

Employment

EMPLOYMENT

Whether a job provides financial support, personal fulfillment, social opportunities, or some combination of these, it is a very important component of adult life. In fact, what one does for a living is often regarded as a defining feature of that person and his role in society. Finding the right employment match for a student with a disability may be challenging, but the rewards can also be great in terms of personal satisfaction in a job well done and as an active, participating, well-regarded member of society.

Early in high school or middle school, with support from both you and the transition team, your child with ASD should:

- Learn more about the wide variety of careers that exist.
- Take part in vocational assessment activities in the community through “job sampling” at the actual places of employment.
- Have the opportunity to learn, by practice and exposure, what his work preferences might be.
- Identify training needs and effective strategies to address deficits.
- Be provided with sufficient opportunity to develop basic competencies in independence, self-monitoring, travel training, and life outside the classroom.

While in high school, your young adult, you, and the transition team should:

- Develop effective disclosure strategies relative to your son’s abilities and needs.
- Identify critical skill deficits that may impede the transition to post-21 life and provide individualized instruction to minimize the deficits.
- If applicable, learn the basics of the interview process and practice being interviewed.
- Learn more about school-to-work programs in the community, which offer opportunities for training and employment through job sampling, youth apprenticeships, cooperative education, tech-prep, mentorships, independent study, and internships.
- Become involved in early work experiences, particularly those emphasizing work-based or on-the-job learning experiences, including volunteering, job sampling (i.e., trying out a job for several hours or days), internship programs, and summer jobs.
- Identify transportation options for getting to and from work, as well as other community-based options; determine to what extent your young adult will need to develop the skills related to using public transportation.
- Reassess interests and capabilities based on real-world experiences and redefine goals as necessary.
- Identify gaps in knowledge or skills that need to be addressed.

- Contact the DVR or ADD agency and/or the Social Security Administration before age 16 to determine eligibility for services or benefits post-graduation.

Finding a Job

As you are considering a work environment for your young adult with ASD, it will be important to consider both his likes and interests, and also what impact his disability will have on employment. You can use the information you gathered during the earlier assessment part of Chapter 2 to help pinpoint where your young adult's interests and a career might intersect. This section of the guide will discuss other things to consider when finding a job for your young adult.

What Kinds of Jobs are Available for Individuals with disabilities?

The employment available for an individual with disabilities reflects the breadth of the entire job market. Generally, a job may belong to any of three categories that vary in the amount of support they offer the worker with a disability. Ranging from least to most supportive, these categories are competitive employment, supported employment, and secured or segregated employment—although neither is mutually exclusive, and an individual may find employment in more than one category.

Competitive Employment

A full-time or part-time job with market wages and responsibilities is considered competitive. Usually, no long-term support is provided to the employee to help him learn the job or continue to perform the job. The majority of jobs are considered competitive employment, such as waiting on tables, cutting grass, fixing cars, teaching, computer programming, or *writing guidebooks on transitions!* Competitive employment is most often associated with individuals who are already fairly highly skilled, such as an adult with Asperger Syndrome, but may be suitable for other individuals with greater challenges as a function of the task and the environment in which they are to work.

Supported Employment

In supported employment, individuals with autism work in competitive jobs alongside neurotypical individuals. One of the characteristics of this type of employment is that the person receives ongoing support services while on the job. The support is provided as long as the person holds the job, although the amount of supervision may be reduced over time as the person becomes able to do the job more independently. Examples of work environments allowing this type of support often include universities, hotels, restaurants, office buildings, or small businesses.

“Entrepreneurial supports” is a term for a new and particularly innovative type of supported employment. In this situation, a new business is created around the skills and interests of a very limited number of individuals. For example, a young adult who likes to destroy things he does not see as “perfect” could have entrepreneurial support developed for him where he would go to different offices and be their document shredder. For documents they want shredded, they could tear the corner (making it imperfect), and he

could gladly feed it into the shredder. Through this program, he could be contracted with a number of offices; going to one or two offices a day to shred documents would be his job. Often, a Board is formed for this new organization that consists of family members, support personnel, community members, and, ideally, at least one member with experience running a for-profit business. This Board helps ensure the organization's success.

Supported employment, in whatever form it takes, can be funded through state developmental disabilities or vocational rehabilitation agencies, but **families will have to advocate strongly that: (1) supported employment, by definition and statute, is intended for people with severe disabilities; and (2) individuals with disabilities can, in fact, work if given the proper support, training, and attention to job match characteristics.**

Secured or Segregated Employment

In secured or segregated employment, individuals with disabilities (not necessarily autism specific) work in a self-contained unit and are not integrated with workers without disabilities. This type of employment is generally supported by a combination of Federal and/or state funds. Some typical tasks include collating, assembling, or packaging. While such programs remain available, critics argue that the sheltered workshop system is more often geared toward the fostering of dependence within a tightly supervised, nontherapeutic environment than toward encouraging independence in the community at large.

Job Match

When searching for jobs for your young adult, it is important to consider the match between your child and a particular job's social, navigation, and production requirements. This "job match" is the extent to which a particular job meets an individual's needs in terms of challenge, interest, comfort, camaraderie, status, hours, pay, and benefits. Generally, as people move through the job market over time, they get closer and closer to an ideal job match.

Job Search

Look to see what employment options are currently available in your area. Networking among friends, colleagues, and acquaintances will often be your best job search strategy. Once opportunities are identified, find out what kinds of skills your young adult will need to be successful in those environments. Then, identify what supports your young adult might require to do this job. This exercise can be done in advance of an actual job search to start your thinking about these topics.

Helping Youth Build Work Skills for Job Success: Tips for Parents and Families

Employment is a crucial aspect of a youth's journey towards adulthood. Families of youth, including youth with disabilities, play a vital role in helping youth explore careers that match their strengths and interests and in helping youth understand the importance of building basic work skills so they are prepared for employment. The term “work skills” may seem vague, but it simply refers to basic abilities and habits employers are looking for in their employees. Work skills are a combination of “hard skills,” the foundational skills that employers desire like reading, writing, and math, and “soft skills,” the common-sense, everyday skills, like getting along with others, that help youth succeed in all aspects of life.

Many work skills have benefits that extend beyond the work place. Learning work skills can contribute to a youth's ability to function independently in the community, have positive experiences in postsecondary education, and thrive in social situations. There are several strategies available to families to help their youth develop work skills.

Which Skills are Needed to Succeed?

- **Communication Skills:** Read with Understanding; Convey Ideas in Writing; Speak so Others Can Understand; Listen Actively; and, Observe Critically.
- **Interpersonal Skills:** Guide Others; Resolve Conflict and Negotiate; Advocate and Influence; and, Cooperate with Others.
- **Decision Making Skills:** Use Math to Solve Problems and Communicate; Solve Problems and Make Decisions; and, Plan.
- **Lifelong Learning Skills:** Take Responsibility for Learning; Reflect and Evaluate; Learn Through Research; and, Use Information and Communications Technology.

Why is This Important?

Every employer seeks employees who have the skills needed to do a given job. While employers understand that many youth lack technical skills that come with education, training, or previous work experience they do expect youth to possess work skills and soft skills needed for job success. These include being able to solve problems and communicate effectively with others, and assuming personal responsibility for learning and attendance. Regrettably, employers report that many youth are coming to work without these skills. Families who understand what these skills are and help their youth develop these skills give their youth a real advantage in the job search.

Becoming prepared to enter the world of work is a process, and nothing promotes that process better than gaining real work experiences. Sadly, many youth lack opportunities for work experiences. This is especially true for youth with disabilities and other at-risk and disconnected youth. So where are youth going to learn the work skills needed to be a success on the job? Families might assume that this is the school's responsibility, but schools often do not address the variety of work skills youth need. Often, it is families who take the lead.

For youth with disabilities, the role of family in building work skills is especially critical. Some youth may have disabilities that impact their ability to read, do math, or complete complex tasks. These youth may need extra help in mastering work skills and identifying effective accommodations that can be used on the job to increase efficiency and improve job performance.

How Families Can Build These Skills at Home

COMMUNICATION SKILLS

Is your youth able to gather, process, and use information by observing his or her environment?

- Help your youth identify his or her learning style. Does your youth learn best by: looking, watching, and observing (a visual learner); by listening to people or audio recordings (an auditory learner); by using their hands and whole body to learn (a kinesthetic learner); or from reading (a print-oriented learner)? Work with your youth's teacher or with your IEP team to ensure that your student has opportunities to learn content the way that is most effective for him or her and to build on this self-awareness.
- Plan family activities that help youth develop their powers of observation, such as nature walks or indoor games that encourage gathering, processing, and describing information. Examples of these types of games include "Twenty Questions" or "Clue." This helps youth practice applying information gathered in a structured and productive way.
- During a long car or bus trip, ask your youth to find and write down a few road signs and billboards. Ask your youth if he or she can identify what the purpose of each sign and billboard was, and if the sign was important for the driver to help them arrive safely to the destination. Point out that some signs are useful, while others are only distractions.
- If your child has a visual impairment, help him or her become familiar with common accessibility strategies, such as large print or screen reader programs. Doing this will prepare youth to request work materials in accessible formats.

Does your youth convey ideas using written language or through other technologies?

How You Can Help:

- Is texting shaping the writing style of your youth? Keep an eye on your youth's writing style and make sure that he or she understands that it is important to use correct punctuation, complete sentences, and accurate spelling in other forms of written communication.
- Have your youth practice sending thank you notes for appropriate occasions. Sending thank you notes is more than good manners, it also provides youth with a perfect opportunity to practice proper grammar and give careful consideration to exactly what they want to say.
- Have your youth practice clear handwriting and proficient keyboarding skills. Ask your youth to write a paragraph each day about what he or she did in school or would like to do on vacation. Have your youth write the paragraph using pen and paper as well as a computer-based word processing program. Youth who have disabilities that impact their ability to write should focus on computer skills or programming an augmentative communication device.
- Bring a job application home or find one online and have your youth fill it out. This will be an opportunity to see if your son or daughter needs help understanding written instructions in addition to seeing how your son or daughter talks about his or her skills and experiences.
- Help your son or daughter create an e-resume using PowerPoint, pictures, and video. Have your child depict their interests, hobbies, school experience, and work goals. When appropriate, use the e-resume when applying for jobs in the community or during IEP meetings.

Does your family member understand what he or she reads?

How You Can Help:

- Discuss the importance of reading with your child, and encourage him or her to find materials to read for pleasure. If necessary, create a system that rewards your youth for a certain amount read or time spent reading.
- Ask your family member to read a passage from a book or newspaper article, and have him or her answer questions you ask about what is read. Ask if your youth found the task difficult and find ways to make the task easier. This exercise can help with reading comprehension and lead to identifying reading accommodations in school and at work.
- If applicable, advocate that your child's IEP address skill building in functional reading. If reading is difficult, advocate for the identification of strategies your child can use to gather information from written materials.

- If your youth has difficulty reading, but has not been diagnosed with a reading disability, seek an evaluation from your child's school (if your child is still in school) or from your medical provider.
- Investigate job accommodations that might address reading difficulty in the workplace. Families can visit the Job Accommodation Network (www.askjan.org) or consult with a counselor from Vocational Rehabilitation.

INTERPERSONAL SKILLS

Is your youth able to show others how to do a task?

How You Can Help:

- Speak to your youth about the importance of being able to teach others how to do a task. Point out that doing so is important if he or she is working as part of a team. Does your youth feel confident or apprehensive about doing this? Discuss why your youth might be apprehensive and stress that teaching others is expected in many jobs.
- Explain that your child must know how to do a task before he or she can teach others how to do it. Tell your youth that it is better to tell someone if he or she doesn't know the task well enough to train others.
- Help your family member understand that the easiest way to guide somebody through a task is to break that task into manageable segments. For example, the process of changing the oil in a lawn mower entails checking the existing oil level, buying the appropriate oil for the mower, finding a suitable container for the old oil, draining the old oil, filling the mower to the right level with new oil, and disposing of the old oil properly. Often, many easy steps make up one complex task.
- Ask your youth to identify a task with multiple steps and guide you through it. Make sure it's something your youth already knows how to do, such as downloading music onto a computer or doing laundry. Have your youth explain each step of the identified activity as you do the task.
- Discuss the concept of positive reinforcement with your family member. Explain that people can often become frustrated while learning a new task and that the teacher must be patient and give positive feedback and reinforcement often. Talk about a situation where your family member became frustrated when learning a new task and ask what would have made that situation easier.

Is your youth effective in advocating for what he or she thinks should be done and influencing others towards their point of view?

How You Can Help:

- Encourage your youth to participate in school or community-based activities that promote leadership. These might include student government or environmental club, Boys/Girls State, or serving on a youth board of a local non-profit organization. These could also include becoming involved in team sports or other group activities.
- Ask your child to identify something their school or community needs, such as a new playground, public swimming pool, or teen center. Then instruct your child to write down all the reasons it is needed, what resources are required to fill that need, and what the actual chances are of this happening. This helps your child practice identifying a need and building a case for addressing the need.
- Have your child present the case for this need to an impartial person, such as a relative or teacher. Make sure your child clearly states what the current situation is, and how it would change if the new teen center (for example) was built. Ask your child if he or she would incorporate different pieces of information or present it differently to different audiences, such as a peer or a classmate, or the mayor.
- Give your family member constructive feedback on the proposal, and ask him or her to modify the proposal based on the feedback you give. Explain that employees often have to take into account the ideas and concerns of many people.
- Have a discussion with your youth about the various ways people can rally support for their ideas and what to do if met with opposition. Stress that even though your youth thinks it's an excellent idea, others might not. However, one person opposing an idea is not a reason to abandon the whole effort.

Does your child use their creativity?

How You Can Help:

- Plan a family garage sale and ask your son or daughter to be in charge of promotion. Ask your child to create signs, determine the best place to put them in the neighborhood, and to think about other things that could be done to make the sale a success. Promise your child a certain percentage of the profits if goals, such as 30 people attending, are met.
- Encourage your family member to enjoy age appropriate brain teasers and other puzzles that promote creative problem solving. Tell your youth that the brain is just like a muscle in that it needs exercise to stay sharp.

- Create a made-up situation, such as “the Nature Club needs money for a field trip to the National Forest,” and have your youth brainstorm possible solutions. Brainstorming is often a helpful strategy to identify multiple solutions to a problem.
- Encourage your youth to enter a piece of art, creative writing, or homemade film into a local contest or to take a class in an area of interest. Many people express themselves creatively through the arts.
- Explain to your child about when they can use creativity in the workplace. Many jobs may have formal processes in place to do a task because that's the way the employer wants it done, or doing something in a certain way is the safest way to do it. When in doubt, tell your child it's always best to ask if you are allowed to find another way of doing things.

DECISION MAKING SKILLS

When given a task, is your youth able to plan a course of action?

How You Can Help:

- Consider purchasing a digital voice recorder so your youth can record directions or job tasks given by an employer. Help your youth practice what he or she will say to an employer. For example, “It would help me if you record what you want me to do today. That way I can be sure to get all the tasks done you need me to do.”
- Give your family member a vague task, such as “make dinner,” that requires steps to plan. Have him or her write out the steps needed to accomplish the task and describe to you what those steps are. Once finished, relate the planning process your family member used to planning that might have to be done on the job.
- Encourage your family member to ask questions about details of the tasks when vague directions are given and the next steps are unclear. When giving your family member a vague task like, “Prepare dinner tonight,” encourage your youth to ask questions such as, “What type of food would you like?” or “How many people are eating dinner?” to get more information about the task.

Does your family member need assistance in solving problems and making decisions?

How You Can Help:

- Watch a local news broadcast and ask your child to summarize the problem or conflict detailed in each story. This will help your child learn how to identify problems, which is the first step in problem solving.
- Have your youth offer a possible solution to the issues on the news. Problem solving often requires flexibility. Have a discussion with your family member about the realities of the workplace, specifically that problems can arise suddenly, and employees are expected to

handle them. Have your family member talk about a time when he or she had to solve a problem in school.

- Schedule an informational interview with a worker from a job your youth is interested in. Have your youth ask the worker about what types of problems they encounter and what steps they are expected to take to solve them.
- Many places of work have formal procedures for reporting incidents or problems. Role-play a situation with your son or daughter where an issue arises at work that he or she will need to report on. Have your son or daughter practice describing what the situation was, who was involved, and what steps he or she took to remedy the situation.

Does your youth use math to solve problems and communicate?

How You Can Help:

- Help your son or daughter become familiar with mathematic symbols, numbers, and phrases. Practice measurement conversions in the kitchen or explain the difference between the standard and metric measuring systems. This will help your youth think about math in practical ways that are not strictly academic.
- Use home improvement tasks as an avenue to work on math-related problem solving. For example, have your child assist you in calculating how much paint it would take to re-paint your child's bedroom, or how much sealant would be needed to resurface your driveway.
- Encourage your youth to re-check the calculations using a calculator or computer. This encourages precision, which is needed when solving math-related problems on the job.
- Keep your weekly grocery receipts and ask your family member to create a chart that shows what your grocery spending is for a two-month period. This will help your youth gather and use data to solve a problem.

LIFELONG LEARNING SKILLS

Does your child use technology, such as computers, with proficiency?

How You Can Help:

- Create a checklist of technologies and programs that are commonly used on the job. These might include word processing programs, PowerPoint, spreadsheets, e-mail, cash registers, video conferencing, and scanners. Use school resources, libraries, volunteer experiences, and technology you might have in the home to ensure your child is familiar with each. Make sure those experiences are listed on your youth's resume.

- Encourage your youth to take computer classes in school, at the library or through other community agencies. If your son or daughter has a disability, advocate for a strong focus on technology proficiency in the IEP or 504 Plan.
- Make sure your youth is aware of how to use computers and technology appropriately in the workplace. Discuss the fact that many employers have rules for appropriate use of the Internet and personal devices during work hours. Stress that misuse of computers is often grounds for termination.
- If your child has a disability, consider exploring what is available in the area of assistive technology. There are many pieces of software and assistive devices that can benefit a youth in school as well as the workplace.

Does your family member seek information from other sources when faced with a problem or task?

How You Can Help:

- Discuss the importance of employees being able to gather information to solve problems. Point out that an employer will appreciate someone who is able to suggest multiple solutions to a given problem.
- Ask your youth to find a new dessert that your family can bring to a holiday gathering. Give your youth the job of finding one possibility from each of three different sources of information. If your child has difficulty thinking of information sources, brainstorm possibilities. Ideas might include the Internet, a cookbook, a cooking show on television, or asking a local bakery.
- Have your son or daughter use an Internet search engine to research a topic of interest. Ask your child to find five facts about the topic that he or she did not know.
- Role-play with your family member a situation where they have to ask a co-worker or supervisor for help or advice. Situations could include finding the appropriate form to fill out for a vacation request or asking to be trained on a different task in a store. Reinforce that employers value employees who show initiative and who know when to ask for assistance.

Is your youth able to recognize and count money, and to make change if necessary?

How You Can Help:

- Purchase a play money set that includes coins and have your youth practice identifying the currency and coins. Once this is mastered, take household items and assign them dollar values. Ask your youth to count out the play money to match the value of the items.

- Carry cash when shopping for small items and have your youth interact with the cashier and pay for the items. Discuss with your youth how the cashier took the money and counted out the change. Have your youth set a goal to count change quickly and accurately.
- Help your child find opportunities to practice working with money. This could include helping with a yard sale, working the concession stand at a high school ball game, or selling raffle tickets for a local charity.

Addressing Work Skills in the IEP

Families of students receiving special education services can advocate for incorporating goals that relate to building work skills into their youth's IEP. Some work skills, such as reading with understanding and using technology, are lifelong skills, and it is never too early to begin helping youth address them. An increased focus on developing key work skills should begin during the middle school years, when the formal transition planning process begins for youth with disabilities.

Many youth with disabilities may not be in special education, or may not have a 504 plan that provides accommodations in school. Still, more youth may have undiagnosed disabilities. Families are encouraged to document work skill and soft skill acquisition thoroughly on a youth's resume.

Summary

Youth with and without disabilities can increase their chances of successful employment by acquiring the work skills that employers seek. Families need to be aware that youth develop these skills from a variety of sources, including through the influence of family life and activities. Families are partners in the effort to build work skills. By providing opportunities for youth to build and practice key work skills, families can set the stage for a lifetime of employment success and community participation.

List of Reasonable and Common Job Accommodations

ADA guarantees that your young adult may request certain accommodations in the workplace. Your young adult may need others, depending on his needs and where he is working. These accommodations may include:

- Pictures or drawings of the task
- Templates of forms or documents
- A note taker
- A voice recorder
- Written instructions
- Daily checklists
- Written or verbal reminders
- Written or picture instructions next to machines, such as postage machine, copier, printer
- Minimal clutter in the work environment
- Minimal noise in the work environment (such as no radios or music)
- Large tasks broken down into small steps
- A "Where to" guide for resources or coworkers
- A timer or alarm as a reminder
- Additional hands-on training
- Headset for telephone or a speaker phone
- Multiple breaks
- Performance feedback presented visually (charts, diagrams)
- Mentor or job coach
- Information for coworkers about ASD
- His own desk or workspace
- Checklist for completing task
- Timelines for completion of task
- Assignment of one task at a time
- Training on appropriate workplace behaviors (e.g., interacting with customers)
- Notice before changes (such as rearranging supply closet or change in jobrelated work)
- Consistent supervision by one person
- Prioritization of tasks
- Regular feedback on performance (positive and constructive)

Job Match Worksheet

1. General work factors

- a. I would like to work at: small business medium size company large size company
- b. The minimum salary I would consider is: _____
- c. When I work I want to wear: casual clothes uniform business like
- d. I prefer a job that has: full benefits benefits are not important
- e. I want to work: full time (35+ hours/week) 20 – 28 hours / week
 10 – 20 hours / week less than 10 hours / week
- f. I prefer a schedule that is:
 flexible variable, but decided by my boss the same every week
- g. My job should be on the bus line Accessibility by public transport is not important
- h. The longest commute to work that I am willing to accept is: _____ minutes.
I will: drive myself take the bus walk or bike get a ride from someone else
- i. I prefer a job with opportunity for upward mobility. Upward mobility is not important
- j. I would like to have an opportunity to increase my social life through work activities:
 Yes No

2. Environmental Characteristics

- a. I want to work: Indoors Outdoors
- b. My environment should be temperature controlled. Variations in temperature are OK
- c. I need quiet to work Noises do not bother me.
- d. I cannot work if my environment is dirty, dusty or smelly. Dirty work conditions are OK
- e. I would like to have:
 Little or no supervision Moderate supervision Close supervision
- f. The characteristics I value in coworkers are:

3. Task Characteristics

- a. I would like to work in: Fast paced environment Relaxed environment
- b. I would like to have: Structured duties and routine assignments
 A variety of duties with changes in assignments
- c. I want to work with: Materials or things People Information or Data
- d. I want to: Travel a lot Travel occasionally Travel little or not at all
- e. I want to: Stay in one place most of the day Move throughout the work day

4. Supervision

- a. Have you had difficulties getting along with supervisors in the past? Yes No

- b. The type of supervisory style that works best for me for:

Instruction: _____

Correction: _____

Feedback: _____

- c. What I liked about my favorite supervisor or teacher: _____

EMPLOYMENT SCREENING FORM

Client's Name _____ Date _____
 Parent's Name _____

MORE THAN ONE ITEM MAY BE CIRCLED WHEN AS * APPEARS

	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time	COMMENT
1. * Availability					
2. * Travel	Gets on Access unassisted	Uses public bus in a group	Can use city bus alone and handle transfers	Required Bus Training	
3. Strength	Fair	Average	Strong		
4. Endurance	Light Work- Many Breaks only	Light Work- Few breaks	Full Day- Many breaks	Full Day- Few breaks	
5. Orienting	Small area only	Several rooms	Building wide	Buildings and grounds	
6. Mobility	Sit/stand in one area	Fair Ambulation	Stairs/ Minor obstacles	Physical Abilities	
7. Rate	Slow	Steady/Average Pace Worker	Above Average Speed if prompted	Fast/Works Independently	
8. Appearance	Unkempt	Just Clean	Neat & Clean	Dresses Well	
9. Communication	None	Some Key Words	Sentences (Impaired)	Sentences (Clear)	
10. *Interaction	Lower-Few Interactions	Polite- When given Instruction	Can Interact Socially- Infrequently	Can Interact Socially	
11. Interfering Behavior	Many Unusual Behaviors	Unusual Behaviors Infrequent	Minimum Interfering Behaviors		

EMPLOYMENT SCREENING FORM

Client's Name _____ Date _____

Parent's Name _____

12. Attention to Task	Frequent Prompts Required	Intermittent Prompts/High Supervision		
13. Independent	Performs 2-3 Tasks In Sequence	Performs 4-6 Tasks In Sequence	Performs More Than 7 Tasks In Sequence	
14. Initiation	Avoids Next Task	Rarely Volunteers	Sometimes Volunteers	Always Seeks Work
15. * Adapting to Change	Rigid Routine	Is Confused By Change	Accepts New Tasks	Learns New Tasks Easily
16. Reinforcement Needs	Frequently Required	Intermittent Sufficient	Infrequent Sufficient	Pay Check Sufficient
17. Family Support	Family Negative About Work	Family Indifferent To Work	Family Somewhat Supportive of Work	Family Goes Out of Way To Support Work
18. Financial Situation	Unwilling To Give Up Financial Info	Avoids work Due to SSI Disincentives	Requires Benefits	Financial Ramifications No Obstacle
19. Functional Academics	Can't Distinguish Between Work Supplies	Distinguished Between Work Supplies	Simple Counting/Number Work	Simple Reading/Some Words
20. Time Awareness	Unaware Of Time and Clock Function	Identifies Breaks and Lunch	Can Tell Time To the Hour	Can Tell Time in Hours and Minutes

A LOOK AT MYSELF

Two things I like about myself:

1. _____ 2. _____

Two things about myself that I need to improve or change:

1. _____ 2. _____

Two things that my family thinks I should work on or change:

1. _____ 2. _____

MY PERSONAL VALUES

Values are those things in my life that are very important to me. When thinking about what my future career may be, I have to consider my personal values. From the following list of values, circle the six (6) values which are most important to you.

- | | | |
|-----------------------|----------------------------------|------------------------------------|
| 1. Feeling good | 10. Teamwork | 19. Using my talents |
| 2. Earning money | 11. Making friends | 20. Recognition |
| 3. Staying healthy | 12. Religion | 21. Owning my own car |
| 4. Happiness | 13. Good appearance | 22. Owning my own home |
| 5. Respect for others | 14. Cleanliness | 23. Being married or being in love |
| 6. Courtesy | 15. Family | 24. Having a job that you like |
| 7. Honesty | 16. Independence | |
| 8. Leadership | 17. Popularity | |
| 9. Self-Respect | 18. Doing well at work or school | |

JOB SKILLS

My skills are:

1. _____
2. _____
2. _____
4. _____

Skills needing improvement:

1. _____
2. _____
3. _____
4. _____

Skills I would like to learn:

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

WORK EXPERIENCE

The title of my last job was: _____

Places I have worked: _____

Places I might like to work: _____

Job types or places I would like to explore employment possibilities:

Thinking about Employment

Postsecondary goals written into your IEP regarding employment might include goals such as:

- Develop vocational and academic skills required to enter an “on-the-job training” or “apprenticeship” program;
- Develop skills to seek and maintain employment;
- Develop work skills and behaviors needed to work in a semi-supervised employment situation; and
- Develop the necessary work skills for a long-term supported work environment.

After long-range postsecondary goals have been determined, ask the following questions to assess your needs and identify the activities that will be necessary to include in the transition planning in order to achieve these long-range goals:

- Do you have the skills necessary to obtain competitive employment?
- Will you need some support to obtain or maintain employment?
- Are you aware of the possible options regarding work?
- Have your interests and abilities been assessed (*vocational assessment*) and discussed?
- Have you had any paid work or volunteer experiences?
- Are you taking appropriate career-related (*either vocational or college-bound*) courses?
- Do you have social skills that are appropriate for the job and living in the community?

Sample Transition Goals and Objectives Bank

Career Awareness/Employment

Goal: Student will complete a series of activities in order to prepare for the transition to competitive or supported employment.

Objectives:

Student will complete a series of formal and/or informal vocational assessment activities:

- Career Interest Inventory
- Learning Style Inventory
- Student Interview
- Parent Interview
- Values/Maturity Inventory
- Achievement Tests
- Psychological Tests

Student will define interests and abilities for potential career and job opportunities.

Student will develop a career portfolio to compile all vocational-related materials.

Student will complete a minimum of two job reports on occupations of interest.

Student will participate in ___ career trips to area businesses.

Student will participate in ___ school-based opportunities to hear guest speakers from career fields of their choice.

Student will identify primary and secondary career goals comparing the qualifications necessary for success in such occupations with his/her own abilities.

Student will increase knowledge of general labor laws regarding the employment of minors (e.g., work permits, hours of work, minimum wage, jobs permitted for minors).

Sample Transition Goals and Objectives Bank

Career Awareness/Employment

(continued)

Objectives:

- ___ Student will demonstrate skills necessary to effectively locate, apply, interview for, and maintain employment.
- ___ Student will identify attitudes and behaviors necessary for job success.
- ___ Student will apply decision-making strategies to job-related issues.
- ___ Student will develop a personal resume.
- ___ Student will define transition goals related to competitive or supported employment, postsecondary education or training, and independent living/community participation.
- ___ Student will refine transition goals related to employment, postsecondary education or training, and independent living/community participation.
- ___ Student will meet with adult services representative to initiate referral process.
- ___ Student will meet with adult services representative at least twice per school year to prepare for transition.
- ___ Student will discuss job-related concerns and transition planning issues in vocational counseling sessions.
- ___ Student will complete ___ job-shadowing experiences related to expressed interests.
- ___ Student will conduct ___ informational interviews related to expressed interests.
- ___ Student will successfully complete ___ school-supervised work experiences.
- ___ Student will demonstrate positive work habits and attitudes in school-based vocational settings.
- ___ Student will participate in ___ community-based internships in a career field of interest.
- ___ Student will demonstrate positive work habits and attitudes in community-based vocational training sites.
- ___ Student will complete ___ community-based job training experiences.
- ___ Student will self-evaluate work behavior in community-based vocational settings.

