

Business 8th

Grade

Mr. Armentrout

Name: _____ Date: _____

7. Work Preferences and Values Inventory

Please place a mark (✓ or X) next to the choice that seems to be the most like you.

1. _____ work indoors
_____ work outdoors
2. _____ work alone
_____ work with other people
3. _____ work with your hands
_____ work with your mind
4. _____ work in the daytime
_____ work at night
5. _____ work for a boss
_____ be a boss yourself
6. _____ create or build something
_____ use plans someone else has made
7. _____ work in a city
_____ work in the country
8. _____ make a lot of money at a job you don't like
_____ enjoy your job but not make a lot of money
9. _____ have a job you can get when you finish high school
_____ have a job that requires college
10. _____ have a job where you travel
_____ have a job where you stay in one place
11. _____ work in your own home
_____ work outside your home
12. _____ be famous
_____ be known only to your friends and family
13. _____ have a job where you help other people
_____ have a job where you work more with machines, papers, and other things

Look carefully at the choices you have made. List three jobs you might one day have that would interest you most.

1. _____
2. _____
3. _____

Note. From *Connections: A Transition Curriculum for Grades 3 Through 6* (p. 35), by Jefferson County Public Schools, n.d., Denver, CO: Jefferson County Public Schools. Copyright by Jefferson County Public Schools. Adapted with permission.

Name: _____

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9. Personal Strengths

Directions: Place a mark (✓ or X) next to any sentence that describes you. Then write additional strengths at the bottom of the page. When you've finished, put a star next to the three sentences that best describe you.

- _____ I'm reliable.
- _____ I'm friendly.
- _____ I'm easy to get along with.
- _____ I try to follow instructions.
- _____ I like to do things with others.
- _____ I like to do things on my own.
- _____ I like to help other people.
- _____ I like to keep things neat and organized.
- _____ I like to have a good time.
- _____ I don't brag too much.
- _____ I stick with things until they get done.
- _____ I can work out my problems on my own.
- _____ I ask others for help when I need it.
- _____ I can help others work out their problems.
- _____ I'm good with mechanical things.
- _____ I have common sense.
- _____ I'm energetic.
- _____ I'm a good listener.
- _____ I'm polite.
- _____ I'm honest.
- _____ I'm hardworking.
- _____ I'm usually on time.
- _____ I'm serious.
- _____ I'm generous.
- _____ I'm proud of myself.
- _____ I can keep a secret.
- _____ I'm a good friend.
- _____ I'm a good student.
- _____ I'm musical.
- _____ I'm artistic.
- _____ I'm creative.
- _____ I'm good with words.
- _____ I can "get to the heart of things."
- _____ I'm good with my hands.

Use this space to write down your other strengths:

Note. From *Speak Up for Yourself and Your Future*, by K. F. Furney, N. Carlson, D. Lisi, S. Yuan, and L. Cravedi-Cheng, 1993, Burlington: University of Vermont. Copyright 1993 by University of Vermont. Adapted with permission.

12. Work Attitudes Inventory

You have the right to remain silent. Anything you say can and will be used to assist you in planning for working in the job of your choice after you finish school. You have the right to have help in completing this inventory. If you cannot afford help from someone outside of school, the school will provide that help. Do you understand your rights? If you decide to cooperate fully, just mark (✓ or X) the boxes to the right of each attitude statement that reflects your agreement that the statement is Not Like Me, Sometimes Like Me, or Very Much Like Me. When you are done, your handcuffs will be removed and you are free to go back to your cell desk.

Work Attitudes	Not Like Me	Sometimes Like Me	Very Much Like Me
1. I want to have a job that I enjoy doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If I am asked to do something new, I do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I want my employer to like how I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I care about where I work more than what kind of work it is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is important to me not to miss a day working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I look forward to quitting time at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Appearance is important to me on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If I am tired or in a bad mood, it is OK to stay home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If someone teases me on the job, I will tease back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I look forward to making friends at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. As long as I get my work done, I don't need to look cheerful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I want my boss to tell me when I make mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I care about the quality of my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I ignore my boss when he or she tells me I should do something a different way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I care about how much work I can complete in a day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. It is important to me that I show respect to others on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

26. Self-Determination/Self-Advocacy Checklist

How well do you know yourself? How well do you know what you like or prefer for yourself? How well do you know what you value in your life and how those values affect your decisions? How well can you tell others about yourself—your strengths and weaknesses? How well can you tell others how they can be supportive and helpful to you when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below will help you know yourself better in these areas. Answer as honestly as you can. If you don't know, you may say that you don't know by checking DK.

Descriptions of Me	At School			At Home/ In the Community		
	Yes	No	DK	Yes	No	DK
I can describe my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what I need from special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what does not help in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for help without getting upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to do when I graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state my rights as a person with a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak confidently and with eye contact when talking to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell teachers or work supervisors what I need to be able to do my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to look for support or help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to set goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get information to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve problems that come up in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop a plan of action for goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can begin my work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can stay on a work schedule or time plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can manage my time to stay on tasks until they are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can compare my work to a standard and evaluate its quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell when my plan of action is working or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can change goals or my plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note. From *Transition Planning Inventory* (p. 208), by G. M. Clark and J. R. Patton, 1997, Austin, TX: PRO-ED. Copyright 1998 by PRO-ED. Adapted with permission.

Name: _____

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31. Financial Skills and Abilities Inventory

DIRECTIONS: Read each statement and put a mark (✓ or X) in front of those you know you can do. Circle any item that you cannot do but would like to learn how to do.

BUYING EVERYDAY ITEMS

- _____ I know how to look at price labels on products and use those prices to compare prices at other stores.
- _____ I know how to look at unit price labels on products and use those to compare prices of other brands.
- _____ I know what a sign that says "sale" means.
- _____ I know how to do computations for comparison shopping when using coupons or sale discount signs.
- _____ I know the meaning of sale terms (e.g., "30% Sale," "Sale: 15%–40%," "All Sales Final").
- _____ I know when a salesperson is trying to talk me into buying something.

BUYING "BIG TICKET" ITEMS

Cars

- _____ I know where to buy both used and new cars.
- _____ I know the cost difference between buying a used car and a new car.
- _____ I know what the "Blue Book" is and can use it to check used car information.
- _____ I know how to look at price labels on products and use those prices to compare prices at other car dealerships.
- _____ I can read and understand car "sticker labels" for list price.
- _____ I can calculate a total sales price by adding sales taxes, license tags, and other possible charges to a list price.
- _____ I know how to work out a purchase deal that is fair to the dealer and to me.
- _____ I know how to check a used car's accident history (e.g., CARFAX).
- _____ I know about the process and requirements in financing a car.

Appliances and Furniture

- _____ I know how to find businesses that sell televisions, large home appliances, and furniture.
- _____ I know how to look at price labels on televisions, home appliances, or furniture to compare prices at other businesses.

- _____ I know how to look up prices online to compare prices at multiple businesses.
- _____ I know how to calculate floor space needed for large-purchase items like furniture or appliances.
- _____ I can calculate a total sales price by adding sales taxes and other possible charges to a list price.
- _____ I know about the process and requirements for financing a large-purchase item.

PAYING BILLS AND TAXES

- _____ I can read and understand a billing statement.
- _____ I know how to pay a bill in person.
- _____ I know how to pay a bill by mail.
- _____ I know how to pay bills electronically.
- _____ I can read and understand words, terms, and abbreviations used in federal and state tax information (e.g., *withholding tax, tax exemptions, tax liability, FICA, IRS*).
- _____ I can read and understand my own W-2 form.
- _____ I understand the purpose of a W-2 form and how it affects taxes.
- _____ I know who is responsible for filing a federal and state income tax return and when it is due each year.
- _____ I know the difference between 1040EZ and 1040 federal income tax return forms.
- _____ I know how to complete a 1040EZ income tax form or find a tax services business to assist me.
- _____ I know about state and local taxes, such as property taxes and sales taxes.

USING BANK AND CREDIT ACCOUNTS

- _____ I know the purpose of a checking and savings account.
- _____ I can read and complete a deposit slip.
- _____ I know the purpose of a check and my responsibility when writing a check.
- _____ I can fill out a check completely and accurately.
- _____ I know how to register a check in my checkbook.
- _____ I can read and understand a bank statement.

(continues)

31. Financial Skills and Abilities Inventory *(continued)*

- I can balance my checkbook with my bank statement at the end of each month.
- I understand how debit cards work.
- I can use an automatic teller machine (ATM) to get cash I need.
- I understand how credit cards work and my responsibility when using a credit card.
- I can complete a credit card application.
- I know about credit ratings and how they affect my credit.
- I know how to check my credit rating.

BUYING INSURANCE

- I understand the concept of insurance and its purpose.
- I know at least four different types of insurance.
- I can read and understand information describing the costs and benefits in an insurance policy.

- I can read and understand insurance policy descriptions of items that are "covered" and "not covered."
- I can compare different plans for the same type of insurance (e.g., car insurance, health insurance).
- I can calculate how much of my income could be spent on insurance.

BUDGETING AND MANAGING MONEY

- I know how "want" and "need" apply to my financial decisions.
- I know how to save money on a regular basis.
- I understand what a budget is and how to use it.
- I can calculate basic costs of living for a month.
- I can estimate basic costs of living for a year.
- I can make a monthly budget.
- I can make a yearly budget.

Remember to go back and circle any financial skill you want to learn.