

INTRODUCTION TO SECTION I.

Goal A: Making Choices

To begin the SDE job match assessment, you should make sure that all of your organizational start-up procedures are processed appropriately. Chapter 3 outlines some of the necessary information needed to progress smoothly through the job match assessment process. When you meet with the individual with disabilities and concerned others, summarize what will be taking place. Make sure that support roles are well established and that the individual understands your role: You will be a guide, leading the way through a variety of experiences while the individual is making, exploring, and testing choices about jobs that exist in the local community.

Meet with the individual for three 1-hour sessions during a period of 2 weeks in order to identify initial job choices. Some individuals may need one or two more sessions to develop their initial choices. During these sessions, teach the person to identify preferred work characteristics—those distinguishing traits found at a job (e.g., does the person want a job where he or she works inside or outside? Does the person prefer to stand or sit?). During this process, ask the individual to describe

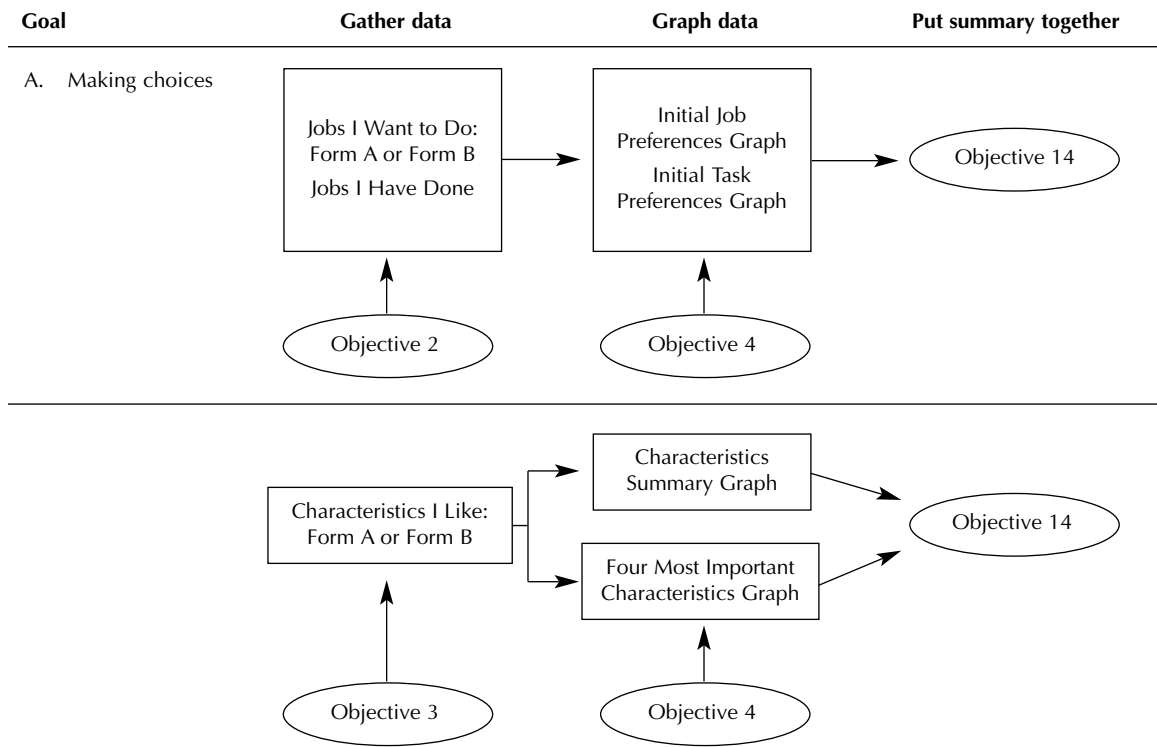
past work experiences and to identify the preferred ones. It is important to identify a criterion with which to explore past work experiences. If the person has had paid job experiences, then make paid job experiences the criterion for gathering information. If you have read the files, talked with the individual's parents, and found out that the individual has not had paid job experiences, then identify the tasks the individual has done at home and in other settings. Your criterion can then be nonpaid work experiences. Be sure to consider volunteer experiences, too.

After determining past work experiences, find out what jobs the person would like to do. These choices can be previous jobs or new ones. What would the person like to do on each job? What do they imagine the job to be? Find out what is attractive about the choices. What specifically does the individual like about the job? Is there a friend or relative that currently has a similar job? Has he or she ever seen someone performing this job? After each session, encourage the individual to think about the choices just made. Explain that it is acceptable to make

changes. Instruct the person to go home, talk to friends and relatives, walk through the community, and think about jobs.

This initial 2-week period is also a good time to schedule meetings in order to gather information that will be needed to complete future forms. This information should be compiled into a résumé that describes past experiences and interests. If a person has not had much paid experience, use volunteer work or work done around the house. At the end of the 2 weeks, create a summary of initial choices.

Graphing the choices creates an initial picture of the individual's preferences. Share the summarized information with the individual, and determine with the individual that the information shown is representative of his or her choices. Finally, determine the jobs and tasks the individual would most like to shadow. (*Note:* Initial choices may not reflect the person's final choices. Do not lock the person into these choices. These choices can and often do change!) This graphic organizer will assist you through the process found in this chapter.



SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL A: MAKING CHOICES

Objective 1: Getting Started

CONTENTS

Review files
First meeting: Intake
Second meeting: Orientation

PURPOSE

To understand background information and to introduce the individual and his or her significant others to the Self-Directed Employment Program

MATERIALS NEEDED

Case history file
Your program's administrative forms
Self-Directed Employment Orientation Matrix (I:A:1:1)

LOCATION

Office

Review files

Materials Needed

Case history file
Your program's administrative forms

- A. Read the new individual's file. Answer as many of the following questions as possible:
1. Does this individual want to work?
 2. What are this individual's job interests?
 3. What is this individual's job history?
 4. Does this individual have a history of bizarre, explosive, emotional, or otherwise inappropriate work behaviors, including criminal or job abandonment behaviors? If yes, what appears to prompt them? What works to control them?
 5. Who will pay for services?
 6. Does this individual have medical concerns or prescriptions that require special consideration?
 7. Is this individual his or her own guardian? If not, who is?
 8. What form of transportation does this individual use (e.g., bus, car, friend's car)?
 9. What are this individual's work attendance patterns?
 10. How will earnings affect benefits?

First meeting: Intake

- A. Set an appointment to meet this individual. Make sure other service professionals, parents, guardians, or significant others are invited to the meeting.
 1. Discuss the two purposes of this meeting: It provides an opportunity for the individual to find out about the Self-Directed Employment Program, and it provides an opportunity for the staff to get to know the individual.
 2. Gather new information, and ask questions raised from an earlier review of the individual's file.
 3. Explain that the individual will use a series of decision-making forms to help him or her choose the best job, learn the job, and do what is needed to keep his or her job.
 4. Make an effort to establish rapport with the individual. If parents are present, answer questions they may have about the program. Enlist their support. Use them as a resource, but make sure that they understand that the input of the individual counts the most.
 5. Decide the role of each person and agency.
 6. Stress the importance of regular attendance at scheduled appointments.
 7. Find out if this individual wants to be involved in the Self-Directed Employment Program.
- B. Assist the individual or guardian in reading and signing program administrative forms that may include
 1. A rights statement
 2. A consent form to collect and enter data under conditions of confidentiality
 3. Enrollment of the individual into the agency's liability insurance to allow coverage for community working assignments
 4. A description of productive working internships and his or her pay
- C. Schedule the Self-Directed Employment orientation meeting.

Second meeting: Orientation

Materials Needed
Self-Directed Employment
Orientation Matrix

- A. At the Self-Directed Employment orientation meeting, follow these steps:
 1. Explain again the purpose of the Self-Directed Employment Program (see First meeting: Intake).
 2. Give a copy of the Self-Directed Employment Orientation Matrix to the individual and his or her parents (and significant others) (see p. 285). Write the phases and other information shown in the matrix on a chalkboard. Dis-

cuss the information as you write. Relate the discussion to your knowledge of the person.

3. Describe the Choice Management Assessment as a job match process in which the individual chooses several jobs to explore, shadows the chosen jobs, and completes on-the-job internships. Appointments are set on the basis of the individual's needs and the employers' schedule.
4. Explain that the length of the assessment process depends on scheduling, past job experience, and the match between the individual and jobs he or she chooses. Most people complete the job match process in 1–3 months by attending the program one to four times per week.
5. Explain that during the placement phase the individual will learn decision-making and problem-solving skills needed to keep their job.
6. Discuss long-term follow-along details and what happens once the person learns how to do his or her job. This information will be unique to each supported employment program and to each individual.

Objective 1: What If?

What if individuals, parents, or significant others are afraid of losing Social Security benefits?

Provide an income analysis to the individual and family regarding benefits and payments. Contact your local Social Security Office to obtain a definitive consultation.

What if the individual refuses to give out personal or disability-related information?

Explain that if you know little about the individual's history, it is very hard to coordinate a good job match. With signed consent, contact active agencies, therapists, physicians, and other professionals to discuss your supported employment program and how it may affect the individual. Be sure to find out if the individual has a history of recent aggressive or criminal behavior so that you can make appropriate plans.

What if parents or significant others answer all questions during the initial meeting and do not provide the individual an opportunity to reply?

Gently but firmly explain that this program is for the individual, and it's the individual's opinion that counts. Address most of your remarks or questions to the individual.

SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL A: MAKING CHOICES

Objective 2: Completing the Jobs I Want to Do: Form A or B

CONTENTS

Present forms
Complete Jobs I Want to Do: Form A
Complete Jobs I Want to Do: Form B and Jobs I Have Done
Schedule
Discuss choices

MATERIALS NEEDED

Jobs I Want to Do: Form A (I:A:2:1)
Jobs I Have Done (I:A:2:2)
Jobs I Want to Do: Form B (I:A:2:3)

PURPOSE

To make initial tentative community job choices

LOCATION

Office

Present forms

Materials Needed

Jobs I Want to Do: Forms A and B

- A. The purpose of the Jobs I Want to Do form is to help individuals begin thinking about the community jobs they may like to do and to make initial, tentative job choices. The preferred jobs will be explored later to determine skill and preference matches.
- B. Show the Jobs I Want to Do: Forms A and B to the individual (see pp. 286 and 288). Ask the individual to choose the form he or she likes best. Explain that Form A provides a greater degree of freedom to choose jobs, but choices will need to be generated directly by the individual since the form is open ended. A menu of sample jobs is given, but the individual is not limited to those. Form B is more structured and offers a set menu of illustrated jobs and tasks from which to choose. If needed, customize the form so the choice menu matches local employment conditions using pictures downloaded from www.brookespublishing.com/picturebank.

Note: Some individuals may benefit from using Form A and then Form B during different sessions. Form B may stimulate discussion of realistic job choices more than Form A. However, the open-ended nature of Form A may allow some individuals to better express their preferences for jobs not given in a menu format.
- C. During this phase of the job match process, forms are not designed for the individual to complete independently. Staff should facilitate ongoing discussion. Make sure your comments do not influence the individual's choices.

Note: The Characteristics I Like form introduced in the next objective is completed simultaneously with the Jobs I Want to Do: Forms A and B introduced in this objective. The two objectives are described separately to aid your understanding.

Complete Jobs I Want to Do:
Form A

Materials Needed
Jobs I Want to Do: Form A

- A. Instruct the individual to choose four job types and write them in the second column (the first column remains blank until you work through the form). Example job types are provided at the bottom of the form. In general, a job type is a broad area of employment interest such as a store, factory, or child care. An example of Jobs I Want to Do: Form A is on page 49.
- B. Ask the individual to choose a preferred job title matching the job type they chose. Example job titles include cashier, line worker, or child care aide. If the person does not know a specific job title, then leave the section blank.
- C. Find out if the person did this job before, and ask the person to circle the appropriate answer in the “Have I done this job?” column.
- D. If the person has done the chosen job before, ask him or her to circle “Yes” in the “Did I like this job?” column if he or she liked the job. Circle “No” if he or she did not.
- E. Ask the individual to list four related job tasks for each job type. Example job tasks are listed at the bottom of the form. If the person can’t list four tasks matching the job type, discuss the job with him or her to develop more tasks. If four tasks still cannot be elicited, accept what is given. If the person cannot name any job tasks, leave the section blank.
- F. Instruct the individual to circle any tasks listed that were previously performed. If the task was previously performed, did the individual like doing this task? If so, check the circled task. If he or she did not like the task, do not check the circled task.
- G. From all the job tasks listed across job types, ask the individual to rank in order of preference of 1 to 4 their four most preferred job tasks. A rank of 4 indicates the task that is best liked. A task rated 1 is liked more than those not ranked.
- H. From all the job types listed, ask the individual to rank in order of preference his or her chosen job types from 1 to 4 in the far left column. A ranking of 4 indicates the type that is best liked.

1:A:2:1

Jobs I Want to Do: Form A

Making Choices

Name: Kelly SampleDate: March 10, 2002

For the first and last columns, rank the jobs 1–4, with 4 indicating the job you like most.

Rank each job	Job type	Job title	Have I done this job?	Did I like this job?	Job tasks (list four)	Rank best tasks
2	Car wash	Car cleaner	Yes <u>No</u>	Yes No	<u>Vacuum car</u> <u>Get trash out</u> <u>Dry cars</u> _____	<u>4</u> _____ <u>1</u> _____
4	Maid service	Room attendant	Yes <u>No</u>	Yes No	<u>Clean restrooms</u> <u>Sweep</u> <u>Make beds</u> <u>Vacuum</u>	<u>3</u> <u>2</u> _____ _____
1	Food service	Bus person	Yes <u>No</u>	Yes No	<u>Wipe tables</u> <u>Wash dishes</u> <u>Tend salad bar</u> <u>Sweep and mop</u>	_____ _____ _____ _____
3	Janitorial work	Custodian	<u>Yes</u> No	<u>Yes</u> No	<u>Clean restrooms</u> <u>Sweep and mop</u> <u>Dust</u> <u>Vacuum</u>	_____ _____ _____ _____

Can't think of choices? Here are some examples:

Some job types	Some job tasks		
Store work Laundry work Food service (restaurant) work Maid service work Janitorial work Factory work Office work Child care work Animal care work	Stocking and pricing items Bringing carts inside Running a cash register Folding laundry Pressing laundry Wiping tables Serving food Washing dishes Cleaning a kitchen	Working on an assembly line Bussing tables Cooking or baking Cleaning bathrooms Vacuuming Making beds Dusting Washing windows Mopping floors	Emptying trash Typing Mailing Filing Answering phones Playing with children Talking with children Disciplining children Watching children Cleaning animal cages

Complete Jobs I Want to Do:
Form B and Jobs I Have
Done

Materials Needed
Jobs I Have Done
Jobs I Want to Do: Form B

- A. If the individual chooses Form B, complete both the Jobs I Want to Do: Form B and the Jobs I Have Done form. Make sure the illustrations represent entry-level jobs available in your community. You may need to customize the forms. An example of a filled-out Jobs I Want to Do: Form B is on page 51.
- B. Complete Jobs I Have Done (see p. 287).
1. In the “Circle jobs you have done” section, explain row by row what job type each picture represents. After explaining each row, ask the individual to circle all jobs previously performed. Complete this process until all illustrations are explained. Ask the individual if he or she has worked at any job type not depicted. If the individual names a job type that is not depicted, add it to the open box and circle it.
 2. In the “Circle tasks you have done” section, explain row by row which task each picture represents. After explaining each row, ask the individual to circle all previously performed tasks. Complete this process until all tasks are explained. Ask the individual if he or she performed any tasks not depicted. If he or she names any tasks that are not depicted, add the tasks to the open boxes and circle them.
- C. Complete Jobs I Want to Do: Form B (see p. 288).
1. Explain, row by row, which job type each picture represents. After explaining each row, ask the individual to circle at least four preferred job types. Complete this process until all types in the first section are explained. Ask the individual if he or she prefers a job type not depicted. If the individual names a job type that is not depicted, add it to the open box and circle it.
 2. Ask the individual to rank four jobs he or she would most prefer from 4 to 1. A ranking of 4 indicates the job that is best liked. Write the number beside each job circled.
 3. In the second section, explain row by row which task each picture represents. After explaining each row, ask the individual to circle at least four preferred tasks. Complete this process until all tasks in the section are explained. Ask the individual if he or she prefers any tasks not depicted. If he or she names any tasks that are not depicted, add the tasks to the open boxes and circle them.
 4. Ask the individual to rank the four tasks he or she would most like to do from 4 to 1. A ranking of 4 indicates the task that is best liked. Write the number beside each task circled.

I:A:2:3

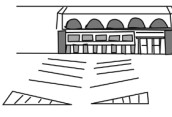










Jobs I Want to Do: Form B

Making Choices


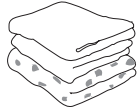












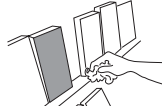



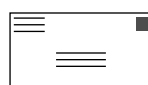



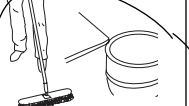



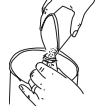



Name: Pat Sample

Date: March 10, 2002

Circle at least four jobs you like. Rate them 1–4. A rank of 4 shows the job you like best.

 Store work	 Laundry	 Food service	 Maid service	 Child care	 Janitorial work
 Animal care	 Outdoor maintenance	 Warehouse work	 Office work	 Factory work	Other

Circle tasks you like. Rate them 1–4. A rank of 4 shows the task you like best.

 Pricing	 Folding	 Ironing	 Wiping tables	 Serving food	 Vacuuming
 Cooking/baking	 Washing dishes	 Washing cars	 Making beds	 Dusting	 Mowing lawns
 Sanding	 Taking out trash	 Dusting videos	 Carrying boxes	 Weedeating	 Gathering carts
 Mailing	 Working with machines	 Washing windows	 Watching children	 Mopping/sweeping	 Cleaning bathrooms
 Disciplining children	 Bagging groceries	 Filling condiments	 Straightening books	 Playing with children	 Stocking
Other	Other	Other	Other	Other	Other

Schedule

A. Present the Jobs I Want to Do: Form A *or* the Jobs I Want to Do: Form B *and* Jobs I Have Done at least three times during a 2-week period. Plan on each of the three sessions taking 60–90 minutes. (See the Implementation Reference Guide for more details.) These forms should be presented simultaneously with the Characteristics I Like form explained in Objective 3. This repetition allows the individual to think about his or her choices and make changes at each meeting.

Discuss choices

A. Every time the individual completes Jobs I Want to Do: Form A or Form B, the staff should get as much information as possible. Explore the individual's understanding of each job and task choice. For example, if an individual is interested in working as a cashier, ask, "What do you think it would be like to work at K-Mart? At 7-Eleven? At Sears?" After each discussion, ask the individual if the choices remain attractive. Find out which is the most attractive and why. For each choice, provide examples of possible employment sites. Note any unique reactions and comments in the margins of the form.

Objective 2: What If?

What if the individual wants to choose fewer than four jobs?	<i>Explain to the individual that two jobs will eventually be chosen. At this time, the more jobs chosen to explore, the better the chance there will be of finding an available job that matches his or her skills and preferences. If an individual continues to choose less than four jobs, accept his or her response. Often, the number of choices will increase with exposure to job options.</i>
What if the individual chooses Form A but cannot read it?	<i>Read the form to the person and help him or her fill it out.</i>
What if the individual cannot use Form B?	<i>Read the form. Point to the picture that best illustrates what you are saying. Prompt the individual to point to the picture that best represents his or her choice. If the person does not reliably point to the pictures in Form B, customize the form by using photographs of actual settings or use actual items from that setting. Also, try limiting the number of illustrations on a page. If this still doesn't work, begin picture discrimination instruction.</i>
What if the individual wonders why choices need to be made more than once?	<i>Explain to the individual that as he or she begins to think about the jobs, he or she may change his or her mind and refine his or her choices. This is okay and is encouraged so that many choices are explored.</i>
What if the job that the individual wants is not on the picture Form B?	<i>Customize the form by using the illustrations in the Picture Bank online at www.brookespublishing.com/picturebank, ask the individual to draw an illustration depicting a preferred job, or provide a custom-made drawing or photograph.</i>
What if the individual cannot think of any job choices?	<i>Explore past jobs or work experiences and ask what conditions and duties were preferred. Suggest jobs that fit these preferences. If an individual has no previous work history, explore some of the things he or she likes to do. Perhaps you might begin choosing task preferences before naming jobs or complete Objective 3 first.</i>
What if the individual only chooses jobs that match previous experience when using Form B?	<i>Change the form presentation order, or accept what is chosen. The job internship experiences may confirm or disprove these first choices. You may sense that an individual is hesitant because he or she does not want to get stuck in an unfamiliar job he or she does not want. Reassure him or her that this is only a tentative initial choice.</i>

	<p><i>Try to get the individual to think about jobs he or she likes but has not done before. Perhaps there is a job he or she would like to do that a friend has or a job has caught his or her eye that he or she would like to know more about.</i></p>
What if the individual does not understand when you ask him or her to rank his or her preferences from 4 to 1?	<p><i>Ask the individual to assign 4 points to the item liked the most, 3 points, 2 points, then 1 point. Or ask the person to point to the job or task he or she likes best.</i></p>
What if the individual using Form A is unsure of his or her job preferences?	<p><i>Talk informally about the information presented on Form A. Provide more individual job exploration experiences. Some effective resources might include newspaper classified ads, Internet job exploration, the annual update to the Dictionary of Occupational Titles handbook, manufacturer indices available at public libraries, standardized interest inventories, and assistance available at the local Job Service office.</i></p>
What if the individual does not comprehend the meaning of the illustrations?	<p><i>Substitute photographs or the person's own drawings for the illustrations. If this does not work, take the individual to an array of community jobsites and use photographs to implement basic picture discrimination instruction.</i></p>

SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL A: MAKING CHOICES

Objective 3. Completing the Characteristics I Like: Form A or B

CONTENTS

Complete Characteristics I Like: Form A or B Schedule

MATERIALS NEEDED

Characteristics I Like: Form A (I:A:3:1) or Form B (I:A:3:2)

PURPOSE

To explore and tentatively choose characteristics that are important to the individual

LOCATION

Office

Complete Characteristics I Like: Form A or B

Materials Needed
Characteristics I Like: Form A and Form B

- A. Explain that the purpose of the Characteristics I Like form is to explore and tentatively choose preferred job characteristics. Ask the individual to choose the format that will meet his or her needs. Form A requires reading (see p. 289). Form B requires picture discrimination skills (see p. 290). An example of a filled-out Characteristics I Like: Form A is on page 56.
- B. The Characteristics I Like items are presented as contrasting pairs. Using the form that the individual has chosen, instruct him or her to circle the preferred item out of each pair.
 - 1. Discuss each characteristic chosen by asking the meaning of each selected item. Circle the preferred item in each pair.
 - 2. If an individual is undecided about the item to choose, ask him or her to choose neither or circle both. Do not suggest this ahead of time, as some individuals may use this as an alternative to making decisions.
 - 3. Individuals may prefer characteristics that are not listed. Write these in the blank spaces labeled "Other."
 - 4. From the circled characteristics, ask the individual to draw a star beside 10 of the most important characteristics in the column labeled "★."
 - 5. From the column, ask the individual to check the four most preferred characteristics he or she would like in a job in the section labeled "Top four."
 - 6. Once again, discuss the final four characteristics chosen by asking the individual the meaning of each selected item.

Name: Kelly SampleDate: April 4, 2002

First, circle the preferred item in each pair. Second, draw a star in the ★ column for the 10 characteristics that are most important to you. Third, check your four most preferred characteristics in the "Top Four" column.

Characteristics	★	Top four	
Work alone	Work with others	★	✓
Work in a quiet workplace	Work in a noisy workplace		
Work part-time	Work full-time	★	
Work weekdays only	Works weekends, too		
Work at a hard job	Work at an easy job		
Work inside	Work outside	★	
Have few rules	Have well-defined rules	★	✓
Work standing up	Work sitting down	★	
Work mornings	Work evenings	★	
Work in an attractive place	Looks of place do not matter		
Dress up for work	Do not dress up	★	
Do physical work	Do thinking work	★	✓
Detail is important	Detail is not important		
Do the same tasks every day	Do different tasks every day	★	✓
Work with people	Work with things		
Working fast is important	Speed does not matter		
Work with little supervision	Work with a lot of supervision	★	
Work in the daytime	Work at night		
Work in a small business	Work in a large business		
Other:			
Other:			
Other:			
Other:			

Schedule

7. Assist the individual with any of these steps only when appropriate and necessary.
 - A. Present the Characteristics I Like forms at least three times during a 2-week period. Complete the Characteristics I Like form immediately following each presentation of Jobs I Want To Do: Form A *or* Jobs I Want To Do: Form B *and* Jobs I Have Done (introduced in Objective 2).
 - B. Individuals' responses may not be consistent on the Characteristics I Like form. This is acceptable since their experience in a job environment may be limited. Their responses will become more consistent over time. The opportunity to choose characteristics will be repeated several more times through the Choice Management assessment process.

Objective 3: What If?

What if the individual chooses only characteristics that match jobs he or she has had in the past?	<i>Accept what is chosen. The job internship experiences may confirm or disprove these first choices.</i>
What if the individual says the characteristics of the job he or she wants do not matter to them?	<i>This will be addressed later during shadowing and the job internship experiences. Explain that if the individual wants a preferred job, it is important to tell what characteristics define a good job.</i>
What if the individual consistently states that he or she wants, for example, a store job, but the characteristics chosen by the individual do not match this job choice?	<i>This will be addressed during shadowing and the job internship experiences.</i>
What if the individual cannot narrow the characteristics he or she likes to four?	<i>Accept the top 10 characteristics chosen. Attempt to get the individual to prioritize them.</i>
What if the individual chooses only characteristics that match a job he or she has in mind?	<i>Explain that it is in his or her best interest to be honest about preferences. This will be further addressed during shadowing and job internship experiences.</i>
What if an individual cannot choose the 10 characteristics he or she likes most?	<i>Keep progressing through the objectives. After the shadowing and internship experiences, consistent characteristic choices usually occur.</i>
What if the individual consistently circles both characteristics?	<i>Explain that you are trying to discover the individual's preferences. It is important for the individual to begin to make choices by circling one item.</i>

SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL A: MAKING CHOICES

Objective 4: Summarizing Making Choices

CONTENTS

Summarize initial job choices
Determine top-ranked job preferences
Summarize task choices
Determine top-ranked task preferences
Summarize characteristics most often chosen
Summarize four most important characteristics

MATERIALS NEEDED

Initial Job Preferences Graph (I:A:4:1)
Initial Task Preferences Graph (I:A:4:2)
Characteristics Summary Graph (I:A:4:3)
Four Most Important Characteristics Graph (I:A:4:4)
Completed:
Jobs I Want to Do: Form A (I:A:2:1)
Jobs I Have Done (I:A:2:2) and Jobs I Want to Do: Form B (I:A:2:3)
Characteristics I Like: Form A (I:A:3:1) or B (I:A:3:2)

PURPOSE

To summarize initial vocational preferences and to develop an action plan for exploring these preferences

LOCATION

Office

Summarize initial job choices

Materials Needed

Initial Job Preferences Graph
Initial Task Preferences Graph

Completed:

Jobs I Want to Do: Form A or B

A. Complete both the Initial Job Preferences Graph and the Initial Task Preferences Graph (see pp. 291–292). Assist the individual to complete the forms or complete them yourself, if appropriate. An example of a filled-out Initial Job Preferences Graph is on page 60.

1. Referring to the first day’s completed Jobs I Want to Do: Form A or Form B, write each job type chosen in the column labeled “Job” in the Initial Job Preferences Graph. In the column labeled “Rank,” enter the rank in the column labeled “Day 1.”
2. For the second day’s completed Jobs I Want to Do: Form A or B, enter in the column labeled “Job” any different job types not chosen on the first form. In the column labeled “Rank,” enter the rank for all jobs the individual chose on the second day (4 indicates the job that is best liked).
3. Repeat this procedure for the column labeled “Day 3.”

I:A:4:1

Initial Job Preferences Graph

Making Choices
Final Choices

Name: Pat Sample

Date: April 4, 2002

Job	Rank			Check if done	Job preference graph											
	Day 1	Day 2	Day 3		1	2	3	4	5	6	7	8	9	10	11	12
Car wash	2				1	2	3	4	5	6	7	8	9	10	11	12
Maid service	4	4	2		1	2	3	4	5	6	7	8	9	10	11	12
Food service	1				1	2	3	4	5	6	7	8	9	10	11	12
Janitorial work	3	3	1	✓	1	2	3	4	5	6	7	8	9	10	11	12
Office work		1			1	2	3	4	5	6	7	8	9	10	11	12
Factory work		2	3		1	2	3	4	5	6	7	8	9	10	11	12
Work with plants			4		1	2	3	4	5	6	7	8	9	10	11	12
					1	2	3	4	5	6	7	8	9	10	11	12
					1	2	3	4	5	6	7	8	9	10	11	12
					1	2	3	4	5	6	7	8	9	10	11	12
					1	2	3	4	5	6	7	8	9	10	11	12
					1	2	3	4	5	6	7	8	9	10	11	12

Four top-ranked jobs

Have I done this job?

Do I need to shadow this job?

Maid service

Yes

No

Yes

No

Janitorial work

Yes

No

Yes

No

Factory work

Yes

No

Yes

No

Work with plants

Yes

No

Yes

No

Determine top-ranked job preferences

4. If a listed job was not ranked on a given day, leave the "Rank" column empty.
 5. Complete the "Check if done" column. If the individual completed Jobs I Want to Do: Form A, find the column labeled "Have I done this job?" For each job that the individual circled "Yes," check the corresponding job that was entered in the job column. If the individual completed Jobs I Want to Do: Form B, match the jobs ranked 4–1 to those jobs circled on the Jobs I Have Done form. For each job, the individual wants to do and has done, check the "Check if done" column.
- A. Complete the bar graphs.
1. Complete the bar graph for each job listed by adding the ranked scores of 1 to 4 for each day. Shade in the amount of squares that match the total. For example, if an individual ranked a job "1" for 3 days, shade in three squares beside that job type.
- B. Determine jobs to shadow.
1. At the bottom of the page, locate the area labeled "Four top-ranked jobs." List the job with the highest score from the Initial Job Preference Graph in the first blank. An easy way to see this is to tell the individual to pick the job with the most shaded squares or the one with the longest line. Record the jobs with the second, third, and fourth highest scores as well.
 2. For each top-ranked job listed, refer to the "Check if done" column, and circle the corresponding answer in the "Have I done this job?" column.
 3. If the individual has done a top-ranked job before, then it is likely that he or she will not need to shadow this job. If the individual has not done this job before, he or she will need to shadow the job. Circle the answer in the "Do I need to shadow this job?" column accordingly. Individuals who have worked at a job that is one of their top preferences probably know more about that particular job than a 1-hour shadowing would reveal. Discuss the job with the individual to determine if shadowing is needed.
 4. Discuss the summary findings with the individual. Remember that the final decision to shadow any particular jobsite should be the choice of the individual.

Summarize task choices

Materials Needed

Initial Task Preferences Graph

Completed:

Jobs I Want to Do: Form A or
Jobs I Want to Do Form: B
and Jobs I Have Done

A. Begin the Initial Task Preferences Graph.

1. Referring to the first day's completed Jobs I Want to Do: Form A or B, write each task type chosen in the column labeled "Task" in the Initial Task Preferences Graph. In the column labeled "Rank," enter the rank in the column labeled "Day 1."
2. For the second day's completed Jobs I Want to Do: Form A or B, enter in the column labeled "Task" any new and different task types not chosen on the first day. In the column labeled "Rank," enter the rank for all tasks the individual chose on the second day. A rank of 4 indicates the task that is best liked.
3. Repeat this procedure for the column labeled "Day 3."
4. If a listed task was not ranked on a given day, leave the ranking box empty.

B. Complete the "Check if done" column.

1. If the individual completed Jobs I Want to Do: Form A, find the column labeled "Tasks" on those forms. For each task the individual circled and ranked, check the "Check if done" column beside the corresponding task that was entered in the "Task" column.
2. If the individual completed the Jobs I Want to Do: Form B, match the tasks ranked 4–1 to those tasks circled on the Jobs I Have Done forms. For each task the individual wants to do and has done, check the "Check if done" column.

Determine top-ranked task preferences

A. Complete the bar graphs.

1. Complete the bar graph for each task listed by adding the scores of 1 to 4 for each day. Shade in the amount of squares that match the total. For example, if an individual ranked a task as "2" for 3 days, shade in six squares beside that task name.

B. Determine the tasks the person will shadow.

1. At the bottom of the page, locate the area labeled "Four top-ranked tasks." List the task with the highest score in the first blank. An easy way to show this is to tell the individual to pick the task with the most shaded squares or the longest line. Continue to record the tasks with the second, third, and fourth highest scores.
2. For each top-ranked task listed, refer to the "Check if done" column and circle the corresponding answer in the "Have I done this task?" column.

3. If the individual has done a top-ranked task before, then it is likely that he or she will not need to shadow this task. If the individual has not done this task before, he or she will need to shadow this top-ranked task. Circle the appropriate answer in the “Do I need to shadow this task?” column. Individuals who have worked at a task that is one of their top preferences probably know more about that particular task than a 1-hour shadowing would reveal. Discuss the task with the individual to determine if a shadowing is needed.
4. Summarize and discuss the results with the individual. Remember that the final decision to shadow any particular jobsite should not be the assessment staff person’s choice. It is up to the individual to decide. As a person decides whether he or she wants to complete a shadowing experience, the objective data reported in the Initial Job and Task Preference Graphs should only serve as a guideline. For instance, a person who acquired a traumatic brain injury may decide to shadow a jobsite even if the graphs indicate that he or she liked a previous experience or if he or she suggests a new job or task choice the day the graphs were completed. The Making Choices process helps begin the assessment process. The data should not be used to make concrete job decisions. The guiding rule is to be flexible. Listen to what the individual tells you. Discuss preferred jobsites for shadowing, the jobsites that do not need to be shadowed, and reasons for each.
5. Have the individual choose at least three jobsites to shadow.

Summarize characteristics most often chosen

Materials Needed

Characteristics Summary Graph

Completed:

Characteristics I Like: Form A or Form B

- A. To summarize the characteristics the individual chose most frequently, gather the Characteristics I Like forms that were completed during the three Making Choices sessions. Help the individual complete the Characteristics Summary Graph or complete the form yourself, if appropriate (see p. 293). An example of a filled-out Characteristics Summary Graph is on page 64.
 1. In the upper right corner of the Characteristics Summary Graph, circle “Making Choices.” This indicates that you have entered the data from the three Characteristics I Like: Forms A or B.
 2. For each characteristic circled for the first day, shade in one box. Leave boxes blank for those characteristics that were not circled. Continue to record the individual’s choices similarly for the second and third day.
 3. Use this form as you progress through each goal of the Choice Management job match assessment process. When all goals have been completed, the Characteristics Summary Graph becomes a part of the individual’s assessment summary.

1:A:4:3

Characteristics Summary Graph

Making Choices
Exploring Choices
Testing Choices
Final Choices

Name: Pat Sample

Date: April 29, 2002

Work alone	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work with others	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work in a quiet workplace	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work in a noisy workplace	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work part-time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work full-time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work weekdays only	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Works weekends, too	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work at a hard job	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work at an easy job	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work inside	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work outside	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Have few rules	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Have well-defined rules	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work standing up	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work sitting down	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work mornings	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work evenings	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work in an attractive place	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Looks of place do not matter	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Dress up for work	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Do not dress up	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Do physical work	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Do thinking work	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Detail is important	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Detail is not important	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Do the same tasks every day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Do different tasks every day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work with people	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work with things	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Working fast is important	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Speed does not matter	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work with little supervision	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work with a lot of supervision	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work in the daytime	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work at night	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work in a small business	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work in a large business	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Other:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Other:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Other:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Other:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Summarize four most important characteristics

Materials Needed

Four Most Important Characteristics Graph

Completed:

Characteristics I Like: Form A or Form B

A. To summarize the four characteristics that the individual chose most frequently, gather the Characteristics I Like forms that were completed during the three Making Choices sessions. Help the individual to complete the Four Most Important Characteristics Graph or complete the form yourself, if appropriate (see p. 294).

1. In the upper right corner of the Four Most Important Characteristics Graph, circle "Making Choices." This indicates that you have entered the data from the three Characteristics I Like: Forms A or B.
2. Look at the first day's Characteristics I Like: Form A or B. For each characteristic the individual checked, indicating a top preference, shade in one box. Leave boxes blank for those characteristics that were not most preferred. Continue to record the individual's four most preferred characteristics similarly for the second and third day.
3. Use this form as you progress through each goal of the Choice Management assessment process. During Goal D, the four blanks labeled "Four most important characteristics" will be filled out. When all goals have been completed, the Four Most Important Characteristics Graph becomes a part of the individual's assessment summary.

Objective 4: What If?

What if the individual chooses jobs that he or she has performed in the past?

If the individual has had and liked past job experiences, skip the shadowing process and go straight to the internship phase. Use Objective 6: Completing Shadowing Skill and Preference Match to determine the best internship location.

What if, when trying to determine what to shadow, there is a tie between two or three job choices?

Ask the individual what he or she likes best. Let the individual break the tie and determine what to shadow.

What if the individual chooses completely different jobs each session?

Try to find the commonalties that exist in the group of jobs. Discuss similar tasks that may be performed in each job choice. Choices from the Characteristics I Like forms can be very helpful here. An additional Original Choice session may be needed in order to clarify what jobs the individual is most interested in shadowing.

What if the individual has an equal preference for more than four jobsites?

Discuss the importance of each jobsite. Determine with the individual why each site is important. It may be to the individual's advantage to shadow all of these sites in order to get more information about the chosen jobs.

SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL A: MAKING CHOICES

Objective 5: Constructing a Résumé

CONTENTS

Gather information
Complete a job application
Construct a résumé

MATERIALS NEEDED

Written past job information
Application for Employment (I:A:5:1)
Sample Résumé 1 (I:A:5:2)
Sample Résumé 2 (I:A:5:3)
Sample Résumé 3 (I:A:5:4)

PURPOSE

To strengthen rapport, learn about the individual's history, and prepare an individualized résumé

LOCATION

Office

Gather information

- A. Talk with the individual about his or her vocational and educational history as well as any hobbies. This discussion should cover
 - 1. All previous education and training
 - 2. Work-study experiences
 - 3. Summer youth employment
 - 4. Volunteer work
 - 5. Types of work accomplished in sheltered workshops
 - 6. Responsibilities around the house
 - 7. Informal work experiences (e.g., mowing lawns, babysitting)
 - 8. Previous jobs

Complete a job application
Material Needed
Application for Employment

- A. The day before this session, ask the individual to bring in any résumés, written recommendations, task descriptions, and past job evaluations.
- B. Assist the individual in completing a sample application (see pp. 295–296). Explain that this process will be used to collect needed information for the résumé and future applications.

The individual will need to bring in names, addresses, and telephone numbers of past employers. If available, include the name of the supervisor, work dates, and wages earned. Parents or other caregivers may be a great source of information about past job experiences—use them!

C. The finished application will be used to verify information gained during the initial job choices process and to assist with job development.

Construct a résumé

Materials Needed

Sample Résumés 1–3

A. Choose a résumé format (see pp. 297–299). Sample Résumé 1 combines education, work, and volunteer experiences. Sample Résumé 2 shows how education and work experience can be shown. Each begins with the person's career objective.

B. Consider a functional résumé for those individuals with large gaps in their employment history (see Sample Résumé 3). A functional résumé lists and describes work experience, but dates are not given.

1. Be sure to describe job duties in positive but honest terms. Inflated résumés are usually easily detected and may do the individual a disservice.

2. Put work experience first. Educational experience is usually not nearly as important if one is looking for entry-level employment.

C. Always print the résumé on a good grade of bonded paper.

D. The finished résumé will be used to assist with job development.

Objective 5: What If?

What if the individual has had no competitive job experiences?

Ask the individual or others close to him or her about what work he or she has performed in the workshop, at school, or in the home, including paid or unpaid experience. Also include any civic or volunteer experiences in the résumé. These might include the 4-H Club, Boy Scouts, and Candy Stripers. Hobbies and special interests can also be mentioned. Sometimes individuals begin to remember work experiences as they progress through shadowing and the internship phases. Revise the résumé to include this information.

What if the individual has been fired from every job he or she has attempted?

Focus on one or two of the most successful experiences. From the array of tasks completed at the terminated position, write a functional résumé with a focus on experience by job category rather than specific jobs held.

What if, after having some shadowing and internship experiences, the individual develops an interest in a specific job area?

Revise the résumé to reflect this interest.

