

## My Action Plan

Have a discussion with your youth about what types of jobs they would like to do.

<b>List 2-3 job types they identify:</b>
1.
2.
3.

What skills are necessary to do the jobs that your youth identified? Please list 3 skills that your youth either has or will need to acquire to do the jobs he or she is interested in. (Skills might include computer use, interpersonal communication, knowledge of carpentry, or math/reading.)

<b>Job #1</b>
Skill:
Skill:
Skill:

<b>Job #2</b>
Skill:
Skill:
Skill:

<b>Job #3</b>
Skill:
Skill:
Skill:

### Tip!

It may be helpful to begin this conversation by describing a job you have had and what was required of you. Talk with them about what they are already doing that will help when he or she has a job. For example, he or she gets to school on time, is well groomed, likes people, has good manners, follows directions, is pleasant to be around, willing to help others, has access and knows how to use transportation.

How is your youth going to acquire needed work skills? Be intentional about action steps you will take to help your youth.

<b>Please check at least 3 boxes.</b>	
<input type="checkbox"/>	Make sure work readiness or work experience is incorporated into IEP
<input type="checkbox"/>	Explore opportunities for volunteering in the community
<input type="checkbox"/>	Make chores at home an expectation
<input type="checkbox"/>	Look into job shadowing experience
<input type="checkbox"/>	Look for people your child can interview about their jobs
<input type="checkbox"/>	Practice interpersonal skills in the community
<input type="checkbox"/>	Write down expectations of appropriate attire and hygiene and teach if necessary
<input type="checkbox"/>	Give opportunities to display leadership and self-direction
<input type="checkbox"/>	Be clear when tasks need to be done in a timely manner and practice if necessary
<input type="checkbox"/>	Practice taking verbal directions at home
<input type="checkbox"/>	Enforce expectations of personal responsibility at home (waking up on time, homework, etc.) by creating a plan
<input type="checkbox"/>	Practice phone skills by having youth call for information about a community business
<input type="checkbox"/>	Have your youth keep a calendar of his/her activities; medical appointments, school work due, youth spiritual activities, fun happenings, athletic events etc.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

### Job Search Checklist

Here are some components of the job search to consider for your youth. Use this checklist as a reminder of strategies you can use to help your youth become employed:

<input type="checkbox"/>	Have discussion with your youth about career interests
<input type="checkbox"/>	Help your youth explore various jobs within chosen career area
<input type="checkbox"/>	Arrange for an informational interview with a job manager from your community and write a brief note of thanks
<input type="checkbox"/>	Work with IEP team to incorporate career interests into IEP
<input type="checkbox"/>	Work with IEP team to build work readiness, reading, math, and computer skills
<input type="checkbox"/>	Begin discussion about what agencies can provide work supports (adults)
<input type="checkbox"/>	Help your youth create a resume
<input type="checkbox"/>	Help your youth fill resume with paid work, volunteering, job shadowing, and personal interests
<input type="checkbox"/>	Consider people in your personal network to help identify job opportunities
<input type="checkbox"/>	Gather job applications
<input type="checkbox"/>	Create sample application for your youth to use as an example
<input type="checkbox"/>	Practice basic interview questions with your youth
<input type="checkbox"/>	If youth has an apparent disability, practice what he or she will say about his or her disability
<input type="checkbox"/>	Make sure your youth has appropriate clothing and knows what to wear for a job interview
<input type="checkbox"/>	Help your youth write follow-up thank you note to person who interviewed him or her
<input type="checkbox"/>	Practice working on automated job applications using the computer
<input type="checkbox"/>	Consider what job accommodations your youth may need on the job
<input type="checkbox"/>	If transitioning out of school, begin interviewing potential job support providers and talk with Vocational Rehabilitation Services
<input type="checkbox"/>	Maintain high expectations that your youth will become employed!