

Student Name: _____

Date: _____

Task Analysis for Maintaining Work Area

Task	Completed	Quality	Comments
Retrieve assignment			
Materials on work surface			
Complete assignment			
Return finished product/completed assignment to completed station			
Return additional materials to original/proper locations			
Clean work area with spray bottle and rag*			
Retrieve next assignment or request break			

1 = poor quality (required 3 or more redirections, use of abusive/inappropriate language, task completed, but not to criterion)

2 = adequate quality (2 or fewer redirections, task completed to criterion)

3 = good quality (task completed with 1 verbal or visual prompt, task completed at or above criterion)

Student Dream Sheet

Student Name: _____
School: _____

Initial Date: _____
Teacher _____

Review Dates: _____

Anticipated Date of Graduation: _____

The following questions will be used to assist in transition planning activities and to determine post school goals.

1. Where do you want to live after graduation?

2. How do you intend to continue learning after graduation?

What types of things do you want to learn after graduation?

Where do you want this learning to occur?

3. What kind of job do you want now?

4. What kind of job do you want when you graduate?

5. Where do you want to work?

6. What type of work schedule do you want?

7. What type of pay and benefits do you want from your future job?

8. Do you have any significant medical problems that need to be considered when determining post school goals?

9. What type of chores do you do at home?

10. What equipment / tools can you use?

11. What choices do you make now?

12. What choices are made for you that you want to take charge of?

13. What type of transportation will you use after you graduate?

14. What do you do for fun now?

15. What would you like to do for fun in the future?

Source: Cleveland County Schools, NC

Job Analysis Survey	
Worksite:	Date:
General job type or position:	
Job tasks involved in the position:	
Three most time-consuming job tasks:	
Worksite location and access to public transportation:	
Task Characteristics	
Job task requirements:	
General mobility requirements:	
Physical demands – gross motor:	
Physical demands – fine motor:	
Length of work tasks:	
Variability of daily job tasks:	
Problem-solving requirements:	
Production rate requirements:	
Work product quality requirements:	
Continuous working requirements:	

Task-Related Characteristics
Co-worker presence/task-related contact:
Non-task-related social contacts while working:
Social atmosphere of worksite:
Interactions with customers/general public:
Supervisory contact:
Environmental Characteristics
Distractions (noise, visual, temperature, smells)
Equipment/tool use requirements:
Academic requirements:
Natural Supports
Environmental supports:
Supervisor and co-workers support:

**Applying the *Personal Preference Indicators* to
Postsecondary ADULT LIVING, EMPLOYMENT, AND EDUCATION**

Adapted by Lorrie Sylvester, PT, MS and the Zarrow Center for Learning Enrichment, University of Oklahoma from:
Moss, Jan. 1997, 2006. The Personal Preference Indicator. Center for Interdisciplinary Learning and
Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center, Publication No.
CA298,jm Revised 2002, 2006vnm, 2010ls

***Preference Indicators*
FAVORITES**

What are the person's favorites? Do you know why? How can you tell? Can their "favorites" be molded into a career interest/job, possible post-secondary schooling opportunity, or adult living avenue? Circle all that apply and then give rationale.

❖ Outside ❖ foods ❖ Inside ❖ Music ❖ Friend ❖ Words ❖ Structure ❖ Being alone ❖ Being sung to ❖ Non-structure ❖ Daytime ❖ Nighttime	❖ Color ❖ Movement ❖ Games ❖ Toys ❖ Touch, smooth or rough ❖ Smells ❖ Sounds ❖ Activities ❖ TV show time of day ❖ Place to go ❖ Animals ❖ Clothes
Who are the person's favorite people? Do you know why? How can you tell?	How would this impact his/her employment, adult living, or post-secondary education?
What are the person's favorite things about him/herself?	How do these favorite things relate to employment, adult living, or postsecondary education?
<i>Emotion Indicators</i> FEELINGS	
<i>What calms the person? Do you know why? How can you tell? Anything else? Can their "feelings" be considered in a career interest/job, possible post-secondary schooling opportunity, or adult living avenue? Circle all that apply and then give rationale.</i>	

❖ Holding	❖ Being sung to
❖ Rocking	❖ Colors
❖ Smells/odors	❖ Being talked to
❖ Music	❖ Animals (which ones?)
❖ Lights	❖ Laughter
❖ Working alone/with others?	❖ Other?
<i>What makes the person happy? How do you know?</i>	
❖ Outdoors	❖ Indoors
❖ Games	❖ Visiting
❖ A special place	❖ Music or sounds
❖ Food	❖ Objects (which ones?)
❖ Doing things alone? With others?	❖ Other?
<i>What motivates the person? How can you tell? How can motivations impact employment, adult living, and education pursuits?</i>	
❖ Free time	❖ Animals
❖ Leisure time	❖ Food
❖ Kind of privileges	❖ TV
❖ A particular person	❖ Money
❖ Toys or objects	❖ Free time
❖ Animals	❖ Music
❖ Sounds	❖ Colors
❖ Other?	❖
<i>What does the person dislike? How can you tell? How can this information be useful in planning employment, adult living, or post-secondary education?</i>	
❖ Noise	❖ Foods
❖ Rushing	❖ Smells
❖ Being alone	❖ Being in a crowd
❖ Certain tastes	❖ Eating
❖ Rules	❖ Tactile sensations (soft, rough, touch)
❖ Other?	

<i>What does the person fear? How can you tell? How does this impact employment, adult living, or postsecondary education planning?</i>	
❖ Sounds	❖ Crowds
❖ Slipping/falling	❖ Adults or children?
❖ Animals	❖ Water
❖ Movement	❖ Falling
❖ Darkness	❖ Lights/brightness
❖ Colors	
<i>What coping mechanisms does he/she use? How do you know? How will this information help the person on a job, at college, or at home?</i>	
Socialization Indicators	
SOCIAL	
<i>Consider each question below and tell how the answer can impact the person's employment, postsecondary education, and/or adult living situation.</i>	
1. How does the person communicate on his/her own?	
2. Does the person have a nickname? If so, what is it?	
3. How accurately does the person relate information to you and to others?	
4. Does the person have a sense of humor?	
5. How does the person show affection?	
6. Does the person prefer to be alone or do activities alone or with someone? If with someone, who?	

7. How would you describe the person's relationship with his/her peers?	
8. Does the person request to be with or visit someone, relative, friend, etc.?	
9. Does the person have a concept about being very cautious with strangers?	
10. Does the person respond to facial expressions? Which ones? How?	
11. Does the person use facial expressions to communicate? Which ones? What do they mean?	
Self-determination Indicators	
CHOICES	
<i>Does the person make choices? If not, why? How do Choices impact employment pursuits?</i>	
❖ Food	❖ Dressing
Mealtime	Clothing preference
Restaurant	
❖ Bedtime	❖ Music
Bedroom décor	Soft
Night light	Loud
Time to arise	
❖ Activities	
❖ Smells	Chores
❖ Sounds	Exercise
❖ Activities	Private time
❖ Time of Day	Free time

❖ Sports TV Sporting events Participation	Hobbies
❖ Direct care staff	❖ Bathing or showering
❖ Equipment	Soap/deodorant
❖ Medication	❖ Hygiene
❖ Therapies	Cologne/perfume
❖ Refer to other preferences	Toothpaste/mouthwash
❖ Travel/vacation	❖ Friends
❖ Other?	
Physical Indicators BODY CLOCK	
<i>What is the person's best functioning time? How can you tell? How does body clock impact employment options and pursuits?</i>	
Morning	Mid - morning
Afternoon	Evening
<i>Preference for rising?</i>	
Early	Late
<i>Preference for eating?</i>	
Indifferent	Show hunger
<i>Preference for working?</i>	
Morning	Mid-morning
Afternoon	Evening
<i>Preference for going to bed?</i>	

Afternoon		Evening	
Nighttime			
<i>When does the person tire?</i>			
Mid-morning			
Afternoon		Evening	
<i>If the person takes regular medication(s), what time of day does he/she take them and what are the effects?</i>			
<i>Do they plan activities to coincide with his/her body clock? Explain.</i>			
Health Indicators			
HEALTH			
<i>What information about the person's health do you have available? How does health information and health status impact a person's ability to work, go to school, or live as an adult?</i>			
❖ Frequently ill?		❖ Well most of the time?	
❖ Affected by allergies?		❖ Susceptible to infections?	
<i>Check the frequency of the following conditions...feel free to add others.</i>			
Headaches	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
Stomach ache	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
Earache	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
Seizures	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
Fevers	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
Other? (List)	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never
	<input type="checkbox"/> frequent	<input type="checkbox"/> infrequent	<input type="checkbox"/> never

<i>How do you know when the person feels bad? Good? How does this impact work, school, and adult life?</i>	
<i>How does the person feel about going to the doctor? Does the person have an adult-focused primary care or other medical provider?</i>	
Family Role Indicators ROLE INDICATORS	
<i>How is the person involved with family? How does this impact postsecondary adult living, employment, or education plans?</i>	
❖ Some	❖ Little
❖ Not at all	❖ Responsibilities
❖ Hierarchy, etc.	
<i>Who are the person's caregivers? Who is relief to the primary caregivers? Paid/unpaid supports? How do caregivers relate to employment, postsecondary education, and adult living?</i>	
<i>How is the person included in choice making? How often? Why or why not? How is this relevant for postsecondary employment, education, and adult living?</i>	
<i>Is discipline used by caregivers? If so, what kind? Time out, re-direction, other...?</i>	
<i>How does the person plan for their future? Next year? 5 years? 10 Years?</i>	
<i>What are your greatest concerns or worries for the person as he/she pursues postsecondary adult living, employment, and/or education? Why?</i>	
❖ Educational	❖ Financial
❖ Medical	❖ Employment
❖ Housing	❖ Other?

NOTES: