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# Job Preparation Outcome Matrix (JPOM)

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The JPOM is a tool intended to facilitate the organization of a student's transition-related services and to provide supplementary tools/suggestions—when relevant—related to teaching particular skills and acquiring information related to the pre-employment phase. In the most general sense, it is a comprehensive checklist that identifies the aspects of pre-employment that a student would need to be familiar with to be as prepared as possible to enter the competitive job market. Such a tool may be beneficial to teachers, transition specialists, parents, and other service providers working to prepare students for future employment in that it will provide an 'at-a-glance' picture of the experiences (both learning and vocational), levels of understanding, and areas of deficit related to the pre-employment phase. According to the California Legislative Blue Ribbon Commission on Autism (2007), a 'tsunami wave' of individuals diagnosed with autism in California would be aging into adulthood 3-5 years from the date of the report's publication. A significant concern was that existing systems for vocational preparation weren't designed to serve this population. And based on numerous interviews with high school students, transition-age-youth, and young adults with ASD (an age range of 14-23), in addition to conversations with various service providers working with this population in the context of employment preparation, it was determined that, often, there are 'gaps' present in this population's understanding of and preparation in various aspects of this critical phase. One intention of the JPOM is to highlight such gaps so that a more comprehensive preparation may be achieved.

As students begin participating in transition services, a master copy of the JPOM should be updated to reflect the progress they make in each domain delineated therein. If it is the case that some of the skills are beyond the scope of preparation offered by a student's District, then the document should be transitioned to parents and future vocational education professionals so that they will have a better understanding of the skills to focus on in order to achieve a more thorough preparation.

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**Autism Works, September 2011, Community Gatepath**

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Student Name:

<b>I. COMMON JOB ELEMENTS</b>	Student has experience/ demonstrates understanding	Student has no experience/ has no understanding	Notes	Methods for determining knowledge; assessing understanding; teaching skills; acquiring information
Information to be used to inform job search				(See Appendix A-VAPP VOC Assessment Summary Fact Sheet)
<b>Hard Skills (Work and volunteer experience):</b> Skills that are easy to observe, quantify, and measure—concrete areas of knowledge and ability				Volunteer experience, Job Club experience, any other type of work experience program (See Appendix A- VAPP VOV Assessment Summary Fact Sheet)
<b>Soft Skills (Top 10 employer-rated personal attributes and strengths):</b> Interpersonal skills in employment setting				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
<i>Components:</i> 1. Work ethic				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
2. Positive work attitude				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)

Student Name:

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<b>I. COMMON JOB ELEMENTS</b>	<b>Student has experience/ demonstrates understanding</b>	<b>Student has no experience/ has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills; acquiring information</b>
3. Communication skills				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
4. Time management				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
5. Problem-solving ability				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
6. Ability to work as part of a team				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
7. Self-confidence				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)

Student Name:

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<b>I. COMMON JOB ELEMENTS</b>	Student has experience/ demonstrates understanding	Student has no experience/ has no understanding	Notes	Methods for determining knowledge; assessing understanding; teaching skills; acquiring information
8. Flexibility/adaptability				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
9. Ability to handle pressure				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
10. Ability to accept and learn from constructive criticism				Social Skills Check List (Competitive employment version), knowledge of soft skills questionnaire, observation in work environment (See Appendices B, C and D)
<b>Full-time vs. Part-time</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills; acquiring information</b>
<u>Components:</u> 1. Knowledge of difference in terms of hours worked per week				Exercises/activities to teach concepts (See Appendix E)

Student Name:

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<b><i>I. COMMON JOB ELEMENTS</i></b>	<b>Student has experience/ demonstrates understanding</b>	<b>Student has no experience/ has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills; acquiring information</b>
2. Ability to determine availability and how this impacts a work schedule				Exercises to practice making such determinations (See Appendix E)
3. Ability to maximize availability based on schedule at time of job search				Exercises to practice making such determinations (See Appendix E)
4. Weekdays vs. weekends- understanding notion of flexibility in this respect and how this can make one appear more desirable.				Item for discussion
5. Common shifts ( <i>Morning, afternoon, evening/night</i> )				Item for discussion
6. If relying on public transportation, awareness of how this may limit one's schedule.				See section below

Student Name:

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<b>I. COMMON JOB ELEMENTS</b>	<b>Student has experience/ demonstrates understanding</b>	<b>Student has no experience/ has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills; acquiring information</b>
<b>Public Transportation</b>	<b>Student has experience/is capable of learning</b>	<b>Student lacks experience/is unwilling to learn</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills; acquiring information</b>
<i>Components:</i> 1. Knowledge of community with respect to what options are available				Travel training, self/parent-facilitated practice (See Appendix F)
2. Experience with local public transportation systems				Travel training, self/parent-facilitated practice (See Appendix F)
3. Flexibility to learn new routes if necessary				Travel training, self/parent-facilitated practice
4. Knowledge of 'back-up' options				Travel training, self/parent-facilitated practice (See Appendix F)

Student Name:

<b>II. RESUME DEVELOPMENT</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills; acquiring information</b>
<b>Objective statement :</b> Why job is being pursued				Resume Template (Appendix G)
<b>List of relevant skills/abilities/strength:</b> Relevant to the job being pursued				Resume Template (Appendix G)
<b>Previous employers/work history:</b> Evidence of responsibility/ability to hold job				Resume Template (Appendix G)
<b>Components:</b> 1. Name of employer				Resume Template (Appendix G)
2. Address/contact info				Resume Template (Appendix G)
3. Dates employed				Resume Template (Appendix G)
4. Job duties				Resume Template (Appendix G)
5. Name off immediate supervisor				Resume Template (Appendix G)
<b>Education:</b> <b>Components:</b> 1. Name of school				Resume Template (Appendix G)
2. Years attended				Resume Template (Appendix G)

Student Name:

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<b>II. RESUME DEVELOPMENT</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills; acquiring information</b>
3. Status				Resume Template (Appendix G)
<b>References :</b> Professional ( <i>Based on job performance (hard &amp; soft skills)</i> )				Item for discussion (See Resume Template- Appendix G)
Personal ( <i>Speak to character/personality</i> )				Item for discussion (See Resume Template- Appendix G)
<b>Components:</b> 1. Name				Resume Template (Appendix G)
2. Nature of relationship				Resume Template (Appendix G)
3. Time known				Resume Template (Appendix G)

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Student Name:

<b>III. JOB SEARCH</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
Familiarity with common online job-posting boards				self/parent-facilitated practice (See Appendix H)
Familiarity with common print job-posting resources				self/parent-facilitated practice (See Appendix H)
<b>Making contact with potential places of employment</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
<b>In-person inquiry:</b> Knowing who to ask about employment ( <i>understanding basic employment hierarchy</i> )				Exercises/Role-play activities to teach concepts (See Appendix I)
<b>Phone inquiry:</b> Knowing who to ask about employment ( <i>understanding basic employment hierarchy</i> )				Exercises/Role-play activities to teach concepts (See Appendix I)
<b>Online inquiry:</b> Knowing who to ask about employment ( <i>understanding basic employment hierarchy</i> )				self/parent-facilitated practice (See Appendix I)

Student Name:

<b>III. JOB SEARCH</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
<b>Application Process</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
<b>In-person application:</b> Familiarity with 'expected' verbal scripts for initial employer interactions ( <i>who to ask for and what to say</i> )				Exercises/Role-play activities to teach concepts (See Appendix I)
	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
Familiarity with 'expected' non-verbal aspects of initial employer interactions ( <i>firm handshake, appropriate eye contact</i> )				Exercises/Role-play activities to teach concepts (See Appendix I)
<b>Online application:</b> Familiarity with 'personality/behavioral' inventories				Exercises/Role-play activities to teach concepts, self/parent-facilitated practice (See Appendix J)
Flexibility to respond to such items in ways that take the perspective of the employer into consideration.				Exercises/Role-play activities to teach concepts, self/parent-facilitated practice (See Appendix J)
<b>Completing the application:</b> Being prepared with information commonly requested on all applications ( <i>Copy of resume</i> )				Exercises/Role-play activities to teach concepts, self/parent-facilitated practice (See Appendix K)

Student Name:

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<b>III. JOB SEARCH</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
<b>Submitting the resume:</b> Familiarity with 'expected' verbal scripts ( <i>who to ask for and what to say</i> )				Exercises/Role-play activities to teach concepts, self/parent-facilitated practice (See Appendix L)
Familiarity with 'expected' non-verbal communication ( <i>firm handshake, appropriate eye contact</i> )				Exercises/Role-play activities to teach concepts, self/parent-facilitated practice (See Appendix L)



Student Name:

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<b>IV. PRE-INTERVIEW</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
<b><u>Understanding of the company/position one is applying for:</u></b> Online research				Basic online search targeting company
Site visit/tour <i>(if appropriate/possible)</i>				Visit company individually or with parent
Familiarity with one's resume and the information contained therein <i>(to be prepared to answer questions regarding it)</i>				Practice/memorization
Based on research, come up with 3 questions to ask during interview				
<b>Interview 'Theory': The 'why?' aspect of the interview</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
1. Interviewer asks questions and interviewee answers them in a way that demonstrates ability and potential				Item for discussion (See Appendix M)
2. Interview requires 'acting' in that there are 'expected' routines that need to be followed				Item for discussion (See Appendix M)
3. Interview is about the interviewee 'selling' her/his self to interviewer				Item for discussion (See Appendix M)

Student Name:

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<b>IV. PRE-INTERVIEW</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
4. Interviewer forms initial 'impression' about interviewee based on the things he/she says and does during the interview				Item for discussion (See Appendix M)
<b>Hidden Curriculum of the Interview</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
<b>Hygiene:</b> <i>Components:</i> 1. Nail care				Exercises/Role-play activities/Visuals of good vs. bad examples (See Appendix N)
2. Make-up				Exercises/Role-play activities/Visuals of good vs. bad examples (See Appendix N)
3. Oral hygiene				Exercises/Role-play activities/Visuals of good vs. bad examples (See Appendix N)

Student Name:

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<b>IV. PRE-INTERVIEW</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
4. Perfume, cologne, deodorant				Exercises/Role-play activities/Visuals of good vs. bad examples (See Appendix N)
<b>Interviewer greeting:</b> <u>Components:</u> 1. Stand before greeting				Exercises/Role-play activities/Visuals of good vs. bad examples (See Appendix N)
2. Eye contact				Exercises/Role-play activities/Visuals of good vs. bad examples (See Appendix N)
3. Hand shake				Exercises/Role-play activities/Visuals of good vs. bad examples (See Appendix N)
4. Verbal greeting				Exercises/Role-play activities to teach concepts (See Appendix N)

Student Name:

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<b>V. THE INTERVIEW</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
<b>Factors that will effect outcome of interview:</b> <u>Components:</u> 1. Anxiety				Exercises/Role-play activities to teach strategies (See Appendix O)
2. Attitude				Exercises/Role-play activities to teach concepts (See Appendix O)
3. Body Language				Exercises/Role-play activities to teach concepts (See Appendix O)
4. The 5 basic types of questions				Exercises/Role-play activities practice (See Appendix P)
<ul style="list-style-type: none"> <li>• Credential questions</li> </ul>				Exercises/Role-play activities to teach concepts practice (See Appendix P)
<ul style="list-style-type: none"> <li>• Experience questions</li> </ul>				Exercises/Role-play activities to teach concepts practice (See Appendix P)

Student Name:

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<b>V. THE INTERVIEW</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
<ul style="list-style-type: none"> <li>Opinion questions</li> </ul>				Exercises/Role-play activities to teach concepts practice (See Appendix P)
<ul style="list-style-type: none"> <li>Silly questions</li> </ul>				Exercises/Role-play activities to teach concepts practice (See Appendix P)
<ul style="list-style-type: none"> <li>Behavioral questions</li> </ul>				Exercises/Role-play activities to teach concepts practice (See Appendix P)
<b>VI. ENDING THE INTERVIEW</b>	<b>Student demonstrates understanding</b>	<b>Student has no understanding</b>	<b>Notes</b>	<b>Methods for determining knowledge; assessing understanding; teaching skills</b>
1. 'Expected' components of doing so				Exercises/Role-play activities to teach concepts
<ul style="list-style-type: none"> <li>Reiterate interest in the position and thank interviewer for opportunity to interview</li> </ul>				Exercises/Role-play activities to teach concepts
<ul style="list-style-type: none"> <li>Request contact information (business card, email address, etc..) for a follow-up</li> </ul>				Exercises/Role-play activities to teach concepts



Student Name: \_\_\_\_\_

**APPENDIX A**

**©VAAP VOC ASSESSMENT SUMMARY/FACT SHEET\***

\*The VAAP VOC Assessment Summary/Fact Sheet is a useful tool for gathering information relevant to determining an appropriate work environment.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Education Grade Level:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**CURRENT JOB GOALS** 1) \_\_\_\_\_

For which the individual has demonstrated skills/abilities. 2) \_\_\_\_\_

3) \_\_\_\_\_

**LONG TERM JOB GOALS:** 1) \_\_\_\_\_

For which further education/training will be necessary. 2) \_\_\_\_\_

3) \_\_\_\_\_

**JOB HISTORY:**

<b>Past Employment and/or Volunteer Experience</b>	<b>Level of Support Needed</b>	<b>Accommodations</b>

Student Name: \_\_\_\_\_

<b>TOP 5 WORK VALUES</b>  1) _____ _____ 2) _____ _____ 3) _____ _____ 4) _____ _____ 5) _____	<b>LEARNING STYLE</b>  ___ VISUAL  ___ VERBAL ___ HANDS/ON  ___ MODELING  ___ REPEAT TRIALS  ___ OTHER:	<b>SENSORY</b>  HIGHLY BOTHERED BY: 1) _____ 2) _____ 3) _____ 4) _____  PREFERRED SENSORY 1) _____ 2) _____ 3) _____ 4) _____
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**PROVEN WORK SKILLS (TECHNICAL)**

\_\_\_ COMPUTER                      MACHINE OPERATION \_\_\_\_\_

\_\_\_ CLERICAL \_\_\_\_\_

Student Name: \_\_\_\_\_

<p><b>SELF ADVOCACY</b> TOP 3 SELF ADVOCACY SKILLS:</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>AREAS OF NEEDED SUPPORT</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p>	<p><b>MOTOR/ORGANIZATIONAL</b> SUPPORTS? TOOLS NEEDED TO STAY ORGANIZED:</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p><i>PROVEN TIME MANAGEMENT TECHNIQUES</i></p> <p>___ AUDITORY CUES (BELLS/BUZZER/COWORER NOTIFICATION)</p> <p>___ VISUAL CUES (TASK SCHEDULES, DATE BOOK, COUNTERS)</p> <p>___ KINESTHETIC (VIBRATORS, TOUCH)</p>
<p><b>WORK BEHAVIORS</b> TOP 3 PROVEN WORK BEHAVIORS</p> <p>1) _____</p> <p>2) _____</p>	<p><i>TAKING BREAKS</i></p> <p>___ ABILITY TO RECOGNIZE WHEN BREAKS SHOULD OCCUR</p> <p>___ SUPPORT NEEDED</p> <p>___ ABILITY TO RECOGNIZE WHEN TO TAKE BREAK</p> <p>RETURN FROM BREAK ___ ABILITY TO</p>

Student Name:

<p><b>3)Support:</b></p> <p>_____</p> <p><b>AREAS OF NEEDED SUPPORT:</b></p> <p><b>1)</b></p> <p><b>2)</b></p> <p><b>3)</b></p> <p><b>COMMUNITY SKILLS</b></p> <p>___ ABILITY TO INDEPENDENTLY TRAVEL</p> <p>___ SUPPORT NEEDS</p> <p>___ MONEY MANAGEMENT SKILLS</p> <p>___ SUPPORT NEEDS</p> <p>___ MEDICAL MANAGEMENT</p> <p>___ SUPPORT NEEDS</p> <p>___ RECREATION/LEISURE CONNECTIONS</p>	<p>IMPLEMENT APPROPRIATE</p> <p>BREAK ACTIVITIES</p> <p>___ SUPPORT NEEDED</p> <p><b>MOTOR/ORGANIZATIONAL STRENGTHS</b></p> <p><b>1)</b> _____</p> <p><b>2)</b> _____</p> <p><b>3)</b> _____</p> <p><b>MOTOR/ORGANIZATIONAL SUPPORT NEEDS:</b></p>
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Student Name:

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<p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Other</p> <p>VOCATIONAL RECOMMENDATIONS</p> <p><b>High Interest Areas:</b></p> <p>1)</p> <p>2)</p> <p>3)</p> <p><b>Additional Training Needs/Supports:</b></p> <p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p>	<p><b>Supports Needed:</b></p> <p><input type="checkbox"/> Social Stories</p> <p><input type="checkbox"/> Scripting</p> <p><input type="checkbox"/> Comic Strip Conversations</p> <p><input type="checkbox"/> Rehearsal</p> <p><i>Roleplay</i></p> <p><input type="checkbox"/> Task Strips</p> <p><input type="checkbox"/> Other:</p>
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Student Name:

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## APPENDIX B

### Social Interaction Assessment for Employment Standards\*

\*The Social Interaction Assessment for Employment Standards is a useful measure for determining a student's social developmental level as it relates to the work environment. Ideally, at least two should be completed by individuals familiar with the student's functioning level.

**Name:**

**Date:**

Please rate the items on the following scale:

1 = Significantly Below Supported Employment Standards

2 = Below Supported Employment Standards

3 = At Supported Employment Standards

4 = Above Supported Employment Standards

5 = At or Above Competitive Employment Standards

1. Respond when called by name	1	2	3	4	5
2. Follow verbal instructions in 1:1 setting	1	2	3	4	5
3. Follow verbal instructions in small group	1	2	3	4	5
4. Appropriately gain attention from others	1	2	3	4	5
5. Ability to take turns in conversation	1	2	3	4	5
6. Ability to initiate conversation	1	2	3	4	5
7. Respond appropriately to praise	1	2	3	4	5
8. Ability to accept supervision	1	2	3	4	5
9. Recognize and respond to non-verbal cues	1	2	3	4	5

Student Name: \_\_\_\_\_

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10. Give simple instructions to others	1	2	3	4	5
11. Ability to consistently communicate needs/wants	1	2	3	4	5
12. Ability to solve basic social problems	1	2	3	4	5
13. Ability to ask for help/assistance	1	2	3	4	5
14. Ability to follow simple visual instructions	1	2	3	4	5
15. Ability to work as part of a team	1	2	3	4	5
16. Ability to express lack of understanding or ask questions when appropriate	1	2	3	4	5
17. Ability to request a break when needed	1	2	3	4	5
18. Respond appropriately to criticism/correction	1	2	3	4	5
19. Follow social cues in a group	1	2	3	4	5
20. Ability to learn a task through modeling	1	2	3	4	5

**TOTAL SCORE = \_\_\_\_\_**

**Social Interaction Scale:**

≥ 90: Social Interaction skills at Community Employment expectations

70-89: Social Interaction skills above Supported Employment expectations

50-69: Social Interaction skills meet Supported Employment expectations

30-49: Social Interaction skills below Supported Employment expectations

≤ 29: Social Interaction skills far below Supported Employment expectations

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## APPENDIX C

### Definition of Top Ten Work-Related Soft Skills\*

\*This sheet defines the top ten employer-rated soft skills and may be useful as a guide to teach students what these concepts mean.

1. Strong Work Ethic
  - a. Motivation and dedication with respect to getting the job done. Conscientious of doing best work.
2. Positive Attitude
  - a. Optimistic and upbeat.
3. Good Communication
  - a. Verbally articulate and good listener. Ability to make your case and express needs in effective ways.
4. Time Management
  - a. Prioritizing tasks and multi-tasking. Using time wisely.
5. Problem-Solving Skills
  - a. Resourceful and creative in your approach to solving problems. Taking ownership of problems vs. leaving them for others.
6. Acting as a Team Player
  - a. Work well in group/team environment. Cooperative, ability to take leadership role.
7. Self-Confidence
  - a. Faith in one's abilities. Project sense of calm, inspire confidence others. Courage to ask questions and contribute one's ideas.
8. Accepting/Learning from criticism
  - a. Being coachable and open to learning.
9. Flexibility/Adaptability
  - a. With respect to new situations and challenges. Being 'open.'
10. Handling pressure
  - a. Dealing with stress related to deadlines and crises.

Student Name:

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## APPENDIX D

### Knowledge of Soft Skills Questionnaire\*

\*This questionnaire may be used to determine a student's level of understanding with respect to the top ten employer-rated soft skills.

1. In your opinion, what does it mean to have a good work ethic? Is this important? Why?
2. In your opinion, what does it mean to have a positive work attitude? Is this important? Why?
3. In your opinion, what does it mean to be a good communicator at work? Is this important? Why?
4. In your opinion, what does it mean to have good time management skills at work? Is this important? Why?
5. In your opinion, what does it mean to have good problem-solving skills at work? Is this important? Why?
6. In your opinion, what does it mean to act as a team player at work? Is this important? Why?
7. In your opinion, what does it mean to have self-confidence at work? Is this important? Why?

Student Name:

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8. In your opinion, what does it mean to be flexible/adaptable at work? Is this important? Why?
  
9. In your opinion, what does it mean 'handle pressure' at work? Is this important? Why?
  
10. In your opinion, what is constructive criticism? Is this something you're comfortable with?

Student Name:

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## APPENDIX E

### Part-time Vs. Full-time Employment\*

\*This exercise (and other varieties on its form) may be useful for teaching students the details of determining availability for employment, especially with respect to working around preexisting schedules

Given the difficulties with Executive Functioning often displayed by individuals with Autistic Spectrum Disorders (ASD), working on the organizational skills necessary for determining potential hours of availability should be a focus during some point of the transition process. Activities to work on this skill may take the form of 'real-life' scenarios in which an individual is looking for either a full-time/part-time and either does or does not have obligations that conflict with the employer's need. For example:

Currently, Sarah is attending Community College on the following days and times:

Monday: 9:30-12:30 and 5:00-6:30

Tuesday: 1:00-3:00

Wednesday: 9:30-12:30; 2:00-4:00; and 5:00-6:30

Thursday: 1:00-3:00

Friday 9:30-12:30; 2:00-4:00 and 5:00-6:30

Saturday: NO CLASSES

Sunday: NO CLASSES

Sarah is also interested in getting a job so she has some extra spending money. She finds an opening at her favorite clothing store; however they are only willing to hire somebody who can work at least 25 hours a week. The hours the store is open are Monday-Sunday, 9:30-7:00. It would take Sarah 30 minutes to ride the bus from her school to the store. Based on her schedule, does Sarah have 25 hours of availability?

A visual time schedule like the one included below may accompany such an exercise and serve to facilitate understanding. Included here is a completed example based on the exercise above, in addition to an incomplete one:

Student Name:

APPENDIX E

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00-8:30	Unavailable to work	Unavailable to work	Unavailable to work	Unavailable to work	Unavailable to work	Available to work	Available to work
8:30-9:00	Unavailable to work	Unavailable to work	Unavailable to work	Unavailable to work	Unavailable to work	Available to work	Available to work
9:30-10:00	Unavailable to work	Available to work	Unavailable to work	Available to work	Unavailable to work	Available to work	Available to work
10:30-11:00	Unavailable to work	Available to work	Unavailable to work	Available to work	Unavailable to work	Available to work	Available to work
11:30-12:00	Unavailable to work	Available to work	Unavailable to work	Available to work	Unavailable to work	Available to work	Available to work
12:30-1:00	Unavailable to work	Unavailable to work	Unavailable to work	Unavailable to work	Unavailable to work	Available to work	Available to work
1:30-2:00	Available to work	Unavailable to work	Unavailable to work	Unavailable to work	Unavailable to work	Available to work	Available to work
2:30-3:00	Available to work	Unavailable to work	Unavailable to work	Unavailable to work	Unavailable to work	Available to work	Available to work
3:30-4:00	Available to work	Available to work	Unavailable to work	Available to work	Unavailable to work	Available to work	Available to work
4:30-5:00	Unavailable to work	Available to work	Unavailable to work	Available to work	Unavailable to work	Available to work	Available to work
5:30-6:00	Unavailable to work	Available to work	Unavailable to work	Available to work	Unavailable to work	Available to work	Available to work
6:30-7:00	Unavailable to work	Available to work	Unavailable to work	Available to work	Unavailable to work	Available to work	Available to work

Unavailable to work
Available to work

Student Name:

---

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00-8:30							
8:30-9:00							
9:30-10:00							
10:30-11:00							
11:30-12:00							
12:30-1:00							
1:30-2:00							
2:30-3:00							
3:30-4:00							
4:30-5:00							
5:30-6:00							
6:30-7:00							

Unavailable to work

Available to work

Student Name:

---

## APPENDIX F

### Accessing Public Transportation\*

\*This exercise (and other varieties on its form) may be useful for teaching students new public transportation routes

In addition to travel training and practice, familiarizing the student with 511.org will help to foster independence and instill confidence in using public transportation. Real-life exercises in which an individual needs to get from point 'A' to point 'B' would be helpful in introducing the use of this search engine. For example:

Sarah needs to get from her Home at 60 Christopher Court, Daly City, Ca. to her job located at 855 Broadway, Millbrae, Ca. She needs to be there by 1:30 which is when her shift starts. Please use 511.org to determine what public transportation routes she will need to use in order to make it to work on time. Also, make sure to mention what time she will need to leave.

Below is a worksheet that may be useful in facilitating such an exercise:

Student Name:

---

## APPENDIX F

### Accessing Public Transportation Worksheet

**From:** 60 Christopher Court,  
Daly City, Ca.

**To:** 855 Broadway,  
Burlingame, Ca

To arrive at: 1:30  
I need to leave by: 12:21

#### Step 1. (fare: 0)

Walk: to Serramonte & Callan Blvd (11 minute walk)

#### Step 2. (fare: \$2.00)

Get On: Sam Trans #121 at West corner of Serramonte Blvd & Callan at 12:32 (go towards Lowell & Hanover, Daly City)

Get Off: Colma Bart station at 12:46 (14 minute ride)

Walk: to colma bart (5 minute walk)

#### Step 3. (fare: \$3.35)

Get on: Richmond/Millbrae BART-towards Millbrae at 12:54

Get off: Millbrae BART station at 1:06

#### Step 4. (fare: \$2.00)

Walk to Millbrae Transit Center Bay 9 (3 minute walk)

Get on: Sam Trans #391 at South Corner of Millbrae Transit Center Bay 9 at 1:13 (go toward Redwood City Caltrain)

Get off: South corner of El Camino Real & Broadway at 1:21 (8 minute ride)

#### Step 5. (fare: \$0)

Walk to El Camino Real & Broadway (1 minute walk)

Student Name:

---

**APPENDIX F**

**Accessing Public Transportation Worksheet**

<b>From:</b>	<b>To:</b>	To arrive at: I need to leave by:
--------------	------------	--------------------------------------

Step 1. (fare: \$ )

Step 2. (fare: \$ )

Step 3. (fare: \$ )

Step 4. (fare: \$ )

Step 5. (fare: \$ )

Student Name:

---

## APPENDIX G\*

### Basic Resume Template

\*This template may be useful for teaching students the different elements that should be included in a resume

Name  
Address  
Phone Number or Cell Phone Number  
E Mail

#### **Objective:**

#### **Strengths:**

#### **Work History:**

Name of Company, Dates worked (December 2009 to December 2010)

Job Title

- Job Duties or skills utilized
- Job Duties or skills utilized

Name of Company, Dates worked (December 2008 to December 2009)

Job Title

- Job Duties or skills utilized
- Job Duties or skills utilized

Name of Company, Dates worked (December 2007 to December 2008)

Job Title

- Job Duties or skills utilized
- Job Duties or skills utilized

#### **Volunteer Experience:**

Name of Company, Dates worked (December 2009 to December 2010)

Job Title

- Job Duties or skills utilized
- Job Duties or skills utilized

Name of Company, Dates worked (December 2008 to December 2009)

Student Name:

---

Job Title

- Job Duties or skills utilized
- Job Duties or skills utilized

**Education:**

Name of School, years attended, degree

Name of School, years attended, degree (for high school use general education)

**References:**

Name of Person, where the person works (or how you know the person), person's phone number

Student Name:

---

## APPENDIX H

### Online Job Board\*

\*This website is useful for familiarizing students with online job hunting:

[www.craigslist.com](http://www.craigslist.com)

Other common job search websites include:

[www.snagajob.com](http://www.snagajob.com)

[www.teenjobsection.com/](http://www.teenjobsection.com/)

Common print job posting resources include:

Newspapers, magazines, etc...

## APPENDIX H

### Instructions for using craigslist.com for job hunting

1. Go to [www.craigslist.com](http://www.craigslist.com)
2. At the top of the screen, in the center, choose the region you want to search in
  - a. sfc = San Francisco
  - b. sby = South Bay
  - c. eby = East Bay
  - d. pen = Peninsula
  - e. nby = North Bay
  - f. scz = Santa Cruz
3. Then, under the section that says 'Jobs,' find appropriate category, click on it, and begin searching through listings.
4. Once in category of choice, you may also search for specific jobs. To do so:
  - a. Type in name of job you are looking for in the box labeled 'search for:'
  - b. Click the triangle at the end of the box labeled 'in:'
  - c. Scroll all the way to the top and select 'All jobs'
  - d. Press the 'Search' button

Student Name:

---

## APPENDIX I

### Script for Requesting an Application\*

\*This script provides examples of 'expected' ways for requesting job applications. In addition, it provides links to useful websites for alternative ways of teaching such skills.

Students should be familiar with the employment hierarchy as it relates to inquiring about employment in person, over the phone, and online. In addition, expected scripts for making such inquiries with potential employers should be practiced. An example of one is provided here:

Script for in-person/phone/online contact with potential employer:

"Hello, I was hoping to speak to a manager about the possibility of employment."

-or-

"Hi! Is there a manager available with whom I could speak to about the possibility of employment?"

When appropriate individual is located, the next step would be:

"Hello, my name is \_\_\_\_\_ and I was wondering if you are currently hiring."

-or-

"Hi! I'm interested in the position I saw advertised on \_\_\_\_\_. Has it been filled?"

-or-

Hi! My name is \_\_\_\_\_ and I'm very interested in working here. Would it be possible to fill out an application?"

When requesting an application in person, in addition to the verbal component, emphasis should also be placed on the non-verbal one and these skills should be practiced. They include:

1. Standing (if not already) when the Manager approaches.
2. Establishing eye contact with the Manager.
3. Making sure body is oriented/facing the Manager.
4. Extending hand for hand shake with Manager.

When requesting an application over the phone, remember to use a **FRIENDLY** phone voice.

Student Name:

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In addition to role-playing these behaviors, 'Social Stories' and 'Comic Strip Conversations' may also serve to facilitate teaching. Links to these resources are included here:

Social Stories: <http://www.thegraycenter.org/social-stories>

Comic Strip Conversations:

<http://autismspectrum.illinoisstate.edu/resources/factsheets/comicstrip.shtml>

Student Name:

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## APPENDIX J

### Reference for a Useful Text for Teaching the Concept of Perspective Taking\*

\*This book provides useful and practical exercises/curriculums for teaching the concept of perspective taking.

Given the tendency for many corporate employers to include 'personality/behavioral inventories' as screening agents in the application process, students should be familiar with the completion of these. In addition, discussion should occur the emphasis of which should be to stress the importance of considering the perspective of the potential employer when responding. Below are both a reference to a helpful text to introduce the concept of perspective and an example of such an inventory:

Winner, M.G. (2007). *Thinking about you thinking about me: Teaching perspective taking and social thinking to persons with social cognitive learning challenges (2<sup>nd</sup> edition)*. Think Social Publishing, Inc. San Jose, Ca.

Student Name:

## APPENDIX J (CONT.)

### Example of a Personality Inventory\*

\*This is an example of a personality inventory (which are commonly used as screening tools when applying for a variety of jobs). Students should complete it and then discuss how their responses may be viewed from the perspective of a potential employer.

## I see myself as someone who...

1. ...Is talkative

Strongly Disagree 1  2  3  4  5  Strongly Agree

2. ...Tends to find fault with others

Strongly Disagree 1  2  3  4  5  Strongly Agree

3. ...Does a thorough job

Strongly Disagree 1  2  3  4  5  Strongly Agree

4. ...Is depressed, blue

Strongly Disagree 1  2  3  4  5  Strongly Agree

5. ...Is original, comes up with new ideas

Strongly Disagree 1  2  3  4  5  Strongly Agree

6. ...Is reserved

Strongly Disagree 1  2  3  4  5  Strongly Agree

7. ...Is helpful and unselfish with others

Strongly Disagree 1  2  3  4  5  Strongly Agree

Student Name:

8. ...Can be somewhat careless

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

9. ...Is relaxed, handles stress well

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

10. ...Is curious about many different things

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

11. ...Is full of energy

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

12. ...Starts quarrels with others

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

13. ...Is a reliable worker

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

14. ...Can be tense

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

15. ...Is ingenious, a deep thinker

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

16. ...Generates a lot of enthusiasm

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

17. ...Has a forgiving nature

Student Name:

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**18. ...Tends to be disorganized**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**19. ...Worries a lot**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**20. ...Has an active imagination**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**21. ...Tends to be quiet**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**22. ...Is generally trusting**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**23. ...Tends to be lazy**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**24. ...Is emotionally stable, not easily upset**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**25. ...Is inventive**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**26. ...Has an assertive personality**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

**27. ...Can be cold and aloof**

	Strongly Disagree	1	2	3	4	5	Strongly Agree
--	-------------------	---	---	---	---	---	----------------

Student Name:

**28. ...Perseveres until the task is finished**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**29. ...Can be moody**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**30. ...Values artistic, aesthetic experiences**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**31. ...Is sometimes shy, inhibited**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**32. ...Is considerate and kind to almost everyone**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**33. ...Does things efficiently**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**34. ...Remains calm in tense situations**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**35. ...Prefers work that is routine**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**36. ...Is outgoing, sociable**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**37. ...Is sometimes rude to others**

	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Strongly Agree
--	-------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------

**38. ...Makes plans and follows through with them**

Student Name:

	Strongly Disagree	1	2	3	4	5	Strongly Agree
=====							
<b>39. ...Gets nervous easily</b>							
	Strongly Disagree	1	2	3	4	5	Strongly Agree
=====							
<b>40. ...Likes to reflect, play with ideas</b>							
	Strongly Disagree	1	2	3	4	5	Strongly Agree
=====							
<b>41. ...Has few artistic interests</b>							
	Strongly Disagree	1	2	3	4	5	Strongly Agree
=====							
<b>42. ...Likes to cooperate with others</b>							
	Strongly Disagree	1	2	3	4	5	Strongly Agree
=====							
<b>43. ...Is easily distracted</b>							
	Strongly Disagree	1	2	3	4	5	Strongly Agree
=====							
<b>44. ...Is sophisticated in art, music, or literature</b>							
	Strongly Disagree	1	2	3	4	5	Strongly Agree
=====							

Student Name:

---

**APPENDIX K**

**Sample Job Application Form\***

\*This Job Application Form may be useful when teaching students about the information commonly requested from them.

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

**PERSONAL INFORMATION:**

First Name \_\_\_\_\_

Middle Name \_\_\_\_\_

Last Name \_\_\_\_\_

Street Address

\_\_\_\_\_

City, State, Zip Code

\_\_\_\_\_

Phone Number

(\_\_\_\_) \_\_\_\_\_

Are you eligible to work in the United States?

Yes \_\_\_\_\_ No \_\_\_\_\_

If you are under age 18, do you have an employment/age certificates?

Yes \_\_\_ No \_\_\_

Have you been convicted of or pleaded no contest to a felony within the last five years?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please explain: \_\_\_\_\_

Student Name:

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**POSITION/AVAILABILITY:**

Position Applied For

---

Days/Hours Available

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

Sunday \_\_\_\_\_

Hours Available: from \_\_\_\_\_ to \_\_\_\_\_

What date are you available to start work?

---

**EDUCATION:**

Name and Address Of School - Degree/Diploma - Graduation Date

---

---

---

---

---

---

Skills and Qualifications: Licenses, Skills, Training, Awards

---

---

Student Name:

---

**EMPLOYMENT HISTORY:**

Present Or Last Position:

Employer: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Position Title: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_

Salary: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

=====

**Previous Position:**

Employer: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Position Title: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_

Student Name:

---

Responsibilities: \_\_\_\_\_

\_\_\_\_\_

Salary: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

**May We Contact Your Present Employer?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**References:**

Name/Title Address Phone

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Name:

---

## APPENDIX L

### Script for Submitting a Completed Resume\*

\*This script provides examples of 'expected' ways for submitting a completed job application in person. In addition, it provides links to useful websites for alternative ways of teaching such skills.

Students should be familiar with an expected script for turning in a completed resume when doing this in-person. Examples include:

"Here is my application and I've also included my resume. Please don't hesitate contacting me if you have any further questions. When can I expect to hear back from you?"

In addition to the verbal component, emphasis should also be placed on the non-verbal one and these skills should be practiced. They include:

1. Establishing eye contact with the Manager.
2. Making sure body is oriented/facing the Manager.
3. Extending hand for hand shake with Manager.

In addition to role-playing these behaviors, 'Social Stories' and 'Comic Strip Conversations' may also serve to facilitate teaching. Links to these resources are included here:

Social Stories: <http://www.thegraycenter.org/social-stories>

Comic Strip Conversations:

<http://autismspectrum.illinoisstate.edu/resources/factsheets/comicstrip.shtml>

Student Name:

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## APPENDIX M

### Rationale for Importance of Discussing the 'Why?' of Job Interviewing\*

\*This brief write-up is a justification for why it is important to discuss the 4 points pertaining to 'Why?' a job interview occurs

Preparing for an interview both in terms of specifics and the more general 'why?' aspect of it may not come naturally to individuals with Autism Spectrum Disorders (ASD). Therefore, explicit instruction concerning these aspects should occur to better prepare the student. Discussing the 4 points contained in this section will prove beneficial in that the student will have a better understanding of the process, its intended goals, and her/his role in it.

## APPENDIX N

### Pre-Interview Elements\*

\*This outline provides detail with respect to important elements of the pre-interview phase

#### **PRE-INTERVIEW**

##### Some general advice

1. An interview may be cancelled or rescheduled at any time, so be prepared to be flexible.
  - a. If it is, then it will be necessary to reschedule it for another available time. THIS IS O.K.!
2. Your interview may start a little later than the time it was originally scheduled for, so be prepared to be flexible
  - a. Schedules can be delayed for a variety of reasons. Since you are the one being interviewed, it is important that you 'go with the flow.'
3. Arrive to your interview at least 10 minutes early.
  - a. Shows you are punctual

##### Hygiene

1. Nails should be clean and manicured
2. Make-up should be applied sparingly
3. Teeth should be brushed and breath pleasant
4. Perfume, cologne, and deodorant should be used sparingly

##### Greeting

###### NONVERBAL ASPECT

1. Standing when meeting interviewer is a sign of respect
2. Eye contact implies honesty, trustworthiness, and confidence
  - a. If eye contact is difficult, then student can be prompted to look at interviewer's forehead.
3. Handshake is generally done with right hand
  - a. Skin between thumb and first finger should touch the same place on the hand being shook
  - b. Fingers should be clasped firmly, yet gently
    - i. Too soft suggests lack of confidence
    - ii. Too hard may hurt interviewer
  - c. Generally, shake hand up and down 3 times

Student Name:

---

VERBAL ASPECT

1. Introduction as to who interviewee is
2. Acknowledgement of who the interviewer is

Student Name:

---

## APPENDIX O

### Non-question Aspects of the Interview\*

\*This outline provides details relating to aspects of the interview other than questioning

#### **INTERVIEW**

##### NONVERBAL ASPECTS

##### Anxiety

1. Student should understand this is normal
2. Student should have strategies to deal with this
  - a. Disclose anxiety to interviewer
    - i. May invoke compassion and understanding
  - b. Breathing exercises
    - i. Deep breaths, through the nose, holding for 3 seconds before exhalation

##### Attitude

1. Student should understand the importance of a positive attitude and how this looks from the interviewer's perspective
  - a. Smile and sound happy

##### Body Language

1. Student should understand that communication occurs through body language and be conscious of her/his during the interview.
2. Student should understand the difference between formal vs. informal body language.

## APPENDIX P

### Examples of Commonly Asked Interview Questions\*

\*This section provides examples of the different varieties of questions that may be asked in an interview, in addition to examples of each

Since it can be difficult for individuals with ASD to answer questions in an interview setting, it is beneficial if they get the opportunity to prepare and practice. Such practice should include different varieties of the five basic types of interview questions. These types, and examples thereof, are included below:

1. **Credential Questions:** The purpose of these questions is to measure the background of the candidate. Examples include:
  - a. "How were your grades in school?"
  - b. "How long were you at company \_\_\_\_\_?"
2. **Experience Questions:** The purpose of these questions is to get a candidate to expand beyond her/his resume in order to determine whether or not her/his experience is relevant. Examples include:
  - a. "What were your responsibilities in your previous position?"
  - b. "What did you learn in your Abnormal Psych. Course?"
3. **Opinion Questions:** The purpose of these questions is to explore how a candidate would respond in different situations. Examples include:
  - a. "What are your strengths and weaknesses?"
  - b. "What would you do in this situation?"
4. **Silly Questions:** The purpose of these questions is to see how a candidate thinks spontaneously. Often, they might not appear pertinent to the position for which the candidate is interviewing. Examples include:
  - a. "What is your favorite color and why?"
  - b. "What is the most recent movie you watched and did you like it?"
5. **Behavioral Questions:** The purpose of these questions is to anticipate future responses based on past behaviors. Examples include:
  - a. "Can you tell me about a time in which you had to work as part of a team to solve a problem?"
  - b. "Can you tell me about a time you successfully dealt with a challenging customer?"

(Note: Information provided by: Hawkins, G. (2004). *How to find work that works for people with asperger syndrome: The ultimate guide for getting people with asperger syndrome in the workplace (and keeping them there!)*. Jessica Kingsley publishers; London. Refer to this text for many other examples of common interview questions).

Student Name:

---

## APPENDIX Q

### Script for Ending a Job Interview\*

\*This script provides examples of 'expected' ways for ending a job interview. In addition, it provides links to useful websites for alternative ways of teaching such skills.

Students should be familiar with an expected script for ending an interview. For example:

1. Thanking Interviewer for opportunity to interview: "Thanks again for the opportunity to interview."
2. Reiterating interest in position: "I'm very excited about the opportunity to work here."
3. Request contact information to follow up: "What would be the best way to follow-up with you?"
4. Inquire as to when interviewer anticipates making a decision: "When do you expect you'll make your decision?"

In addition to the verbal component, emphasis should also be placed on the non-verbal one and these skills should be practiced. They include:

1. Establishing eye contact with the Manager.
2. Standing and making sure body is oriented/facing the Manager.
3. Extending hand for hand shake with Manager.

In addition to role-playing these behaviors, 'Social Stories' and 'Comic Strip Conversations' may also serve to facilitate teaching. Links to these resources are included here:

Social Stories: <http://www.thegraycenter.org/social-stories>

Comic Strip Conversations:  
<http://autismspectrum.illinoisstate.edu/resources/factsheets/comicstrip.shtml>

