

Choosing Employment Goals

Reference Citation

Marshall, L. H., Martin, J. E., Maxson, L. L., & Jerman, P. A. (1997). *Choosing employment goals*. Tgtkgxf 'tqo 'l cttqy egpvtQwGf w

ChoiceMaker Curriculum Objectives

Choosing Employment Goals enables students to attain three *ChoiceMaker* Curriculum objectives:

Objective A2. Express employment interests.

Objective B2. Express employment skills and limits.

Objective C2. Indicate options and choose employment goals.

Description

The *Choosing Employment Goals* lesson sequence is flexible and designed to be integrated with the content and opportunities of existing school curriculum, classes, and schedules.

The lesson activities, which take place at community job sites and in the classroom, teach students to reflect upon their experiences, draw conclusions about themselves, and learn about community opportunities. Students collect and assimilate this information over time in order to make informed career decisions. The *Choosing Employment Goals* lesson package consists of three parts: (1) choosing general goals lessons, (2) experience-based lessons, and (3) dream job lessons.

Choosing general goals lessons. This methodology enables students to quickly determine their goals across transition areas. If they do not know their goals, then the lack of that knowledge converts into a goal. For instance, if a person does not know their postschool employment goal, then the choosing goals process produces a goal for the student to learn their postschool employment interests. A student video included in each of the three lesson packages, entitled *Choosing Goals to Plan Your Life* (Martin, Huber Marshall, Maxson, & Hallahan, 1997) introduces the choosing goals process by showing actual high school students who have disabilities learning and using the choosing goals process. This video serves as a model to demonstrate how students use the choosing general goals process. The accompanying lessons incorporate the video into instructional plans.

After watching the video and completing the choosing goals lessons, students complete a choosing general goals worksheet. For instance, if a student wants to work as a plumber but does not know the job requirements, his goal becomes to find out the job requirements to become a plumber. After the student knows how to complete the form, he simply reads each question and writes an answer. If he does not know the answer, then the stem of the question becomes his goal. Once completed, students may use the results for discussions in their transition class, with their parents, and at their IEP meetings.

Experience-based lessons. These lessons teach students to draw meaningful conclusions about their interests, skills, and limits based on their work experience. Students learn the job characteristics and job duties they like by completing the *Job Characteristics I Like* self-assessment, graphing the results, and completing the *Job Duties I Like Student* self-evaluation process. To examine their on-the-job skills and limits students complete a *Work, Social, and Personal Skills* and a *Job Duties—How I Did* self-assessment process. When completed

repeatedly across time, the results yield a self-directed vocational profile that may be shared with family and related agency staff. Students save their results to develop a self-directed vocational portfolio, which they can show at their IEP meeting to add transition assessment data to the IEP's present level of performance section.

Dream job lessons. With the dream job lessons, students in a general education, academic, or a transition class gather information about a variety of jobs, and then research those they find most promising. Students determine how their interests, skills, and limits match those jobs. The lessons may be used sequentially or separately. The four lessons in the dream job section are : (1) job clusters, (2) dream job research, (3) dream job interviews, and (4) dream job shadowing.

Target student population. Educators use these materials with students who are involved in on-the-job activities through work-study, on-the-job training, volunteering, or working at after school jobs. Students will need basic reading and writing skills.

Research Documenting Effectiveness

Cross, Cooke, Wood, and Test (1999) found that the choosing goals process enabled students to provide information on vocational and other transition domains so that they could actively participate in their IEP meeting. When compared to another IEP planning method, the results favored the use of the *ChoiceMaker* choosing goals process.

Choosing Employment Goals Sample Materials

- **Experience Based Lessons**
 - Interests*
 - Job Characteristics I Like
 - Job Duties I Like
 - Skills & Limits*
 - Work, Social,
 - Personal
 - Skills*
 - Job Duties How I Did
- **Dream Job Lessons**
 - Job Clusters
 - Dream Job Research
 - Dream Job Interview
 - Dream Job Shadowing

Choosing General Goals Worksheet Answer Key

Name: Zeke Transition Area: Employment

1. Do I know my interests? **YES** Write interests: Interests
Play in a band

2. Do I know what is required to do this? **YES** Write requirements: Requirements
Be able to play drums
Be able to perform
Get paying jobs

3. Do I know my skills? **YES**

4. Do I have the skills to meet the requirements? **YES**

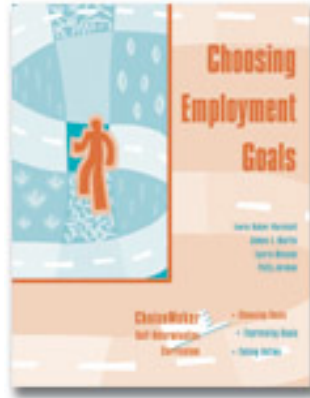
5. Do I know my limits? **YES**

6. Do my limits interfere? **YES**

	What I Like	What is Here	Matches	
1.	work alone	work alone	YES	NO
2.	lots of people around	lots of people around	YES	NO
3.	quiet workplace	quiet workplace	YES	NO
4.	real workplace	real workplace	YES	NO
5.	week days only	week days only	YES	NO
6.	weekends too	weekends too	YES	NO
7.	many jobs	many jobs	YES	NO
8.	challenging job	challenging job	YES	NO
9.	dress up for work	dress up for work	YES	NO
10.	do not dress up	do not dress up	YES	NO
11.	wear uniform	wear uniform	YES	NO
12.	standing up	standing up	YES	NO
13.	sitting down	sitting down	YES	NO
14.	moving around	moving around	YES	NO
15.	work mornings	work mornings	YES	NO
16.	work afternoons	work afternoons	YES	NO
17.	work nights	work nights	YES	NO

Name	Job	Date	Site	Supervisor, Teacher, or Student Comments	Matches
			<u>Grocery Store</u>		YES NO
					YES NO
					YES NO
					YES NO
					YES NO
					YES NO
					YES NO
					YES NO
					YES NO
					YES NO

Important Skills at This Job	How I Did	Supervisor Thinks	Matches
Work			
1. Work fast	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1	YES NO
2. Put items in correct place	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1	YES NO
3. Read labels correctly	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1	YES NO



References

- Cross, T., Cooke, N. L., Wood, W. M., & Test, D. W. (1999). Comparison of the effects of MAPS and ChoiceMaker on student self-determination skills. *Education and Training in Mental Retardation and Developmental Disabilities, 34*, 499-510.
- Martin, J. E. (Executive Producer), Huber Marshall, L., (Producer) & Hallahan, M. (Director). (1996). *Self-directed IEP In Action* [instructional video].