



Job Seeker ID/Name: _____

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Career Planning Checklist

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✓	Partially Completed: (Explain)	STEPS	Comments
3. INTERVIEWS AND SURVEYS			
<input type="checkbox"/>		Identified people (personal and professional) who know the job seeker best.	
<input type="checkbox"/>		Interviewed and/or surveyed teachers, agency staff, counselors, friends, co-workers, neighbors, and others who know the job seeker to obtain more information about interests, support needs, successful strategies, and performance in various activities.	
<input type="checkbox"/>		Followed up with the job seeker and his/her family to confirm and clarify any confusing aspects of the interview and/or survey responses.	
4. COMMUNITY ACTIVITIES/SETTINGS			
<input type="checkbox"/>		Identified activities the job seeker participates in successfully.	
<input type="checkbox"/>		Observed the job seeker engaging in typical life activities to determine his/her performance, interests, connections, etc.	
<input type="checkbox"/>		Identified a context/activity outside the home in which the job seeker is most familiar/competent and accompanied the job seeker as s/he participated in this activity to determine skills, relationships, supports, etc. NOTE: This activity must be within the community – not in a segregated setting.	
<input type="checkbox"/>		For each activity the following was noted: ___ Motivation (self-motivated, prompted) ___ Supports offered/used ___ General performance ___ Specific tasks performed ___ Concerns	
5. JOB EXPLORATION			
<input type="checkbox"/>		Set up appropriate career exploration opportunities through job shadowing, tours, etc. Note interests, reactions, dislikes, etc.	
<input type="checkbox"/>		Conducted appropriate number of situational assessments and collected information. Note interests, accommodations needs, performance, social preferences, etc.	
6. RECORD REVIEWS			
<input type="checkbox"/>		Reviewed files, records, memorabilia and past and current activities and services. Focused on files that reflect an optimistic yet realistic, success-based perspective and avoided those that dwelled on negatives. Included both professional and personal information.	
<input type="checkbox"/>		Obtained information on school experiences (if appropriate).	
<input type="checkbox"/>		Gathered information on previous work-related experiences.	
<input type="checkbox"/>		Gathered all information (notes from interviews, survey data, observations, interactions and records) prior to writing the vocational profile.	
<input type="checkbox"/>		Shared notes with the job seeker and obtained agreement with what was written.	

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7. VOCATIONAL PROFILE			
<input type="checkbox"/>		Utilized the Vocational Profile to develop a narrative snapshot of the job seeker.	
<input type="checkbox"/>		Avoided evaluative/opinion-based statements, focused on strengths, used descriptive language and action verbs in present tense, and avoided adverbs.	
<input type="checkbox"/>		Included the goal of the profile (e.g.: job, work experience)	
<input type="checkbox"/>		Included necessary conditions (e.g.: social, environmental) for work.	
<input type="checkbox"/>		<div> <div> Included information on: </div> <div> <div>___ Residence</div> <div>___ Extended Family (in local area)</div> <div>___ Persons Living in Same Home</div> <div>___ Residential History</div> <div>___ Education History</div> <div>___ Work History and Situational Work Experience</div> </div> <div> <div>___ Important Events (vacations, traditions)</div> <div>___ Services/Supports</div> <div>___ Family and Personal Responsibilities</div> <div>___ Physical/ Health Related Issues</div> <div>___ Friends and Social Groups</div> <div>___ Neighborhood and Community</div> <div>___ Transportation</div> </div> </div>	
<input type="checkbox"/>		Included information on potential funding sources.	
<input type="checkbox"/>		Included sensitive information only when necessary and relevant to developing or negotiating a job.	
<input type="checkbox"/>		Described areas of concern related to achieving a competitive employment outcome and strategies to minimize areas of concern/impact on outcome.	
<input type="checkbox"/>		Provided a copy of the draft Vocational Profile to the job seeker/family for review, suggestions, and approval.	
8. EMPLOYMENT PLANNING			
<input type="checkbox"/>		Conducted a team meeting within two weeks of the completion of the vocational profile to discuss next steps.	
<input type="checkbox"/>		Reviewed the Vocational Profile to ensure that the content meets specified standards (e.g.: descriptive, non-evaluative or comparative).	
<input type="checkbox"/>		Developed an action plan and assigned tasks to specific team members.	
<input type="checkbox"/>		Translated skills/talents/strengths into potential employment opportunities.	
<input type="checkbox"/>		Developed a list of potential employers.	
<input type="checkbox"/>		Verified all information (e.g.: profile, goals, next steps) with the job seeker for accuracy and agreement.	

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