okay match
50% Poor match
25% Not a match
0%
<table>
<thead>
<tr>
<th>What I like (Before)</th>
<th>✔️</th>
<th>What is here (After)</th>
<th>Matches</th>
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<td>Other:</td>
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<tr>
<td>Other:</td>
<td></td>
<td>Other:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Number of matches: __________

Available matches: __________

Characteristics match = \[ \frac{\text{Number of matches}}{\text{Available matches}} \] \times 100 = \% 

Percentage of characteristics match

100% Good match

75% Okay match

50% Poor match

25% Not a match

0% Not a match

After determining the four top-ranked characteristics and checking them, write "okay" beside each checked item that matches the characteristic circled in the "What is here" column.

Number of okays: 4

\[ \frac{4}{100} \times 100 = \% \]

Percentage of most important characteristics match

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.

If you use material in this booklet a suggested citation follows:


The Center for Interdisciplinary Learning and Leadership/UCE is a collaborative initiative of the University of Oklahoma Health Sciences Center with support from the U.S. Administration for Developmental Disabilities grant number 90DD034101.

Acknowledgment

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and Professional Schools
University of Tulsa

This publication, printed by The Center for Learning and Leadership, is issued by the University of Oklahoma. Copies have been prepared and distributed at no cost to the taxpayers of the State of Oklahoma. Director, V.N. Williams, Ph.D.
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.

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Personal Preference Indicators
Preference Indicators

FOAVORITES

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?

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Personal Preference Indicators
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

What does the person dislike? How can you tell?

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

What does the person fear? How can you tell?

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

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?
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

- 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

- Other?
Physical Indicators

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

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
- frequent
- infrequent
- never

Stomachache
- frequent
- infrequent
- never

Earache
- frequent
- infrequent
- never

Seizures
- frequent
- infrequent
- never

Fever
- frequent
- infrequent
- never

How do you know when the person feels bad?

Good?

How does the person feel about going to the doctor?
**Family Role Indicators**

**RO·LE·I·NO·DI·CA·TO·ORS**

*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?)*
Family Role Indicators

ROLE INDICATORS

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:

ACKNOWLEDGEMENT:

This article was produced by Jan Moss for Training Oklahoma Providers of Service (TOPS) a U.S. Department of Education funded project #H029G60186, Center for Learning and Leadership/UCE, University of Oklahoma Health Sciences Center, College of Medicine and may be reproduced for educational purposes only.

References:
Dunst, Carl J., Ph.D., Puckett Institute, Smokey Mountain Research Institute, New Decade, New Innovations, New Practices.

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Personal Preference Indicators
Employment Support Indicators
Preferences Choices Self-determination

A Guide for Planning
The *Employment Support Indicators* guide was developed by the Center for Learning and Leadership, Oklahoma’s University Center for Excellence in Developmental Disabilities (UCEDD), specifically to support our work with self-advocates, families, professionals, and academic and community colleagues. The Center for Learning and Leadership is located at the University of Oklahoma Health Sciences Center, College of Medicine, P.O. Box 26901, ROB 342, Oklahoma City, OK 73126-0901. If you would like additional copies, please contact the Center for Learning and Leadership in Oklahoma City at (405) 271-4500 and press “0” to have your call directed. This publication is available in alternative formats for accommodations on the basis of disability.

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*Originally developed by Jan Moss and reissued by Valerie Williams, Ph.D.*

The Center for Learning and Leadership/UCEDD is a collaborative initiative of the University of Oklahoma Health Sciences Center, sponsored by the OU College of Medicine, with support from the U.S. Administration on Intellectual and Developmental Disabilities grant number 90DD0685.

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Employment Support Indicators: A Guide for Planning

The purpose of this guide is to assist you in planning with and for people with intellectual and developmental disabilities. It is not intended to be used as a checklist; rather, it is a guide to access information about an individual’s preferences and employment support needs. The guide was developed for professionals, individuals with disabilities, families, and potential employers to identify considerations in the work environment that would support the person to become or remain employed.

According to the Interagency Committee on Disability Research (September 2007), “The overall level of employment among people with disabilities has remained relatively unchanged, due in part to the high rate of people with disabilities leaving jobs (job exits)… Causes of low retention include the inability to sustain adequate work performance; changes in work, work conditions, health conditions, or personal circumstances; and employer policies and management practices that discourage continued work.”

The Employment Support Indicators guide is designed to help the person seeking employment and the employer identify supports that would promote a positive experience in the work setting. The indicators are organized into three domain areas to help determine what supports the person may need to manage the work setting, learn job tasks, sustain work activity, and get along with co-workers and supervisory personnel.

The domain areas covered by the Employment Support Indicators are:

- Social Supports
- Work Setting Supports
- Work Style Supports
SOCIAL SUPPORTS

Which statements best describe the social support needs of the job candidate?

**Understanding Affect**
- Understands facial expressions and gestures of others
- Understands own facial expressions and gestures
- Does not consistently interpret expressions and gestures of self or others
- Can express own feelings clearly

- Needs support to get clarification or understand instructions from others in work setting
- Needs demonstration of tasks that are expected

**Handling Criticism/Stress**
- Accepts criticism and can change behavior
- Cannot accept criticism
- Takes appropriate steps to decrease stress

**Interpersonal Skills**
- Understands personal space (self and others)
- Understands what is appropriate to say to whom, when, and where
- Maintains appropriate voice volume
- Uses accepted nonverbal cues

**Communication**
- Uses a combination of words, gestures and pictures to understand and communicate
- Uses assistive devices to communicate
- Needs interpreter services

WORK SETTING SUPPORTS

What are the environmental preferences of the job candidate?

**Lighting**
- Brightly lit area
- Dimly lit area
- Natural vs. artificial light

**Noise Levels**
- A quiet/semi-quiet area in order to focus and concentrate
- A setting where “startling” noises are unlikely
- A setting with lots of music, office equipment noise, and/or conversations

**Number of People**
- Limited number of people in close proximity
- One person in workspace to mentor and provide support
- Many people in work area

**Size of Work Area**
- Work area limited to several rooms within a building
- Work area limited to one room or a designated space within one room

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Employment Support Indicators
Which style of performance support is preferred by the job candidate?

**Initiation and Sustaining of Work Activity**
- Needs direction from a supervisor only when learning a new task
- Needs direction from a supervisor to get started, sustain, or change to next task throughout the day
- Needs verbal, written, and/or picture cues
- Needs direction from a supervisor at the beginning of each day

**Body Clock**
- Functions best in the morning
- Functions best in the afternoon
- Functions best in the evening

**Attention to Task**
- Needs frequent prompts to stay on task
- Needs intermittent prompts, low level of supervision
- Needs intermittent prompts, high level of supervision

**Endurance**
- Needs frequent breaks
- Needs hourly breaks
- Needs breaks every 2-3 hours

**Quality Assurance**
- Requires low level of supervision of work quality and accuracy
- Requires high level of supervision of work quality and accuracy

**Independent Work Rate**
- Slow
- Average, steady pace
- Above average, sometimes fast
- Continual fast pace (may need to be supported with volume of work)
- Rush-to-finish

**Sequencing**
- Needs overall planning of assignments, duties and tasks
- Needs prompts to perform steps within task
- Needs prompts to proceed with next task
- Needs little supervision to complete tasks

**Decision-Making/Problem-Solving**
- Needs help to identify problem and possible solutions
- Needs prompting to ask for help

**Adapting to Change**
- Prefers a rigid routine (same people, same time, same task)
- Prefers a flexible routine, advance notice, and explanation

**Time Awareness**
- Has functional understanding of time (may need cues)
- Requires cues
References:


