**Grid Topics for Career Activities 2010-2011**

## **Academic**

􀂃Review diploma options/requirements

􀂃Identify high school course offerings related to career goals

􀂃Meet with teachers to discuss accommodation needs

􀂃Schedule meeting with teacher for extra help to succeed in a class – self advocacy

􀂃Schedule meeting with teacher after receiving a D or F grade – self advocacy

􀂃Meet with guidance counselor to schedule classes needed to meet post-secondary education goals

􀂃Explore support services available at postsecondary schools of interest

􀂃Research entrance requirements for post-secondary schools

􀂃Identify post-secondary schools that provide training in career field

􀂃Identify postsecondary requirements necessary to achieve career goals

􀂃Explore financial aid options for post-secondary education / SAT information

􀂃Complete applications for postsecondary education

## **Career Awareness**

􀂃Complete and review an interest inventory

􀂃Identify several careers that match interests

􀂃Obtain specific information about qualifications of jobs of interest

􀂃Complete career aptitude assessment

􀂃Identify careers that match abilities

􀂃Obtain specific information about jobs that match abilities and interests

􀂃Participate in a volunteer experience

􀂃Observe/ job shadow employee at business site

􀂃Interview people in occupations of interest in the local community

􀂃Research careers using Internet or software programs

􀂃Investigate career options through the Guidance Counselors

## **Career Development**

􀂃Practice interviewing for a job

􀂃Develop a resume

􀂃Obtain a work permit

􀂃Enroll in career-related courses (e.g., Career Planning I or II)

􀂃Explore extracurricular activities (e.g., sports team or drama club)

􀂃Participate in school-based work experience : Work Release

􀂃Attend Field trips / speakers on college, work, and other postsecondary options

## **Work Habits and Behaviors**

􀂃Identify appropriate action to take if late or absent from school

􀂃Perform a series of tasks in response to verbal instructions

􀂃Perform a series of tasks in response to written instructions

􀂃Identify appropriate dress code for work situations (e.g., interview, warehouse job, office job)

􀂃Use daily planner to organize school work and homework assignments

**Self-Advocacy Goal Activities**

**Decision-making**

􀂃Articulate purpose of IEP and Transition Plan

􀂃Attend IEP meeting

􀂃Participate in IEP meeting

􀂃Present personal goals at IEP meeting

􀂃Identify members of IEP team

􀂃Develop list of questions to ask teachers if having trouble

􀂃Participate in developing Transition Plan

􀂃Discuss progress towards Transition Plan goals with parents and teachers

􀂃Complete Transition Planning Worksheet with parents and / or teachers

􀂃Attend parent and student workshops about high school and Career and Transition Services (Financial Aid workshops)

􀂃Obtain school records to document disability for accommodations for post-secondary options

􀂃Tour post-secondary institutions of interest

􀂃Research eligibility requirements for adult services (OVR)

**Self-awareness**

􀂃Review career and academic assessments to assist in career planning

􀂃Develop list of personal goals (e.g., to live in an apartment independently)

􀂃Identify learning strengths and weaknesses

􀂃Communicate learning strengths and limitations to teacher or employer

􀂃Identify appropriate classroom accommodations

􀂃Request appropriate accommodations as outlined in the IEP (e.g. ask math teacher to use a calculator in class)

􀂃Describe your disability and education history

**Independent Living Goal Activities**

**Caring for Personal Needs**

􀂃Take appropriate medication for minor illnesses

􀂃Care appropriately for minor cuts, burns and bruises

􀂃Recognize need to consult physician

􀂃Schedule doctor/dentist appointments

􀂃Dress appropriately for a variety of activities (e.g., choose appropriate outfit for a specific occasion)

􀂃Maintain acceptable standards of hygiene (e.g., shower daily)

􀂃Maintain acceptable standards of grooming (e.g., keep hair clean and brushed)

􀂃Learn to do laundry

􀂃Maintain acceptable level of fitness (e.g., exercise three times a week)

􀂃Follow food pyramid nutritional guidelines

􀂃Communicate by telephone including leaving messages on answering machines

**Community Participation**

􀂃Identify appropriate circumstances to use 911

􀂃Demonstrate knowledge of traffic rules and safety (e.g., cross streets at traffic signals)

􀂃Use public transportation

􀂃Navigate neighborhood independently

􀂃Use alternative public transportation (e.g., Taxi Service / GG & C )

􀂃Obtain driver’s license

􀂃Register to vote age 18

**Household Responsibilities**

􀂃Perform routine household tasks (e.g., wash dishes)

􀂃Read labels and directions

􀂃Plan a meal

􀂃Purchase groceries for meal

􀂃Prepare meal

􀂃Operate household appliances (e.g., washer and dryer, microwave)

**Leisure Activities**

􀂃Understand and identify survival vocabulary/signs

􀂃Read and order from menus

􀂃Demonstrate appropriate manners

􀂃Initiate leisure activities (e.g., arrange with friends to go to a movie)

􀂃Maintain calendar of activities

􀂃Use watch to follow daily schedule

􀂃Enroll in an art class

􀂃Enroll in an exercise class

􀂃Join a sports team

**Managing Personal Finances**

􀂃Identify money and make correct change

􀂃Purchase personal items from store

􀂃Construct a budget for weekly allowance

􀂃Manage weekly lunch money

􀂃Chose most economical purchase among like items of similar quality

􀂃Identify purchases as necessities or luxuries in areas of food, clothing, housing, and transportation

􀂃Open checking/savings account

􀂃Manage clothing allowance

􀂃Use ATM machine

􀂃Use credit card