

## SECTION II:

# ASSESSMENT AND CURRICULUM RESOURCES

Two critical components of transition planning are assessment and curriculum. This section provides information on the resources available to FCPS students.

### Assessment Resources

Career assessment identifies strengths and areas for students to develop in order to broaden career awareness of interests, aptitudes and learning styles. This information assists students in designing goals and making future plans. CTS provides a continuum of assessment options, described later in this section. There are also numerous commercial, teacher-made, and web-based tools and activities that can be utilized in any classroom to assist students, parents and teachers as they develop short and long-term career and transition goals.

The following resources and websites offer assessment tools that are easily accessible and user-friendly for classroom instruction.

### Web-Based Assessment Resources

**Career Connections:** Comprehensive list of web resources developed by FCPS Department of Student Services; includes resources related to self-assessments and general occupational information, specific occupations, job outlook, and career planning.  
<http://www.fcps.edu/DSSSE/CareerConnections/index.htm>

**Bridges:** Comprehensive user-friendly Website with information on occupations. Interest inventories help students explore careers based on the results. Required passwords can be obtained from the middle school guidance and high school career centers. <http://usa.cx.bridges.com/welcome.do>

**Virginia View:** Website developed at Virginia Tech includes self-assessments and search tools for information on careers and colleges in Virginia. Grade-level packets with self-assessment and career exploration activities are available to download.  
<http://www.vaview.vt.edu>

**Quintessential Careers:** Website has multiple links to career assessment tools and information related to interests and aptitudes. Assessment tools provide students with experience in taking and using assessment tests. Only sample or brief profiles are offered unless a fee is paid.  
[http://www.quintcareers.com/career\\_assessment.html](http://www.quintcareers.com/career_assessment.html)

**Testingroom.com:** Link from the Quintessential Careers web site offers online assessments related to values, interests, competencies and work personality. Complete report requires a fee; however, a brief “profiler overview” is provided for free. <http://quintcareers.testingroom.com/logon.jsp>

**The Princeton Review Career Quiz:** 24-item quiz provides a profile overview of interests and work styles, as well as extensive lists of occupations related to assessed interests. Career information on any related occupation includes overview of jobs, quality of life, facts and figures (including salary and major employers), and related college majors and internships.  
<http://www.princetonreview.com/cte/quiz/>

**Keirsey Temperament and Character Web Site:** Inventory provides information related to four personality temperaments. Online assessment offers sample profiles of temperament types; further research on the website leads to career information related to assessed temperaments.

<http://www.keirsey.com>

**The Platinum Rule:** 18-item quiz identifies behavioral styles; provides characteristics of assessed styles and short lists of possible related careers.

[http://www.mentor.com/index\\_asmt.asp?id=13&acode=TPR](http://www.mentor.com/index_asmt.asp?id=13&acode=TPR)

**Queendom.com:** 102 professionally developed and validated [psychological tests](#), 113 [Just-for-Fun tests](#), 230 [mind games](#) and [quizzes](#) are both free and for fee; includes career and personality assessments with results in brief overviews. <http://www.queendom.com/index.html>

## **Assessment Tools**

Several brief assessment surveys that can be completed in the classroom or at home may be found at the end of this section (Attachment K–R). Students, teachers, and parents may use information from these surveys to plan high school coursework, short and long-term employment goals, and post-secondary education goals. Items may be adapted or adjusted to match each student’s instructional level.

## **FCPS General Education Assessment Resources**

### **Career Awareness and Exploration Opportunities**

A variety of inventories, assessments, and purchased site licensed programs for academic and career planning are available at elementary, middle, and high schools. Contact your school counselor for additional information.

### **High School Career Centers**

These centers serve as the primary source of career information in each FCPS high school and provide Internet access for college and career searches. Career Center Specialists schedule career speakers and college representative visits. Information is also available on professional technical schools, military options, financial aid and scholarships, employment and volunteer opportunities, test information, summer programs, and computer resources.

### **The Career Connections K-12 initiative**

*Career Connections* helps students make the connections between school and work and helps prepare them for high school and beyond. *Career Connections* provides a framework of activities across the curriculum for career awareness, career exploration, and career experiences. Student success depends on the collaborative efforts of students, parents, teachers, counselors, business partners, and the community. The website is an information source designed to connect these groups and provide pertinent academic and career planning information.

<http://www.fcps.edu/DSSSE/CareerConnections/index.htm>

## **CTS Assessment Services**

Three types of assessment are available for students in special education, depending on their individual needs.

**Comprehensive Assessment**

A comprehensive assessment is an in-depth evaluation of students' interests, abilities, and aptitudes. A variety of tools are used including hands-on simulated work tasks, paper and pencil tests, career related inventories, and career exploration activities. The resulting report provides students, parents, and teachers with specific information and recommendations related to:

- Identified strengths and interests for career and transition planning
- Identified skills and abilities for recommended high school career preparation courses

The two assessment centers are located at Marshall High School and Mt. Vernon High School and are staffed by certified vocational evaluators. Students are transported from their base schools to the assessment centers daily. The assessment usually lasts for 7 to 10 school days. A comprehensive report is generated and three copies are sent to the student's school for the IEP Case Manager/Special Services file, ETR, and the parents. Parents are notified by mail to schedule a meeting to receive and review the report.

**Career Snapshot**

The Career Snapshot is a collaborative approach among classroom teachers, students, career center specialists and career snapshot evaluators. Brief group assessments of interests, work preferences, and characteristics are conducted. Results may be used by students, parents and teachers to:

- Identify career options for exploration
- Access materials and resources available in the Career Center and community
- Develop a career action plan

The Career Snapshot takes place in the referring high school's classrooms and Career Centers over a three-day period. The Career Snapshot team collaborates with a school team that generally includes the special education department chair, the Career Center specialist, the ETR, and the special education classroom teachers hosting the process. Upon completion of the assessment, students receive a brief profile of their interests, work-related characteristics, work preferences, strengths, and career resources to use in transition planning.

**Interest and Aptitude Screening**

The *Apticom/Careerscope* assessment provides a quick career assessment of three major areas: aptitudes, occupational interests, and educational abilities in math and language arts. A computer-generated report assists students in their decision-making, while in school and after they graduate, and includes considerations for further high school coursework, postsecondary education and training options, and employment. Students can use results to determine:

- Viable career options
- Need for further assessment
- Need for further exploration
- Goal development

A certified vocational evaluator conducts the individual assessment at the student's high school. The school's ETR generally coordinates referrals and assessment arrangements.

**PERT Assessment**

The Virginia Department of Rehabilitative Services (DRS) offers a comprehensive assessment each year to a limited number of students who are at least 16 years old and 2.5 years from graduation through **PERT** (**P**ostsecondary **E**ducation **R**ehabilitation **T**ransition.) Students have the opportunity to live in a campus-like setting for an initial 7-10 day assessment at Woodrow Wilson Rehabilitation Center (WWRC) in Fishersville, Virginia. Areas assessed include career interests and abilities, independent living, and leisure skills. Students may return for supplemental follow-up assessments in their final two years as needed. Students are generally referred by their ETR; WWRC and DRS staff determine eligibility for participation.

**Curricular Resources**

Once students' strengths, interests, and aptitudes have been identified, they are ready to consider career goals and design plans of action to achieve their goals. High school courses are fundamental to achieving career and transition goals. **Appendix 6: Options for Life** shows the many options available to students while in school to help them achieve their post-school goals. **Appendix 7** includes CTS brochures that outline these options and the planning process.

**Tools for Self-advocacy**

A set of curriculum modules, developed by FCPS special education teachers, teach students to become decision-makers in their transition planning process and to advocate for themselves in achieving their goals. The modules were field-tested with elementary, middle, and high school students and may be integrated into classroom coursework. This curriculum consists of five units with a combination of group and independent activities to achieve the following goals and objectives.

**Unit 1: Understanding Self-Advocacy****Objectives: The student will:**

- Identify four basic steps to self-advocacy
- Identify skills for self-advocacy
- Practice the four basic steps to self-advocacy
- Identify occasions when he/she has practiced self-advocacy in home, school, or community settings

**Unit 2: Knowing My Strengths, Weaknesses, and Accommodations****Objectives: The student will:**

- Identify personal strengths and weaknesses
- Identify learning style and relevant strategies based on strengths and weaknesses
- Identify classroom accommodations based on learning style
- Meet with at least one teacher, explain learning needs, and request accommodations

**Unit 3: Participating in My IEP Transition Plan****Objectives: The student will:**

- Express future career interests
- Draft a transition plan for his/her next IEP meeting
- Meet with his/her case manager to review transition plan draft and prepare for IEP meeting

- Initiate or update Career Portfolio
- Present a draft transition plan at his/her IEP meeting.

#### **Unit 4: Leading My IEP Meeting**

##### **Objectives: The student will:**

- Identify the basic purpose and components of an IEP
- Prepare to lead the IEP meeting
- Lead the IEP meeting

#### **Unit 5: My Steps to Transition**

This is a stand-alone unit for students with more significant disabilities. It incorporates content covered in units 1-4.

##### **Objectives: The student will:**

- Design a post-secondary plan with at least one short term objective in each of the following areas:
  - Where to live
  - Where to work
  - How to get around community/transportation
  - How to spend free time
  - My options for continued learning
- Draft a transition plan to include in the IEP
- Present the draft transition plan at the IEP meeting

### **FCPS Career-Related Course Offerings**

FCPS offers a wide range of academic and career-related course offerings available to all students.

#### **Academic Course Offerings**

Each school publishes a list of approved academic courses offered in that school, as well as consortium courses offered in other schools.

#### **Professional Technical Studies (PTS)**

In PTS courses, students learn technical applications of many occupations while preparing for higher education or entry-level employment. Core or standard PTS courses are offered in every middle and high school. The middle school offers core courses in:

- Family and Consumer Sciences
- Industrial Technology
- Business and Information Technology

Each high school determines the optional Professional Technical courses it will offer based on the needs of the population served in the school and may include courses from the following career clusters:

- Business and Information Technology
- Family and Consumer Sciences
- Health and Medical Sciences

- Industrial Technology
- Marketing
- Trade and Industrial

Advanced technical and specialized elective courses are available at the *career academies* located at Chantilly, Edison, Fairfax, Marshall, and West Potomac High Schools. Each academy focuses on two of the following areas of specialization:

- International Studies and Business
- Engineering and Scientific Technology
- Health and Human Services
- Communications and the Arts

Academy courses provide juniors and seniors with career and academic preparation for future learning in college and career fields. Academy students may participate in shadowing, mentoring, and/or internships with local businesses. Academy support teams, staffed by CTS and ESOL teachers, provide academic support for students enrolled in Academy courses. Each high school's ETR, in collaboration with guidance counselors, may provide information on academy offerings and arrange for visits to the Academies prior to course scheduling each year.

A list of each Academy's specialized curricular focus, courses offered, and contact information can be found on their websites.

**Chantilly Academy** – <http://www.fcps.edu/ChantillyAcademy/>

Engineering and Scientific Technology  
Health and Human Services  
(703) 222-7464

**Edison Academy** - <http://www.fcps.edu/EdisonAcademy/>

International Studies and Business  
Engineering and Scientific Technology  
(703) 924-8154

**Fairfax Academy** - <http://www.fcps.edu/FairfaxAcademy/>

Communications and the Arts  
703-219-2384

**Marshall Academy** - <http://www.fcps.edu/MarshallAcademy/>

International Studies and Business  
Engineering and Scientific Technology  
(703) 714-5594

**West Potomac Academy** - <http://www.fcps.edu/WestPotomacAcademy/>

Communications and the Arts  
Health and Human Services  
(703) 718-2750

Additionally, Falls Church High School offers specialized courses in the health medical sciences including Practical Nursing. A list of offerings can be found at the following website:

<http://www.fcps.edu/DIS/OPTS/healtho/index.htm>

For more detailed information related to specific course content and recommended or required prerequisites see the “Red Book”, the *Professional Technical Studies Handbook for Counselors*, available in the Guidance Office at each high school or at the PTS website: <http://www.fcps.edu/DIS/OPTS>

### **Career and Transition Services (CTS) Modified Course Offerings**

CTS offers students with disabilities additional course options. The following courses not only provide specific skill training and community work experiences, but also stress work behaviors and social skills development. See *Appendix 3: CTS Referral Forms* and *Appendix 4: CTS Community Work Experience Resource Packet*.

### **Work Awareness and Transition (WAT)**

This career exploration course is offered to students in selected middle schools and is available to students in all high schools. WAT enables students to develop tentative career goals based on interests and aptitudes while building awareness and experience in job-keeping skills. Students participate in in-depth career exploration classroom activities and school or community work experiences in order to develop realistic career goals in a field of their choice.

- *Middle School Course:* Students focus on career exploration to make tentative career decisions in planning for high school courses.
- *High School Course:* Students focus on setting career goals in order to move on to work experiences or specific skills training.

### **Office Technology and Procedures (OTP)**

This two- or three-year course provides instruction in Microsoft computer applications and office procedures. Following in-depth classroom instruction, students practice skills in community businesses. OTP is offered at four sites – Virginia Hills, Dunn Loring, Eleven Oaks and Holmes Annex. Students are transported to and from their base schools to their OTP classroom sites and community work sites.

### **Special Career Center Offerings**

The S. John Davis Center and Earl L. Pulley Center provide career and employment skills instruction to students with disabilities needing more support than is available in general education courses. Students are usually 18-22 years old; a number of students attend part-time beginning at age 16. Each student’s instructional program is individualized to reflect their interests and abilities. Instruction is offered at a wide variety of community businesses. Training sites are selected to offer instructional opportunities in the following curricular areas:

- **Career Exploration** – This level is a starting point for students new to the instructional program and those students who have not yet defined their preferred career cluster. Some students participate in a range of work experiences for a year, identify their career cluster and focus on training in that cluster for the remaining time at the Center. Other students need more than one year to explore before choosing a career cluster.
- **Hospitality/Food Industry Cluster** – Students learn skills needed for working in restaurants and all aspects of hotels, based on techniques approved by the commercial industry. Work opportunities include kitchen prep, dishwasher, serving line worker, dining prep, banquet service, room service, dining service, host/hostess, laundry worker,

housekeeping, and customer service. A catering course is also offered, where students are trained in food preparation at the centers and provide catering services to FCPS employees.

- **Retail/Business Cluster** – Students learn the various aspects of retail and business support. Experiences include training in receiving/stocking/loading/packaging, courtesy clerk, customer service, scanning, data entry, mail sorting and delivery, records management, and cashier.
- **Health/Human Services Cluster** – Students interested in this career cluster have opportunities to learn skills as a public health attendant, activities assistant, and companion/personal attendant. This new training opportunity will expand to offer more options in the future.
- **Trades Occupations Cluster** – Students participate in modified curriculum and work experiences in the areas of Construction/Building Trades, and Building and Grounds Maintenance. Additionally, Pulley Center offers training in Auto Servicing to prepare students to work at such businesses as Jiffy Lube.

Students may enroll from 2 hours per day to a full day and schedules are flexible to accommodate students' curricular needs. Students have opportunities to tour, visit, and try out specific instructional options before enrolling at a center. Students maintain involvement in extracurricular activities at their base schools while they attend a center.

## **Work Experience and Transition Support**

### **Employment and Transition Support**

Employment and Transition Representatives (ETRs) facilitate students' transition from secondary to post-secondary environments. ETRs serve as the transition resource to students, staff, parents, and the community. ETRs are assigned to all FCPS high schools, special career centers, and alternative education high schools.

Employment services include job-seeking skills, job development, job placement, job maintenance and advancement skills. Transition services include referrals to school-based services, information about post-secondary education and employment opportunities, support to students in their final year of school, and referrals to adult service agencies upon graduation.

### **Job Coach Services**

Job Coach Services are designed to support students' success as independent workers. Job coaches assist students with special needs who have the potential for independent employment, but need specialized, short-term, on-the-job support and training to succeed. Job coaches report to work with students on the first day of the job and provide one-to-one mentoring until the student can perform independently.

### **Technology Support Services**

Technology's role in the work place is important when determining employment alternatives. A CTS staff member assigned to Integrated Technology Services at Dunn Loring Center provides assistance to students and staff related to assistive technology, career-related computer resources, and technology training.

## Transition Resource Services

Transition Liaisons provide information, resources and training for parents, students, and school personnel related to transition, adult services, and post-secondary education. Each liaison specializes in one or two areas– curriculum, training, transition planning, self-determination, post-secondary linkages, program evaluation and the Survey of Graduates.

## Post-Secondary Resources

### Northern Virginia Community College (NVCC)

Counselors at each campus location work with students with disabilities to ensure that Section 504 regulations are followed as well as assisting students in advocating for their needs. Contact Disability Services in the Counseling Office at one of the five NVCC campuses.

### Skill-Source Centers

Skill-Source Centers were developed under the Workforce Investment Act of 1998 as one-stop centers to administer federally funded employment and training programs locally. The centers serve adults and families who are economically disadvantaged and other eligible workers, including individuals with disabilities. The types of services provided to those seeking jobs include:

- Basic skills training
- Education and training resources
- Employment workshops
- Job bank
- One-stop employment centers for effective job search activities
- On-the-job training
- Supportive services as needed, including child care, transportation, health care, drug and alcohol services, etc.
- Vocational assessment
- Work experience

### Post-secondary Service Providers

Formal cooperative agreements have been in place for over 20 years with Fairfax County Public Schools and the Virginia Department of Rehabilitative Services (DRS) and the Fairfax-Falls Church Community Services Board Mental Retardation Programs (CSB).

- ***DRS Fairfax School Unit*** counselors are assigned to every high school. Counselors work together with students, their families, and school staff to develop transition plans as students prepare to complete their public school education. DRS offers a range of services and special programs to “...empower an individual with disabilities to maximize their employment, independence and full inclusion into society.”

Students are referred to DRS by the beginning of their senior year. Each high school’s ETR will facilitate the referral process. Services may include:

- ❑ Access to Employment Resource Centers – job searching and finding employment leads
- ❑ Diagnostics, Evaluation, Assessment
- ❑ Disability awareness counseling

- ❑ Driver evaluation
  - ❑ Follow along services after placement
  - ❑ Job placement
  - ❑ Job seeking and job retention counseling
  - ❑ On-the-job training
  - ❑ Related services (transportation, rehabilitation technology, personal assistance services, long-term rehabilitative case management, Centers for Independent Living)
  - ❑ Training (supported employment, apprenticeship programs, work adjustment, post-secondary education and training programs, life skills training)
  - ❑ Vocational and career path counseling
- The **CSB's** mission is to empower and support people with mental retardation and mental health issues to achieve a self-determined and valued lifestyle. Eligible applicants for mental retardation services have an IQ of 70 or below and significant limitations in at least two areas of adaptive functioning. Depending upon the availability of resources, CSB services for graduates may include:
    - ❑ Case Management
    - ❑ Community Support
    - ❑ Employment Services – Supported and Sheltered Employment, Day Services
    - ❑ Family Support Services
    - ❑ Residential Services

Services for individuals with mental illness include:

- ❑ Community Support
  - ❑ Crisis Intervention and Assessment
  - ❑ Day Support
  - ❑ Inpatient Services
  - ❑ Outpatient Services
  - ❑ Residential Services
- The **Virginia Department for the Blind and Visually Impaired (DBVI)** provides employment, education, personal adjustment, and social services for all legally blind and other visually impaired citizens of Virginia. DBVI has a range of services and special programs available including:
    - ❑ Deaf-Blind Services
    - ❑ Independent Living Rehabilitation
    - ❑ Instructional Materials and Resource Center
    - ❑ Intake Services
    - ❑ Job Placement and Follow-up
    - ❑ Library Services
    - ❑ Low Vision Services
    - ❑ Multi-agency Cooperative Programming
    - ❑ Physical and Psychological Examinations
    - ❑ Rehabilitation Teaching Services
    - ❑ Social Services
    - ❑ Supported Employment
    - ❑ Targeted Jobs Tax Credit Certification
    - ❑ Vending Facilities
    - ❑ Virginia Industries for the Blind

- ❑ Virginia Rehabilitation Center for the Blind
- ❑ Vocational Evaluation and Training
- ❑ Vocational Rehabilitation Services
- ❑ Volunteer Services



## Section Two Attachments

Attachment K: Student Interest Inventory

Attachment L: Student Skills Inventory

Attachment M: Work Attitude Inventory

Attachment N: Confidence Inventory

Attachment O: How Do I See Myself?

Attachment P: Goals Inventory

Attachment Q: Working Conditions Inventory

Attachment R: Strengths/Capabilities Inventory



## Student Interest Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What you do like to do in your free time? (Sports, hobbies, etc.)
  
2. What new activities would you like to learn? Write the things you are most interested in learning first.
  
3. What chores do you do at home? Are you paid for them?
  
4. What would you like to learn to do around the house? Write the things you are most interested in learning first.
  
5. Have you worked for neighbors mowing lawns, weeding gardens, shoveling snow, baby-sitting, etc.?
  
6. What jobs do you do at school? (Office work, selling programs, tickets, concessions, manager of a team, etc.)
  
7. Have you done any volunteer work? If yes, please explain.
  
8. Have you worked for an employer? Where? How long?

9. What job would you like to do? Write the jobs you would most like to do.

10. What jobs are you good at doing?

11. What jobs do you NOT want to do? Why?

12. Check the classes you like best:

- English     Math     Science     Social Studies  
 PE     Art     Music     Technology Ed.  
 Home Ec.     Computer     Pro Tech Studies \_\_\_\_\_  
 Other \_\_\_\_\_

13. Check the classes you like least:

- English     Math     Science     Social Studies  
 PE     Art     Music     Technology Ed.  
 Home Ec.     Computer     Pro Tech Studies \_\_\_\_\_  
 Other \_\_\_\_\_

14. What would you like to learn in school? Write the things you would most like to learn first.

.

# Student Skills Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

Check all that apply to you:

### PEOPLE SKILLS

- Understand how people feel
- Help or care for others
- Meet and talk with people; get along with others
- Get others to do things your way
- Sell things
- Get people to work together
- Teach others to do something or understand something
- Supervise other people's work
- Other people skills you have

\_\_\_\_\_  
\_\_\_\_\_

### DATA SKILLS

- Do things step by step (example, planning a project)
- Remember facts, details, and procedures for doing something
- Keep accurate records
- Do arithmetic quickly and accurately
- Sort and store things and find them later (example, pictures, records)
- Lead a group project successfully
- Complete forms accurately
- Organize a lot of material or information
- Make detailed summaries, charts, or graphs
- Other data skills you have

\_\_\_\_\_  
\_\_\_\_\_

### THINGS SKILLS

- Work with tools, appliances, machines, wood, leather, etc.
- Fix toys, jewelry, furniture, appliances, vehicles, etc.
- Grow plants or animals
- Figure out how machines, tools, or appliances work
- Find a better way to make, build, or do something
- Operate machines or vehicles easily
- Understand directions for assembling things
- Other things skills you have:

\_\_\_\_\_  
\_\_\_\_\_

### IDEAS SKILLS

- Solve math puzzles, logic problems; play work games
- Understand science laws, math rules, or social issues
- Understand the meaning of a poem, painting, story
- Express thoughts or feelings through art, music, writing
- Enjoy math and science courses
- Enjoy literature, art, drama, music
- Perform well in music, art, dance, creative writing, drama
- Apply ideas of others to new areas
- Other idea skills you have:

\_\_\_\_\_  
\_\_\_\_\_

Record all checks under each area below.

PEOPLE     DATA     THINGS     IDEAS

Decide which area you have the greatest skill overall. You can find more information on occupational choices in these areas in your Career Center.

## Work Attitude Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** Place a check on the line next to the statement that describes you.

1.     \_\_\_ I like to work.
2.     \_\_\_ I like to be helpful.
3.     \_\_\_ I get along well with others.
4.     \_\_\_ I try to follow rules.
5.     \_\_\_ I like to learn new things.
6.     \_\_\_ If I can't do something right the first time, I try again.
7.     \_\_\_ If I make a mistake, I admit it.
8.     \_\_\_ When someone shows me my mistakes, I listen and try to correct them.
9.     \_\_\_ When I don't know how to do something, I ask for help.
10.    \_\_\_ I accept help from other people.
11.    \_\_\_ I try to be on time.
12.    \_\_\_ I take good care of things that other people let me use.
13.    \_\_\_ Once I know what I am supposed to do, I get busy and do it.
14.    \_\_\_ I try to keep my promises to other people.
15.    \_\_\_ If I have a problem, I try to talk to someone who may be able to help me.

## Confidence Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** Place a check on the line next to the statement that describes you.

1.    \_\_\_ I like to try new things.
2.    \_\_\_ I can learn anything I want to if I try hard enough.
3.    \_\_\_ I can become good at most things I really want to do.
4.    \_\_\_ If I make a mistake or if I'm wrong about something, I admit it.
5.    \_\_\_ If I'm afraid to do something, I admit it.
6.    \_\_\_ If something is too difficult, I ask for help.
7.    \_\_\_ I am willing to listen to other people's ideas, even if they are different from mine.
8.    \_\_\_ I feel good about myself.
9.    \_\_\_ I can take care of myself pretty well.
10.   \_\_\_ I can talk to a group of people.

## How Do I See Myself?

Name \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** Place a check on the line next to the statement that describes you.

- I look nice.
- People like me.
- I am helpful.
- I do good work.
- My family is proud of me.
- People like to have me join their group or team.
- I am proud of myself.
- I always try to do my best.
- My teachers are proud of me.
- People listen to what I have to say.
- I am cheerful.
- I am polite.
- I make friends easily.
- I am easy to get along with.
- I like to meet new people.
- I can control my temper.
- I have a sense of humor.
- I listen to what other people have to say.
- I try to help other people.
- I care about people

# Goals Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** Place a check the line that tells about what you want in the future.

**Education:** I want to....

- get training for a job.
- improve myself in some way.
- learn to do new things.
- improve my skills.

Other Education Goals

\_\_\_\_\_

\_\_\_\_\_

**Things:** I want to buy....

- a car.
- nice clothes.
- nice things.
- a house.

Other Things I Want To Buy

\_\_\_\_\_

\_\_\_\_\_

**Travel:** I want to....

- see new places.
- meet people from other places.
- try different foods.
- learn about different customs.

Other Travel Goals

\_\_\_\_\_

\_\_\_\_\_

**Family:** I want to....

- get married.
- raise children.
- spend free time with my family.
- go on vacations with my family.

Other Family Goals

\_\_\_\_\_

\_\_\_\_\_

**Career:** I want to....

- get a job.
- learn new skills.
- be the boss.
- make lots of money.

Other Career Goals

\_\_\_\_\_

\_\_\_\_\_

**Social Life:** I want to....

- make new friends.
- join clubs, teams, or other groups.
- go to parties.
- go to movies, shows, and concerts.

Other Social Goals

\_\_\_\_\_

\_\_\_\_\_

**Good Deeds:** I want to ....

- help improve my community.
- be a volunteer in a hospital, nursing home, day care center, community organization, or school.
- help raise money for good causes.
- help people win elections.

Other : \_\_\_\_\_

\_\_\_\_\_

# Working Conditions Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** Check the line before each working condition you would prefer most of the time.

I PREFER:

- |     |  |  |   |
|-----|--|--|---|
| 1.  | <input type="checkbox"/> indoors       | <input type="checkbox"/> outdoors          |   |
| 2.  | <input type="checkbox"/> alone         | <input type="checkbox"/> with other people |   |
| 3.  | <input type="checkbox"/> daytime       | <input type="checkbox"/> nighttime         |   |
| 4.  | <input type="checkbox"/> moving around | <input type="checkbox"/> sitting still     |   |
| 5.  | <input type="checkbox"/> lively place  | <input type="checkbox"/> quiet place       |   |
| 6.  | <input type="checkbox"/> same task     | <input type="checkbox"/> different tasks   |   |
| 7.  | <input type="checkbox"/> supervised    | <input type="checkbox"/> unsupervised      |   |
| 8.  | <input type="checkbox"/> one place     | <input type="checkbox"/> different places  |   |
| 9.  | <input type="checkbox"/> uniform       | <input type="checkbox"/> dressy clothes    | <input type="checkbox"/> casual clothes     |
| 10. | <input type="checkbox"/> with people   | <input type="checkbox"/> with things       | <input type="checkbox"/> with numbers/words |

# Strengths/Capabilities Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** Place a check on the line next to the statement that describes you.

- |     |                          |                                    |                 |
|-----|--------------------------|------------------------------------|-----------------|
| 1.  | <input type="checkbox"/> | Want to get ahead.                 | Ambitious       |
| 2.  | <input type="checkbox"/> | Stand up for my rights.            | Assertive       |
| 3.  | <input type="checkbox"/> | Like to win.                       | Competitive     |
| 4.  | <input type="checkbox"/> | Sure of myself.                    | Confident       |
| 5.  | <input type="checkbox"/> | Kind to others.                    | Considerate     |
| 6.  | <input type="checkbox"/> | Careful to avoid mistakes.         | Conscientious   |
| 7.  | <input type="checkbox"/> | Work well with others.             | Cooperative     |
| 8.  | <input type="checkbox"/> | Create new ideas.                  | Creative        |
| 9.  | <input type="checkbox"/> | Make decisions quickly.            | Decisive        |
| 10. | <input type="checkbox"/> | Others can count on me.            | Dependable      |
| 11. | <input type="checkbox"/> | Stay with a task.                  | Diligent        |
| 12. | <input type="checkbox"/> | Get things done.                   | Efficient       |
| 13. | <input type="checkbox"/> | High energy level.                 | Energetic       |
| 14. | <input type="checkbox"/> | Show excitement when doing things. | Enthusiastic    |
| 15. | <input type="checkbox"/> | Change routines/schedules easily.  | Flexible        |
| 16. | <input type="checkbox"/> | Nice to others.                    | Friendly        |
| 17. | <input type="checkbox"/> | Tell the truth.                    | Honest          |
| 18. | <input type="checkbox"/> | Work on my own.                    | Independent     |
| 19. | <input type="checkbox"/> | Hard worker.                       | Industrious     |
| 20. | <input type="checkbox"/> | Lead a group.                      | Leader          |
| 21. | <input type="checkbox"/> | Listen and respond to others.      | Listener        |
| 22. | <input type="checkbox"/> | Neat and orderly.                  | Organized       |
| 23. | <input type="checkbox"/> | Understanding of others.           | Patient         |
| 24. | <input type="checkbox"/> | Enjoy people.                      | People Oriented |
| 25. | <input type="checkbox"/> | Keep trying.                       | Persistent      |
| 26. | <input type="checkbox"/> | Use good manners.                  | Polite          |
| 27. | <input type="checkbox"/> | Like to solve problems/puzzles.    | Problem-solver  |
| 28. | <input type="checkbox"/> | On time.                           | Punctual        |
| 29. | <input type="checkbox"/> | Take chances.                      | Risk-taker      |
| 30. | <input type="checkbox"/> | Clever at solving problems.        | Resourceful     |
| 31. | <input type="checkbox"/> | Know and do what is expected.      | Responsible     |
| 32. | <input type="checkbox"/> | Do well because I want to.         | Self-motivated  |
| 33. | <input type="checkbox"/> | Honest to others.                  | Sincere         |
| 34. | <input type="checkbox"/> | Trusted by others.                 | Trustworthy     |
| 35. | <input type="checkbox"/> | Clean and neatly dressed.          | Well-groomed    |

**STRENGTHS CHECK**

Count the number of checks you have. List the total number on this line: \_\_\_\_\_

Look at the words in bold print to the right of the statements you checked. List those words that describe your strengths (continue on back of page.)

\_\_\_\_\_

\_\_\_\_\_

