



EMPLOYMENT

Identifying possible careers which suit your interests and abilities is very important to building your future. To help you do this, find out what School-to-Careers activities exist at your school and participate; no one can be excluded because of disabilities.

Answer the following questions and complete the checklists to help identify activities and training issues which will equip you for successful employment.



What kind of work would you like to do? _____

What kind of environment will you enjoy working in? _____

What kind of training will you need for that work? _____

Will you need on-the-job support? _____

If yes, what kind and for how long? _____

If your child has special needs, so do you! We can help!

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EMPLOYMENT TRAITS ASSESSMENT

Rate yourself, and then have someone who knows you really well (like a parent) complete this checklist of qualities that employers look for in employees:

	Needs Training	Needs Support	Does Now
PUNCTUALITY			
Is ready for school on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows up at expected time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEPENDABILITY			
Calls if late or absent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rarely or never absent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPECTS SELF AND OTHERS			
Tells the truth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects others' belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TAKES PRIDE IN WORK			
Does careful and accurate work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to correct mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative to do new duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APPEARANCE			
Good personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wears appropriate clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION			
Able to follow directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks appropriate questions at the times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERPERSONAL SKILLS			
Works well with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has appropriate social behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to handle peer pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USE OF TRANSPORTATION			
Able to get to work area from drop-off point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to get to pick-up point from work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Needs Training	Needs Support	Does Now
FLEXIBILITY			
Adjusts to changes in assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to learn new, related tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JOB PRODUCTIVITY			
Handles equipment and supplies carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows and follows the rules of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works at adequate speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has adequate endurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Have a vocational assessment to find out what you can do best.
- Check with career guidance counselors to learn about the many career possibilities and School-to-Career activities.
- Get some work experience in school or the community such as volunteer work, a summer job, work study, or job shadowing.
- Learn about supported employment services that help you learn to do a job successfully, like a job coach or working in a group.
- Find out what career related courses are available in school to help you reach your goals (such as computer literacy, college preparatory or vocational/technical).
- Find out about adult services like Vocational Rehabilitation, Division of Services for People with Disabilities, Social Security Administration, etc. which have eligibility requirements.
- Learn what habilitative day training programs are available if you are unable to learn job skills.
- Other: _____

As you consider various work/day programs, here are some questions to help you determine their suitability:

- What services are provided and when?
- What skills areas are included in the training?
- What are the entry requirements and costs of the program?
- What is the earning potential for participants in this program?
- What opportunities for access to the community are provided?
- How long do people stay and where do they go when they leave?
- How long is the wait to get into the program?

SET EMPLOYMENT BASED GOALS

First, write three goals based on the information gained in this section on employment. Next, write three specific activities for each goal that will help to reach that particular goal.

Example:

Goal: Get a part-time job.
Activities: Write or update résumé.
Practice interview skills.
Contact and apply to three businesses.



Goal 1: _____

Activity 1a. _____

Activity 1b. _____

Activity 1c. _____

Goal 2: _____

Activity 2a. _____

Activity 2b. _____

Activity 2c. _____

Goal 3: _____

Activity 3a. _____

Activity 3b. _____

Activity 3c. _____

*This content is taken from the Utah Parent Center handbook:
From NO Where to KNOW Where: A Parent Handbook for the Transition to Adult Life.*