

RUNNING HEAD: Career Interest Inventory

Daniel Bell

Career Interest Inventory

5/9/08

EDTE 630: HR & Career Education in Special Education

Ms. Pamela Ekpone

Name: Jacob Firstman (not real name)

Background Information: Jacob is a Junior at the Chelsea School, which is a middle and high school for students with learning disabilities. Jacob has been attending Chelsea for two years and is a model student and an outstanding young man. He is on the school's "Leadership Core," plays several sports, is a straight-A student, and is an Eagle Scout.

Jacob has dyslexia and is on medication for depression. His parents are recently divorced and his home life is unstable; his mother often takes out resentment of the father on him. Jacob also receives counseling at Chelsea as a related service. Jacob's father is an Air Force Fighter Pilot, whom Jacob reveres and looks up to in every way. Jacob comes from an average, middle-class socio-economic status.

From a personal perspective, I have had Jacob as a student for two years now in several different classes that I teach and he is a phenomenal kid. He has physical and cognitive skills across the board, and his kind, caring, loyal, strong, and compassionate demeanor will go very far in any area that he chooses to pursue. More specifically, Jacob is always willing to help with whatever one needs: he is great with his hands in terms of building and repairing, and he is also very gifted and quite a quick learner when it comes to computers, technology, and media productions. Jacob also has wonderful interpersonal skills and has already proven himself to be a true leader and an example for others to follow.

Reason for Assessment: Jacob is soon to be a high school senior and must begin to seriously consider his post-secondary goals and dreams. There are many options open to

him and it is time for him to start paring these down and making real decisions on the next steps he needs to take as he transitions into adulthood.

Summery of Inventory Results: The assessment I used for Jacob was the “Interest Inventory” packet where he wrote a 1 for “Don’t like,” a 2 for “Don’t Know,” and a 3 for “Like” beside statements regarding different interests and career options. These scores were tallied up and the scores related to a specific category of interests. A high number signified a strong preference for that category and a low score signified the opposite.

Jacob’s results were interestingly high across the board and I noticed that the majority of the interest statements were given a 2 for “Don’t Know,” so I am going to make the judgment that any score lower than a 7 or 8 does not necessarily signify a strong interest in that category, but more of a moderate one, especially if those scores were garnered truly because Jacob simply wasn’t sure if he was interested in that category or not.

Industrial jobs like those in a factory setting can immediately be ruled out, having only earned a 5 by Jacob. The other lowest scores, all of which received a 7, include Artistic, Administrative, Sales, and Humanitarian. The areas that scored the highest, all 9 and 10, were Scientific (Chemist, Doctor, etc.), Nature (Forester, Farmer, etc.), Authority (Fireman, Police Officer, Military, etc.), Mechanical (Plumber, Engineer, etc.), Leading/Influencing (Educator, Accounting, etc.), and Physical/Performing (Coaching, Officiating).

Interpretation of Test Results: First of all, knowing this student, I can attest to the fact that the results of this inventory appear fairly accurate. In general, these results show that Jacob is interested in possibly working in a hands-on field, but also somewhere that allows one to move up in the organization, grow, and even obtain leadership roles. The scores also show that Jacob is interested in working in an area that not only requires physical skills, but one that will challenge his mind. He definitely does not want to end up doing something overly repetitive and mindless. Also, the results show that Jacob is indeed interested in working with people, not sitting alone at a desk.

More specifically, Jacob seems to be headed into a job like a police officer, or a military officer, especially since he scored so high with Authority, Leading, and Physical. This is consistent with the specific interest that he has expressed to me personally of pursuing the career of an Air Force Pilot, like his father.

I am a bit surprised that he did not score higher in the Artistic column, because he is very creative and expressive as a student of mine. However, he did score a 7, which is a moderate score as I interpret them, so perhaps he is skilled in his area, but is simply not interested in pursuing such hobbies as a career path. And again, this is why I see these results pointing Jacob down a path of an authoritative public servant where he can use his intelligence and interpersonal skills on a day-to-day basis to make decisions and be a leader, but not necessarily make creative decisions. Also, being a police officer or military personnel could definitely give Jacob an opportunity to connect with the other area that he scored high in, which was Nature; he certainly wouldn't be stuck behind a desk if he is able to patrol a neighborhood or fly a jet for his career! And being a pilot requires a lot of scientific skills, another area that Jacob scored high in.

Conclusions and Recommendations: As noted above, Jacob's Interest Inventory scores show him to be interested and capable of many things, but it seems that he would be happiest in an area that allows him the freedoms to be mobile and active day-to-day, while he is also able to lead and be challenged mentally. I strongly recommend that he arrange meetings with both military (specifically Air Force, being that he reveres his pilot father and has specific interests in being a pilot) and law enforcement recruiters. I also recommend that he job shadow current employees in these areas, beginning with his father.

Jacob is a smart and resourceful young man who will go far in any area he chooses and to that end, I recommend that he follow his heart, his gut, and his dreams because even with a learning disability, he has already proven that he can work through challenges, large or small.

RUNNING HEAD: Individualized Transition Plan

Daniel Bell

Individualized Transition Plan

5/11/08

EDTE 630: HR & Career Education in Special Education

Ms. Pamela Ekpone

The Individualized Transition Plan that I am using is the Maryland Department of Education's (MSDE) mandated Transition Plan that is part of Maryland IEPs (example attached). This ITP is for Jacob Firstman, whom I did an Interest Inventory for.

** NOTE: Items from the original plan that are unknown or not applicable to this student have been left out (i.e.: "IEP Meeting Dates). Also, some similarities may be present on Jacob's plan and the attached example because the two students are both currently enrolled in an almost identical program at Chelsea School. Lastly, I was advised by Chelsea's Transition Service Teacher that some goals/objectives are the same for all Maryland students including being referred to DORS and the goals under "Transition Activities" because they all go through the same transition program at Chelsea.*

Individualized Transition Plan

Name: Jacob Firstman

Agency: Prince George's County

Institution of Study: Chelsea School

TRANSITION

Student Preferences and Interests:

Document Date of Student Interview: 06/4/2008

Discussion of student's interests, preferences and age appropriate transition

assessments: The student interests lie mainly in Air Force Piloting. The student has applied to a flight training summer camp and is currently scouting four year colleges to

attend before or after military training to possibly pursue development of his technical skills.

Postsecondary Goals:

Training: After Graduation, the student will seek specific training in his chosen career field of military piloting.

Education: After Graduation, the student will enlist in the Air Force or enter a four year university to obtain education of his career goal.

Employment (required): After graduation, (if not immediately enlisted into Air Force) student will seek employment at an airfield or an media/technical organization to further expand upon his technical/computer skills.

Independent Living (if appropriate): The student does exceptionally well in this area.

Course of Study:

The course of study is to support the stated postsecondary goal(s): Media and Technology

Student is enrolled in the following Functional and Skill Development Activities: Job Sampling & Flight Training Summer Camp

Projected Date of Exit:

The student is projected to exit/graduate school: 06/2009

Have the student and parent been informed that rights under IDEA do not transfer... (see attached ITP example): Yes

Projected Category of Exit:

The student will exit with: Maryland High School Diploma: (with 2 credits of Career and 3 of Technology Program)

Document Basis for decision(s): The student will be graduating from High School in 06/2009; he will be 18 by this time and is planning on immediately enlisting into the Air Force, where he will self-advocate for his accommodations.

Agency Linkage:

The student has been referred to the appropriate agency for transition and/or post secondary services: DORS (Maryland Department of Rehabilitative Services)

TRANSITION ACTIVITIES

Transition Services/Activities:

Academic: Student has prepared and taken the PSAT and is preparing to take the SAT. Student is learning about writing college essays and about completing college applications.

Responsible Party: Careers Counselor, parent, and student

Employment Training: Student is garnering skills in resume writing, interview techniques, and will participate in multiple job shadows along with mandatory career day activities.

Responsible Party: Careers Counselor, parent, student, and job site supervisor

Independent Living: Student will learn the skills of preparing a budget, opening a saving and checking account, and learning about proper etiquette in a restaurant and when on a date. Student will also learn about registering to vote and registering for selective service.

Responsible Party: Careers Counselor, parent, and student

ANTICIPATED SERVICES FOR TRANSITION

Further Education/Training: Higher Education Support Services: educational/assistive technology, modified test taking time, mentoring and guidance, self advocacy training.

Division of Rehabilitation Services (DORS): Follow Up Services and Support Services.

Since Jacob is still a high school Junior, he still has time to refine his interest inventory and may yet change his mind on his current career focus, though this does not appear likely. Should he change his mind from his interest in being an Air Force Pilot, he has many more employable skills to work with and his ITP can be easily adjusted accordingly. This ITP has him on a track to college regardless, even if he does complete Air Force training, so Jacob should have no struggles for employment when he graduates, despite his learning disability, which is currently developing skills to accommodate.

References

DORS. (2008). *Maryland state department of education: Division of rehabilitation services*. Retrieved June 8, 2008 from <http://www.dors.state.md.us/dors>

RUNNING HEAD: Individualized Transition Plan

Daniel Bell

Individualized Transition Plan

5/18/08

EDTE 630: HR & Career Education in Special Education

Ms. Pamela Ekpone

This ITP is intended for Jacob Firstman, whom a Career Interest Inventory was previously conducted on. The findings of that Career Interest Inventory included Jacob's desire to work with other people, become a leader, be challenged mentally, and do hands-on work. Jacob is interested in attending a four-year college, though has also expressed specific aspirations of becoming an Air Force pilot.

Self-Determination

Goal: The student will be competently aware of and able to express his personal strengths/weaknesses, needs, and interests.

Objectives:

- The student will conduct an after-school meeting with parents, friends, and teachers wherein the group will create a list that encompasses the student's specific strengths and weaknesses that will realistically apply to the student's post-secondary future.
- The student will explain to the group (noted above) the difference between a want and need and will then cite what his specific needs will be upon completion of high school.
- The student will conduct a series of interest inventories and preference surveys, which he will score himself to specifically understand where his interests and preferences lay.

Career Exploration

Goal: The student will be able to specifically articulate what initial career path he intends on pursuing after graduation from high school.

Objectives:

- The student will conduct a search of colleges, local and out of state, and then create a list of his top three choices to apply to.
- The student will conduct meetings with military recruiters from all branches and will then be able to articulate to his parents and transition team which of the military branches he is most interested in.
- The student will job shadow his father, an Air Force pilot, for one to two days.

Leisure / Recreation

Goal: The student will be able to discuss and participate in enjoyable and appropriate leisure and recreational activities of his specific interests.

Objectives:

- The student will create a list of independent activities that he enjoys to do alone.
- The student will discuss with friends a series of activities that are enjoyable, appropriate, and safe to conduct without parental or adult supervision.
- The student will attempt two to three new recreational activities that he is interested in, but has never attempted before.

Independent Living

Goal: The student will understand and be able to show that he is capable of living independently upon graduation from high school.

Objectives:

- The student will fill out an apartment rental application with parental assistance and present it to a realtor for review, with the understanding that this is meant for practice and not for an actual rental.
- The student will open a checking and a savings account at a local bank, write a check, and use an ATM card to make an essential purchase.
- The student will initiate a filing system where he will successfully file and organize important papers such as his birth certificate, passport, bank statements, purchase receipts, etc.

Employment

Goal: The student will be able to convey via discussions with transition team and physical action that he has an understanding of how to seek out employment.

Objectives:

- The student will conduct a series of mock job interviews for different levels of employment (entry, seeking a raise, notice of resignation), which will then culminate in a real interview for a summer job.
- The student will volunteer for a month for a local charity or non-profit organization that has specific times of attendance and locations to be; the student's work ethic and progress will be noted by both the organization and the student himself.
- The student will garner three to four letters of recommendation from teachers and/or other adults that are outside of his family.

Other

Goal: The student will understand the realistic implications of his specific intentions of becoming an Air Force pilot with specific regard to his learning disability.

Objectives:

- The student will attend a flight-school summer camp where he will gain a better understanding of exactly how his learning disability will or will not effect becoming a pilot.
- The student will investigate and then create a list of exactly how the Air Force regards his level of learning disability and if it will be detrimental to entering the Air Force and taking the entrance exams.
- The student will discuss with his parents and transition team exactly how his learning disability has effected his schooling, his life outside of school, and if any certain accommodations will be needed in his future.