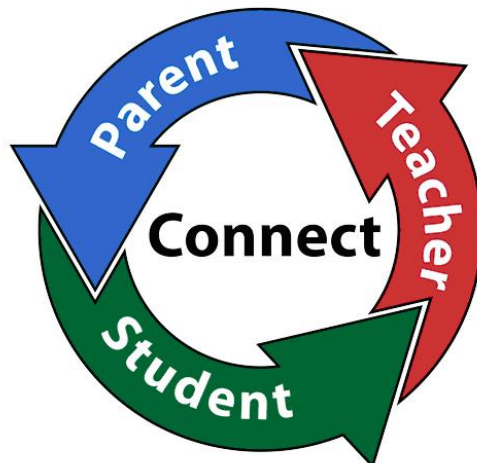




Guía de Recursos para Padres sobre los Servicios de Transición

Padres

Maestro



Conexión

Estudiante

La Oficina de Servicios de Transición del Distrito (DOTS) tiene la responsabilidad de coordinar, planificar y proveer servicios de transición para todos los estudiantes con discapacidades, comenzando a los 14 años (o más jóvenes, si es apropiado) con el fin de prepararlos para la transición de la escuela a la vida adulta.

El término "Servicios de Transición" significa el conjunto coordinado de actividades para niños con discapacidades que:

- Está diseñado para que esté dentro de un proceso orientado a resultados, que se enfoca en mejorar el logro académico y funcional del niño con discapacidades para facilitar la transferencia del niño de la escuela a las actividades post-escolares, incluyendo educación postsecundaria, (incluido el empleo subvencionado); educación continua y de adultos, servicios para adultos, vida independiente o participación comunitaria;
- Se basa en las necesidades individuales del niño, teniendo en cuenta las fortalezas, preferencias e intereses del niño; e
- Incluye instrucción, servicios relacionados, experiencias comunitarias, desarrollo de empleo y otros objetivos para la vida como adultos después de la escuela y, en si corresponde, la adquisición de habilidades para la vida diaria y evaluación vocacional funcional.

Este libro fue desarrollado por maestros y administradores de transición con el aporte de los padres. Su hijo está recibiendo lecciones de transición en los niveles de la escuela secundaria y preparatoria. Este libro tiene la intención de informar mejor a los padres sobre los servicios prestados. Cada escuela preparatoria del LAUSD tiene un maestro de transición. Ese maestro imparte lecciones. Este manual ofrece las metas y los objetivos de las lecciones seleccionadas e incorpora lecciones de extensión para que usted pueda implementarla en su casa. En la Oficina de Servicios de Transición del Distrito, entendemos que usted es parte integral de la transición exitosa de su hijo a la edad adulta.

Además, este libro proporciona una muestra de un Plan de Transición Individualizado (ITP). El ITP se revisará anualmente como parte del Programa de Educación Individualizado (IEP).

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Planificación de las metas para la transición y *El ITP y Usted*

Habilidades enseñadas:

Importancia de las Metas de Transición y participación en el proceso del IEP/ITP.

Objetivo(s):

Los estudiantes aprenderán cómo identificar metas de transición y aprender cuáles son sus derechos con respecto al Plan de Transición.

Actividades



Actividades para apoyar a su hijo en casa

El padre ayudará al estudiante a identificar los tres objetivos (Educación/Capacitación, Empleo y Habilidades para la Vida Independiente) de su ITP usando el IEP más reciente del estudiante

El padre ayudará al estudiante a entender los tres objetivos al explicarlos a su hijo y ayudar al niño a entender la importancia de este documento legal.

Los padres ayudarán al estudiante a planear las maneras en que cumplirá con sus metas de transición.

Los padres ayudarán al estudiante a comunicar sus metas de transición al personal de apoyo y maestros.

El alumno comunicará al personal de apoyo las maneras en que cumplirá con sus metas de transición.

El estudiante se preparará para presentar y defender sus metas de transición en la próxima reunión del IEP.

STUDENT INTEREST INTERVIEW

Using the Student Interest Interview

The Student Interest Interview was developed to help students in the identification of post school interests. The interview may be facilitated by either a classroom teacher, or other service providers. Once completed, the actual protocol should be maintained in the student's Career Portfolio for future reference. The interview questions may be used to assist students in identifying their interests and exploring what courses, tasks or activities must be completed to ensure outcomes are realized or modified.

The Interest Interview is divided into four sets of questions referred to as "phases". These sequential phases are Awareness, Exploration, Preparation and Employment. Each phase discusses different areas of career awareness.

Awareness	Self-assessment of personal values, interests and skills which will aid students in making choices for specific career paths.
Exploration	Self-assessment of personal preferences which may impact job satisfaction. In this phase, students identify preferences for use of their free time, future course work and employment.
Preparation	Identification of specific actions which will need to occur in order for the students to realize his/her career choices. In this section, students review the skills needed for specific jobs, required course work, family and community support and post-school training.
Employment	Once employed, students evaluate their work environment including skills, benefits and future opportunities.

STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____
 Last First Middle

Anticipated Culmination Date: _____ School: _____

Interviewer: _____ Date of Test: _____

<i>AWARENESS PHASE</i>	
QUESTION	RESPONSE
1. What is work?	
2. What is a job?	
3. What are some jobs you know about?	
4. What kind of people do these jobs?	
5. What do you want to do when you finish high school?	
6. Where do you live?	
7. Who do you live with?	
8. What does "grown up" mean to you?	
9. Why do people work?	
10. Why do you want to work?	
11. What do you like to do when you are not in school?	
12. What jobs do your mother, father and other family members have?	
13. What kind of things do they do at their jobs?	
14. What is college? Why do people go to college?	
15. What does "vocational training" mean?	
16. What is public transportation?	
17. How do you get to the places you want to go?	
18. What is voting?	

STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>EXPLORATION PHASE</i>	
QUESTION	STUDENT RESPONSE
1. What job sites are you interested in visiting?	
2. What classes would you like to take in school?	
3. What hobbies do you have?	
4. What activities do you do in your free time?	
5. Do you do volunteer work?	
6. Did you have a summer job? What did you enjoy about it?	
7. Do you like being inside or outside?	
8. Do you prefer being with other people? Do you enjoy being by yourself?	
9. Do you like working with your hands or solving problems with your head?	
10. Do you get along well with your classmates? Why? Why not?	
11. What are your best skills? What do you do best?	

Other information/Interviewer notes and summary: _____

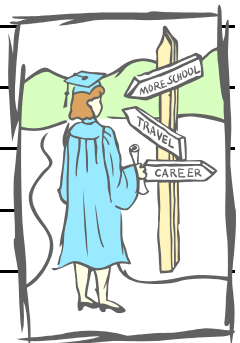


STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>PREPARATION PHASE</i>	
QUESTION	STUDENT RESPONSE
1. What courses do you need to take to achieve your career goals?	
2. What skills will you need to gain to achieve those goals?	
3. How will you prepare to live on your own?	
4. Will you need to take courses during high school? After high school?	
5. Will these courses lead to college?	
6. What kind of technical preparation program does your high school have?	
7. Does your family want you to go to college? Do you want to go to college?	
8. How will you develop the skills to succeed in college?	
9. Do you think you will be able to get a job based on your high school work?	
10. Does your school provide job placement and other support?	
11. Can you gain entry into an approved apprenticeship program?	

Other information/Interviewer notes and summary: _____

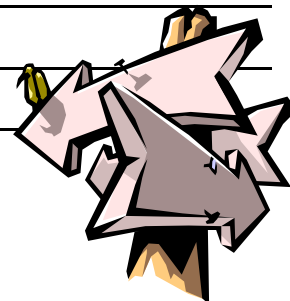


STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>EMPLOYEE PHASE</i>	
QUESTION	STUDENT RESPONSE
1. Can you continue your training and education after you begin employment?	
2. Does the employer provide educational benefits?	
3. How can you advance within the company?	
4. Can you transfer between departments in the company?	
5. Does the employer offer a retirement and benefits package?	
6. Do you have plans if your employer has to downsize or lay off workers?	
7. Do you have options for continuing education, even for leisure interests?	
8. Can you transfer your job skills and vocational skills to other employment?	

Other information/Interviewer notes and summary: _____



Adapted from *Access for Success: Handbook on Transition Assessment* by Patricia Silwington, Debra A. Wynne Begun, Richard C. Lombard and Pamela J. Leconte. 1996. Reston, Virginia: The Council for Exceptional Children. Permission has been granted to reproduce this material by the Council for Exceptional Children.

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Getting from Where I Am to Where I Want to Be

The questions which follow will help bring together your thoughts about your hopes and plans for the future. You will then identify some first steps, you, your family and friends, and agency people can take to help you realize your best possible future after school. This information will be used to complete your *Individual Transition Plan or "ITP"*.

You will be asked to identify your plans for your life in five general areas: employment, training and education, living arrangements, financial and economics, and independent living. You and your team will then be able to identify steps or actions that need to take place right now to help you reach your goals.

You can answer the questions in several ways: (1) you can fill it out by yourself, (2) someone can ask you the questions and write down your answers, (3) you can work on it with a teacher, counselor or someone else, or (4) family and friends can help you with it. Everyone's ideas are important and should be written down. Place the person's initials next to what they say.

1. My name and today's date:

EMPLOYMENT —as an adult. . .

2. Do you want to be working, if NO go to Number 7.

2a. What would you be doing?

3. List your career or job interests (you can use the results from your vocational assessment here):

ALL THINGS POSSIBLE

<p>4. What do we need to work on this year to help you to get the kind of job you want or to be successful in the job you have?</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Personal appearance</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Attendance/punctuality</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Responsibility</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Recognizing things that need to be done</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Getting along with others</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Quality of work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Willingness to finish tasks</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Amount of supervision</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Following instructions</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Communicating with others</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Personal appearance	<input type="checkbox"/>	<input type="checkbox"/>	Attendance/punctuality	<input type="checkbox"/>	<input type="checkbox"/>	Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	Recognizing things that need to be done	<input type="checkbox"/>	<input type="checkbox"/>	Getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	Quality of work	<input type="checkbox"/>	<input type="checkbox"/>	Willingness to finish tasks	<input type="checkbox"/>	<input type="checkbox"/>	Amount of supervision	<input type="checkbox"/>	<input type="checkbox"/>	Following instructions	<input type="checkbox"/>	<input type="checkbox"/>	Communicating with others	<input type="checkbox"/>	<input type="checkbox"/>	<p>5. 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ALL THINGS POSSIBLE

Training and Education—as an adult. . .

7. What training or further education will you need or want? And where would you go to get it?

7a. What will you need to work on now to meet this goal?

Living Arrangements—as an adult. . .

8. All things possible, where and how (for example, with a roommate, family, adult care) would you like to live?

8a. What do you need to meet your goal of where and how you would like to live?

Financial and Economic—as an adult. . .

9. Where will your money come from?

8a. What do you need to do now to meet your financial goal?

ALL THINGS POSSIBLE

Independent Living—as an adult. . .

<p>10. How will you get around? (Transportation)</p> <table border="0"> <thead> <tr> <th>Type</th> <th>Have</th> <th>Need</th> </tr> </thead> <tbody> <tr> <td>Car:</td> <td></td> <td></td> </tr> <tr> <td>Learner's Permit</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's Education Class</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's Training</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's License</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Car</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Insurance</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Bus:</td> <td></td> <td></td> </tr> <tr> <td>Schedule</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Tickets/Passes</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Bicycle</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Walk</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Other</td> <td></td> <td></td> </tr> </tbody> </table>	Type	Have	Need	Car:			Learner's Permit	<input type="checkbox"/>	<input type="checkbox"/>	Driver's Education Class	<input type="checkbox"/>	<input type="checkbox"/>	Driver's Training	<input type="checkbox"/>	<input type="checkbox"/>	Driver's License	<input type="checkbox"/>	<input type="checkbox"/>	Car	<input type="checkbox"/>	<input type="checkbox"/>	Insurance	<input type="checkbox"/>	<input type="checkbox"/>	Bus:			Schedule	<input type="checkbox"/>	<input type="checkbox"/>	Tickets/Passes	<input type="checkbox"/>	<input type="checkbox"/>	Bicycle	<input type="checkbox"/>	<input type="checkbox"/>	Walk	<input type="checkbox"/>	<input type="checkbox"/>	Other			<p>11. How will you take care of health problems/issues? For example, health insurance, doctor's appointments, payments, sick leave from work.</p> <p>11a. What will you need to work on now to meet your health goals?</p>
Type	Have	Need																																									
Car:																																											
Learner's Permit	<input type="checkbox"/>	<input type="checkbox"/>																																									
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Walk	<input type="checkbox"/>	<input type="checkbox"/>																																									
Other																																											
<p>12. How will you take care of your household chores? For example, laundry, budgeting, cooking.</p> <p>12a. What will you need to work on now to meet your goals?</p>	<p>13. What would you like to do outside of school and work? Around town? At home? For fun? For example, weekends, after work, non-work days, holidays, free time.</p>																																										

ALL THINGS POSSIBLE

<p>14. What new or different things would you like to do?</p>	<p>15. How would you meet people? How would you make new friends?</p>
<p>14a. What do you need to work on now to meet your goals?</p>	<p>15a. What do you need to work on now to meet your goals?</p>

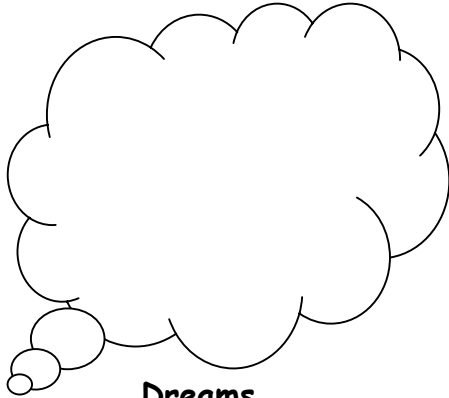
<p>16. Who should be at your ITP meeting or give advice to help you plan? (Family friends, employers, agency representatives)</p>

<p>17. Thanks for your time. Are there any other concerns you would like to address?</p>
--

Adapted from *Transition Guide to the Future* developed by the California Department of Education, Sacramento, California.

TRANSITION PLANNING PROFILE

Student's Name: _____ Grade: ____ Date: _____



Things I like to do....



Things I don't like to do...

Strengths

Places I like to go

Accommodations

People who support me

Instruction Options

Community/Home Options

Employment Options

Developed by Curtis, Simonds, Koorndyk -Diagnostic Center, Southern California

PRE-EMPLOYMENT SKILLS CHECKLIST

Student: _____ Date of Birth: _____

Anticipated Culmination Date: _____ School: _____

Rated by: _____ Date of Evaluation: _____

Rating Scale

1-Needs Improvement 2-Inconsistent 3-Average 4-Above Average

Potential Problem Area	Below Employment Expectations	Meets Employment Expectations	Exceeds Employment Expectations
------------------------	-------------------------------------	-------------------------------------	---------------------------------------

<i>General Work Habits</i>						
Work Habit	Standard	Rating				Comments
Attendance	Maintains dependable attendance	1	2	3	4	
Punctuality	Reports to work on time	1	2	3	4	
Appearance	Grooming/clothing is appropriate	1	2	3	4	
Motivation	Shows desire to work	1	2	3	4	
Initiative	Carries out tasks without prompting	1	2	3	4	
Effort	Works steadily for entire work period	1	2	3	4	
Concentration	Pays attention to work period	1	2	3	4	
Work Quality	Recognizes and corrects mistakes	1	2	3	4	
Independence	Works with minimal supervision	1	2	3	4	
Perseverance	Works without resistance	1	2	3	4	
Flexibility	Adapts to variety and change	1	2	3	4	
Confidence	Self-confident in new tasks	1	2	3	4	
Work Quality	Uses time effectively	1	2	3	4	
Follow Through	Work is thorough and complete	1	2	3	4	
Frustration	Maintains effort despite obstacles	1	2	3	4	
Attitude	Responds positively to assignments	1	2	3	4	

Rating Notes: _____

PRE-EMPLOYMENT SKILLS CHECKLIST

<i>Response to Supervision</i>					
Standard	Rating				Comment
Conforms to rules and regulations	1	2	3	4	
Listens attentively to instructions	1	2	3	4	
Accepts work assignments without arguing	1	2	3	4	
Accepts corrections without becoming upset	1	2	3	4	
Changes work methods when instructed to do so	1	2	3	4	
Requests help in an appropriate manner	1	2	3	4	
Accepts changes in work assignments	1	2	3	4	
Accepts supervisor's authority	1	2	3	4	

<i>Social Skills</i>					
Standard	Rating				Comments
Initiates conversation with others	1	2	3	4	
Responds positively to co-workers	1	2	3	4	
Expresses likes and dislikes appropriately	1	2	3	4	
Accepts responsibility for own actions	1	2	3	4	
Discusses concerns with supervisor appropriately	1	2	3	4	
Expresses self clearly using proper grammar	1	2	3	4	
Displays self-confidence in social interactions	1	2	3	4	

Rating Notes: _____

*PERSONAL ASSESSMENT SUMMARY

Student's Name _____ Grade: ____ Date: _____

What I am good at:

What I need help with:

How I learn best is...

What can help me learn better (accommodations):

Classroom:

Workplace:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student

Date of Birth

Meeting Date

INDIVIDUAL TRANSITION PLAN (ITP)

Student was invited to IEP meeting: Yes

Student received mentoring: info Yes No

Student referred and placed in an outside agency: info Yes No

If yes, name of agency:

Student participated in Work Experience Education: info Yes No

Student received college awareness preparation: info Yes No

Student received career awareness: info Yes No

Achievement of Transition Activities from Current ITP (not if first ITP)

Area	Completed	If no, indicate reason
Education/Training Activity	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> First ITP	<input type="text"/>
Employment Activity	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> First ITP	<input type="text"/>
Independent Living Skills Activity (as needed)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

Section 1: Education/Training

Assessment (at least one assessment must be completed in this area).	Date	Assessment Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text"/>	<input type="text"/>	<input type="text"/>
If other? <input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
If other? <input type="text"/>	<input type="text"/>	<input type="text"/>

Education/Training Postsecondary Goal

Upon completion of high school, the student will:

If other?

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
If other? <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 3 of 3)

Student [] [] []

Date of Birth [] [] [] [] [] []

Meeting Date [] [] [] [] [] []

INDIVIDUAL TRANSITION PLAN (ITP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

Courses completed: Yes No Courses currently enrolled in: Yes No Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

[]

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? Yes No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

Agency Name: [] Agency Name: [] Agency Name: []

- 1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? info
2. Are the postsecondary goals updated annually? info
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? info
4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? info
5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? info

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes N/A

ITP drop down menu for Education and Training

	Options
S	communicate personal preferences using an identified mode of communication
S	complete a sequence of work-related tasks
S	develop a list of high school courses needed for college entrance and develop a schedule for completing them in the remaining years of high school
S	develop a personal career / education plan
S	develop work-based vocabulary to be used in an area of vocational interest
S	fill out FAFSA application
S	list colleges/vocational schools that have programs in field of interest
S	meet with counselor, and select SLC to support career pathway
S	other - (textbox)
S	recite personal data including complete name, home address and phone number
S	request/ complete a college or training program application
S	research a vocational training program (s) / college(s), their location, and the cost of the program
S	sign up for the PSAT / SAT test and prep course
S	transition between tasks independently or with identified supports
S	visit Disabled Student Programs at a college/vocational school of interest and write a summary of services provided
S	visit post-secondary programs

ITP Drop Down Menu for Employment and Development

S	access community resources to identify and apply for available jobs of interest
S	attend a career fair and list jobs of interest
S	develop a career plan and identify career goals
S	develop a work portfolio including a resume, letters of recommendation, etc
S	identify skills needed in various occupations of interest
S	identify training requirements needed for various occupations of interest
S	job shadow in the community in a job of potential interest and write a summary of the experience
S	other - (textbox)
S	participate in ROP or skills development work-based learning experiences
S	participate in a field trip/industry tour to learn more about a specific job or industry and write a summary of the experience
S	participate in a structured vocational training experience to explore interests and to develop work-related skills/abilities (i.e. on-task behavior, completion of a sequence of tasks, etc)
S	participate in an exploratory work-based learning experience
S	participate in community volunteer activities
S	research career interests and write about likes/dislikes and requirements of the job
S	research potential jobs and write a summary of job prerequisites, pay, and/or availability
S	research supported employment options available through outside agencies
S	visit a job of interest in the community

ITP Drop Down Menu for Independent Living Skills

S	communicate personal information (name, address, gender, telephone number)
S	develop a personal fitness routine
S	develop a shopping list based on recognized household and personal needs
S	develop emergency procedures for use at home
S	identify specific recreation/leisure activities of choice
S	keep and maintain personal planner/calendar for scheduling appointments/events
S	locate needed items in grocery store
S	monitor local weather forecast to plan outings and appropriate attire
S	obtain a bank ATM card
S	open a checking/savings account
S	operate a washer and dryer
S	other - (textbox)
S	perform light household maintenance/chores (i.e. simple repairs, change light bulbs, vacuum, sweep, mopping, etc)
S	plan a public transit route to a place of interest
S	plan a week's worth of healthy meals
S	practice self management skills (e.g. accepting feedback and making changes, prioritizing tasks, managing time to accomplish goals)
S	prepare an initial housing or personal budget
S	prepare and serve simple foods which require cooking
S	recognize when specific things need cleaning (i.e. sinks, floors, clothing)
S	research community resources to assist in locating a place to live or to provide residential supports
S	respond to emergency situations in the community (missing the bus, contact with strangers, being lost)
S	select and order his/her own food
S	sort, wash, dry, fold, and put away laundry
S	use time management skills when adhering to daily schedule

Investigación sobre carreras

Habilidades enseñadas:

Los estudiantes investigarán carreras.

Objetivo(s):

El estudiante encontrará carreras que se integren con sus intereses. El estudiante se familiarizará con *America's Job Center*, anteriormente conocido como *Work Source*.

Actividades

Actividades para apoyar a su hijo en casa



El padre revisa los resultados del inventario de carreras. Los padres y el niño hacen una lista de carreras de interés basadas en los resultados. Investigan los requisitos de educación. Utilizan sitios como *O'net*, <https://www.onetonline.org/> and *California Career*

Los padres con el hijo investigan las escuelas y reúnen información de contacto. Los padres pueden comunicarse con el maestro de DOTS para pedir ayuda con esta tarea.

Los padres e hijos investigan las opciones de inscripción en el Centro Ocupacional del LAUSD o en la clase de Educación para Adultos. Investigar *Job Corp* and *California Conservation Corp*.

Los padres y el niño discuten los pros y los contras de un trabajo, incluyendo el ambiente del lugar de trabajo, las posibles ganancias y manejo del estrés.

El estudiante se pone en contacto con oportunidades de pasantía y/o voluntariado.

Los padres y el estudiante visitan *America's Job Center* y preguntan sobre oportunidades de capacitación y de trabajo con apoyo.

America's Job Center

1. America's Job Center at SASSFA	10400 Pioneer Blvd. Suite 9 Santa Fe Springs, CA 90670	562-946-2237
2. America's Job Center of California – Compton	2909 East Pacific Commerce Dr. Compton, CA 90221	310-637-7248
3. Canoga Park-West Hill WorkSource Center	21010 Vanowen Street Canoga Park, CA 91303	818-596-4448
4. Central San Gabriel Valley WorkSource Center	11635 East Valley Blvd. Suite G. El Monte, CA 91732	626-258-0365
5. SELACO Cerritos Career Center	10900 East 183 rd Street, Suite 350 Cerritos, CA 90703	562-402-9336
6. City of Compton Career Link Center (Youth)	700 N. Bullis Road Compton, CA 90221	310-605-3050
7. Downtown/Pico-Union WorkSource Center	1055 Wilshire Blvd., Suite 1475 Los Angeles, CA 90017	213-353-3982
8. East Los Angeles America's Job Center	5301 Whittier Blvd. 2 nd floor Los Angeles, CA 90022	323-887-7122
9. Archdiocese Youth Employment (AYE) Center	3424 Wilshire Blvd, Los Angeles, CA 90010 (Archdiocese of LA Catholic Center)	213-637-7000
10. Gardena South Bay One Stop Business and Career Center	16801 S. Western Ave. Gardena, CA 90247	310-538-7070
11. Harbor Gateway WorkSource Center	1851 North Gaffey Street Suite F San Pedro, CA 90731	310-732-5700
12. Inglewood South Bay One Stop Business and Career Center	110 South LaBrea Ave. Inglewood, CA 90301	310-680-3700
13. America's Job Center - Hollywood	4311 Melrose Ave. Los Angeles, CA 90029	323-454-6100
14. Hub Cities One-Stop Career Center	2677 Zoe Ave. Huntington Park, CA 90255	323-586-4700, ext. 4734
15. Northeast Los Angeles WorkSource Center	342 North San Fernando Road Los Angeles, CA 90031	323-539-2000
16. Northeast San Fernando Valley WorkSource Center	11623 Glendale Blvd. Pacoima, CA 91331	818-890-9400
17. Northeast San Gabriel Valley WorkSource Center	2550 West Main Street Suite 101 - 103 Alhambra, CA 91801	626-284-9715
18. South Bay One Stop Business and Career Center-Torrance	1220 Engracia Ave. Torrance, CA 90501	310-792-1300
19. South L.A.-Crenshaw WorkSource	5401 S. Crenshaw Blvd. Los Angeles, CA 90043	323-290-5100
20. Community Center Incorporated	7518-26 S. Vermont Ave. Los Angeles, CA 90044	323-752-2115

America's Job Center

21. Southeast Los Angeles WorkSource Center	10950 South Central Ave. Los Angeles, CA 90059	323-563-4702
22. Verdugo Jobs Center	1255 South Central Ave. Glendale, CA 91204	818-409-0476
23. Wilshire Metro WorkSource Center (Community Career Development Inc.)	3550 Wilshire Blvd. Los Angeles, CA 90010	213-365-9829
24. Youth Opportunity Center-Pacific Gateway	3447 Atlantic Ave. Long Beach, CA 90807	562-570-4700
25. Carson South Bay One-Stop Business and Career Center	3 Civic Plaza/801 E. Carson Street Carson, CA 90745	310-952-1762
26. Watts Los Angeles WorkSource Center	2220 East 114 th Street Los Angeles, CA 90059	323-249-7751
27. JVS West Hollywood WorkSource Center	625 N. San Vicente Blvd. West Hollywood, CA 90069	310-652-6378
28. L.A. South/Compton Workforce Service Office	2909 East Pacific Commerce Dr. Compton, CA 90221	310-223-2901
29. Los Angeles-Crenshaw Workforce Services Office	5401 Crenshaw Blvd. Los Angeles, CA 90043	323-290-5100
30. Monrovia Adult School One-Stop Career Center	920 South Mountain Ave. Monrovia, CA 91016	626-471-3052
31. Norwalk Workforce Services-SELACO WDB	12440 Firestone Blvd., #100 Norwalk, CA 90650	562-484-5013 562-402-9336
32. San Gabriel Valley Workforce Services	933 South Glendora Ave. West Covina, CA 91790	626-814-8234
33. California Conservation Corps (CCC)	State-wide Service Delivery Area for: GED, high school diploma, college credit, academic/vocational scholarships, and adventure. Receive min. wage, room/board, health benefits, life ins., vacation/sick leave, and cash bonuses. Supports agriculture and public/social services as career pathways.	www.ccc.ca.gov 800-952-JOBS (5627)

Los Angeles Unified School District
District Office of Transition Services
Education/Training Section One

California Conservation Corps (CCC)

Purpose:

To provide career training in environmental conservation and emergency services.

Service Delivery Area:

State-Wide

Who They Serve:

Students ages 18-25.

Services/Support Provided:

GED

High School Diploma

College Credit

Receive minimum wage, room and board, health benefits, life insurance, vacation and sick leave, cash bonuses

Academic, vocational scholarships

Adventure

Career Pathways Supported:

Agriculture

Public/Social Services

Access Information:

www.ccc.ca.gov

(800) 952-JOBS

This resource guide includes information regarding educational, employment, social and human services available to support students with disabilities transitioning into a post-secondary environment. Families and students are encouraged to contact these agencies for support and guidance, however, the Los Angeles Unified School District and school of attendance does NOT assume any responsibility for services provided by these agencies nor for any fees that may be charged to the family or student.

Los Angeles Unified School District
District Office of Transition Services
Education/Training Section One

Job Corps (CCC)

Purpose:

To provide lifelong educational opportunities.

Service Delivery Area:

District-Wide

Who They Serve:

Adults 16-24

Concurrently enrolled 9-12th grade students with permission

Services/Support Provided:

Career technical training

High school diploma and equivalency

Mentoring

Education

Professional skills development

Career Pathways Supported:

- Auto Body Repair
- Auto Brake Technician
- Auto Mechanic
- Auto Repair Technician
- Auto Suspension Technician
- Auto Tune-Up
- Clinical Medical Assistant
- Computer Repair
- Dental Assistant
- Electrician
- Electronics Technician
- Facilities Maintenance
- Home Health Aide
- Medical Office Assistant
- Office Assistant
- Networking/Programming
- Nurse Assistant
- Transportation
Communication Union
- Vocational Nurse
- Welding
- X-Ray Technician

Access Information:

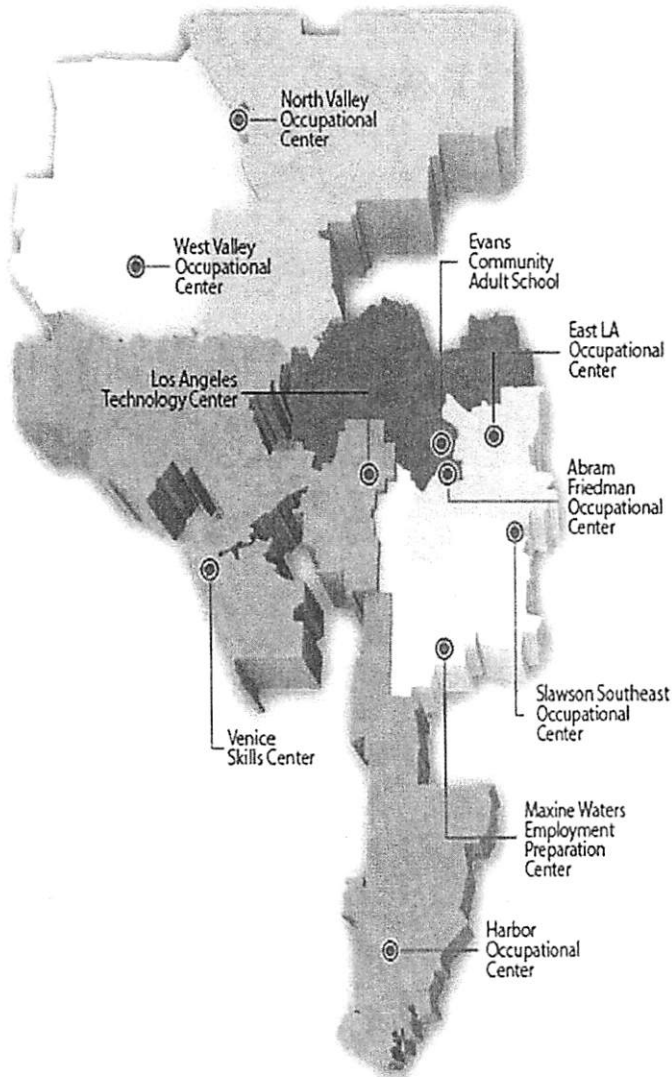
<http://jobcorps.gov/home.aspx>

(800) 7332-JOBS

Community Adult Schools and Regional Occupational Centers

1. Belmont Service Area Abram Friedman Occupational Center	1646 S. Olive Street Los Angeles, CA 90015	213-765-2400
2. East Los Angeles Service Area East L.A. Occupational Center East L.A. Skills Center	2100 Marengo Street Los Angeles, CA 90033 3921 Selig Place Los Angeles, CA 90031	323-276-7000 323-224-5970
3. Evans Service Area Evans Community Adult School	717 N. Figueroa Street Los Angeles, CA 90012	213-613-7900
4. Harbor Service Area Harbor Occupational Center	740 N. Pacific Ave. San Pedro, CA 90731	310-241-4800
5. Huntington Park Service Area Slawson Southeast Occupational Center	5500 Rickenbacker Road Bell, CA 90201	323-729-6400
6. Manual Arts Service Center Los Angeles Technology Center	3721 W. Washington Blvd. Los Angeles, CA 90018	323-373-2300
7. Maxine Waters Service Area Maxine Waters E.P.C.	10925 S. Central Ave. Los Angeles, CA 90059	323-357-7700
8. North Valley Service Area North Valley Occupational Area	11450 N. Sharp Ave. Mission Hills, CA 91345	818-256-1400
9. Van Nuys Service Area West Valley Occupational Center	6200 Winnetka Ave. Woodland Hills, CA 91367	818-346-3540
10. Venice Service Area Venice Skills Center	611 5 th Av. Venice, CA 90291	310-664-5888

Community Adult Schools and Regional Occupational Centers



BELMONT SERVICE AREA
 Abram Friedman Occupational Center
 1646 S. Olive Street
 Los Angeles, CA. 90015-3507
 ☎: (213) 765-2400

MANUAL ARTS SERVICE AREA
 Los Angeles Technology Center
 3721 W. Washington Blvd.
 Los Angeles, CA 90018-1160
 ☎: (323) 732-0153

EAST LOS ANGELES SERVICE AREA
 East LA Occupational Center
 2100 Marengo Street
 Los Angeles, CA 90033-1321
 ☎: (323) 224-5970

MAXINE WATERS SERVICE AREA
 Maxine Waters E.P.C.
 10925 S. Central Avenue
 Los Angeles, CA 90059-1023
 ☎: (323) 564-1431

EVANS SERVICE AREA
 Evans Community Adult School
 717 N. Figueroa Street
 Los Angeles, CA 90012-2118
 ☎: (213) 626-7151

NORTH VALLEY SERVICE AREA
 North Valley Occupational Center
 11450 N. Sharp Avenue
 Mission Hills, CA 91345-1232
 ☎: (818) 365-9645

HARBOR SERVICE AREA
 Harbor Occupational Center
 740 N. Pacific Avenue
 San Pedro, CA 90731-1630
 ☎: (310) 547-5551

VAN NUYS SERVICE AREA
 West Valley Occupational Center
 6200 Winnetka Avenue
 Woodland Hills, CA 91367-3826
 ☎: (818) 346-3540

HUNTINGTON PARK SERVICE AREA
 Slawson Southeast Occupational Center
 5500 Rickenbacker Road
 Bell, CA 90201
 ☎: (323) 729-6400

VENICE SERVICE AREA
 Venice Skills Center
 611 5th Avenue
 Venice, CA 90066-3512
 ☎: (310) 664-5888

Organización de la carpeta

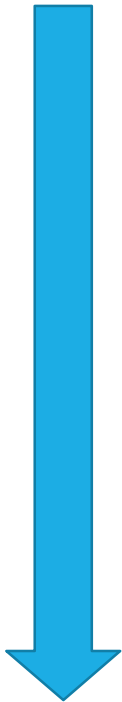
Habilidades enseñadas:

Los jóvenes demuestran la capacidad para tomar decisiones informadas y controlar por sí mismos cómo tomar decisiones saludables.

Objetivo(s):

Los estudiantes aprenderán a organizar su carpeta de la escuela. Los estudiantes también completarán una lista de verificación de la escuela.

Actividades



Actividades para apoyar a su hijo en casa

Ayude a su hijo a hacer una lista de los elementos que necesitará para mantenerse organizado en la escuela.
Lleve a su hijo a la tienda para comprar una carpeta, divisores y una carpeta.
Ayude a su hijo a organizar su carpeta.
Muestre a su hijo cómo debería ser una carpeta organizada.
Discuta con su hijo por qué es importante organizar su carpeta.
Revise la carpeta de su hijo. Tenga una discusión sobre qué clases está tomando y cómo se organiza la carpeta.

Tips to Organize Your Binder / Notebook...

Save yourself time, stress and protect against lost papers: organize your notebook!

Think about these suggestions and your teacher's requirements before you begin. Make a point of keeping your notebook organized all the time. If you always put things in the same place, you will be able to easily find them when you need them.



Keep it together ...

- Use a three-ring binder whenever possible. It is easier to add to and rearrange papers in a three-ring binder than a spiral notebook or an exercise.
- Use divider sheets with pockets. This will allow you to keep handouts that have not been three-hole punched. You can always punch them later.
- Place coloured tabs on these divider sheets to distinguish between different subjects. Organize the binder in the order of your classes.
- Divide each subject area into sections, using sheets of coloured paper as dividers. Write each section's name on a separate sheet of paper. For example, in language arts, label a blue sheet of paper "Daily Work," a green sheet "Quizzes and Tests", a yellow sheet "Writing," a pink sheet "Vocabulary," etc. You may want to ask your teacher to suggest headings.

Don't forget to...

- Put your name, address and phone number on the inside cover of your binder in case you lose it. Put clear tape over your name label to protect it from water damage.
- Keep a supply of notebook paper in the back of each subject area in your binder.
- Store pencils, pens, a small calculator, a ruler, a small pair of scissors, a small stapler, paper clips, coloured pencils, etc., in a plastic zipper bag made for binders.
- Place a calendar and assignment notebook or assignment sheets in your binder. If your teachers require separate assignment sheets for each subject, keep one in each subject area.
- Include the classroom rules, grading procedures, grade sheets, etc., for each class.
- Keep your "To Do" list in the front pocket of the first subject in your binder or clip it to the binder's inside cover.



Note-Taking

Taking notes can sometimes be hard work. You have to listen to the teacher, think about what the topic is, pick out the important items and then write them down.

Get Ready

- Have materials ready (pen/pencil, paper, etc)
- Review previous notes
- Do assigned reading (if you had homework to do the night before)
- Think about why you are listening to this topic

Take Notes

- Use short sentences or phrases to take notes
- Skip lines between ideas
- Copy information from the board
- Make a mark (like a star) next to items that you find confusing
- Note unfamiliar words

After Note-taking

- Add important details that you might have left out
- Complete any blanks in your rough notes
- Get definitions of words you don't understand

Do You Want Good Marks?

1. Attend all classes
2. Pay attention and work hard
3. Ask teachers for help
4. Do some school work at home every night
5. If you have been absent, it is up to you to find out what you have missed and get caught up.
6. Study for tests and exams.
7. Get plenty of rest, exercise and good food.

“If you fail to plan, you are planning to fail.”

Organizing for a Project

- Don't leave things to the last minute. Look at when your project is due and make a note of it on a calendar or somewhere you will see it daily.
- Break the project into parts. Smaller parts will make the project seem easier and each part can be done in a small amount of time.
- Keep all your information and materials together. This will keep you from losing things you might need at the end.
- Follow the guidelines for the project so you get a good mark.
- Use a Cover Page (see this booklet for a sample cover page)
 - Type up your assignment on a computer. Stay after school and use the school computers if you don't have one at home. Write in black or blue pen if you don't type it up.
 - If you are working in a group, make sure everyone is doing their share.
- Try and finish early, so you can ask your teacher to look at it and offer suggestions for a better final project.



Sample Answers

When you create an answer for a question, you should think about what goes into a good answer. Here are several examples so you can think about what you put into your answers... every time you do one.

SCIENCE QUESTION

Read the question carefully. You may need to read it more than once to make sure you understand it.

List any three characteristics of living things along with an example of the characteristic.

ANSWER

Include part of your question in the beginning of the answer.

Three characteristics of living things are:

If you are asked to give a list, then you should indicate the list using numbers, letters or bullet points.

a) All living things either make or take in food. Example – the leaves of green plants contain chlorophyll which is used to convert water and carbon dioxide into oxygen and sugar which is food for the plant.

b) All living things move. Example – a blue jay flies through the air from tree to tree

Make sure you have included all the parts of the answer (ex. 3 characteristics)

c) All living things grow. Example – a puppy grows into an adult dog.

Read the question carefully. You may need to read it more than once to make sure you understand it.

SOCIAL STUDIES QUESTION

Who were the “Home Children” and why did they come to Canada?

Sometimes the question may have more than one part. Make sure that you answer ALL the parts of the question, not just the first part.

ANSWER

Include part of your question in the beginning of the answer.

The Home Children were young children from England who were living in orphanages because their parents were dead or did not have enough money to feed and care for them. The orphanages in England were full of these children and the government decided that they would send many of these children to Canada to live with families here. This would save the government money because they would not have to take care of all these children in these “homes.” Many of the children were be-

Part 1 of the question

Part 2 of the question

Make sure you have included all the parts of the answer (who they were and why they came to Canada)



My child says that they just finished their homework... What can I do to check it for them?



HOMWORK CHECKLIST FOR PARENTS

- Is the date written on the top of the page?
- Is it neat and tidy?
 - Pages are not ripped or torn, writing is readable
- Is there a cover page?
 - if it is to be passed in as an assignment (see sample in this booklet)
- Have all the questions been answered?
 - check which questions have been assigned
- Have all the answers been stated clearly?
 - make sure that the answer covers the question(s)
- If it is Math, have all workings been shown?
- Are the answers in complete sentences?
 - unless they are asking for a list, full sentences should be used
- Were capital letters used when needed?
- Was the spelling checked?
- Is it done in blue or black ink or pencil?
 - NOT pink, purple, green, etc.. this makes the work hard to read
- Was there anything special that needed to be done?
 - table, chart, drawing, graph, sketches, etc...

Preparación para la universidad

Habilidades enseñadas:

Cómo completar los formularios de solicitud de ingreso a la universidad y ayuda financiera.

Objetivo(s):

Proporcionar a los estudiantes las herramientas y los recursos necesarios para solicitar ayuda económica y financiera.

Actividades



Actividades para apoyar a su hijo en el hogar

Visite la oficina universitaria de su escuela preparatoria y busque las fechas de vencimiento de admisión de las universidades y de la Solicitud de Ayuda Económica (FAFSA).

Ayude a su hijo a completar la solicitud para la universidad para fines de noviembre.

Su hijo debería visitar el sitio web del colegio comunitario local y practicar cómo completar la solicitud y matricularse en un colegio comunitario.

Pregunte al consejero universitario para ayudar a su hijo a que complete la FAFSA.

Pida al maestro DOTS las fechas límites para completar las solicitudes para las universidades y para el formulario FAFSA de ayuda económica.

NO ENVÍE ESTA PLANILLA

La Planilla de preparación para FAFSA on the Web permite conocer de antemano las preguntas que se podrían presentar en la *Solicitud Gratuita de Ayuda Federal para Estudiantes* (FAFSA®, por sus siglas en inglés) en www.fafsa.gov.

Para solicitar la ayuda estudiantil de los programas federales y de la mayoría de los programas administrados por los estados e instituciones de educación superior, hay que llenar y presentar la FAFSA. Conviene tomar apuntes en esta planilla para que le sea más fácil llenar la FAFSA. (La solicitud se puede llenar a partir del 1 de octubre del 2016.)

A la derecha se presentan las fechas límite para solicitar ayuda estatal. Para cumplir con las fechas indicadas, presente la solicitud antes de la medianoche (hora del centro). También preste atención a los símbolos que aparecen después de algunos de los plazos. Para obtener información sobre otros plazos importantes, consulte al orientador de su escuela secundaria o a la oficina de asistencia económica de su institución de educación superior. El plazo para obtener ayuda económica federal termina el 30 de junio del 2018.

- El uso de esta planilla es opcional. Los únicos que la deben utilizar son los usuarios de FAFSA on the Web.
- En las secciones moradas, se pide la información de los padres.
- La planilla no incluye todas las preguntas de la FAFSA. Sin embargo, las que se incluyen en la planilla siguen la misma secuencia que se utiliza en el formulario electrónico de FAFSA on the Web. En ocasiones se pueden omitir algunas de las preguntas de la FAFSA según las respuestas a las preguntas anteriores.

Herramienta de consulta y traspaso de datos del IRS

Los estudiantes y padres que hayan presentado su declaración de impuestos del 2015 al Servicio de Impuestos Internos (IRS) quizás puedan utilizar FAFSA on the Web para consultar su información tributaria. En algunos pasos sencillos también podrán traspasar sus datos tributarios a la FAFSA de forma segura.

Firme la FAFSA con una credencial FSA ID

Para obtener información sobre la credencial FSA ID y cómo solicitarla, visite StudentAid.gov/fsaid (pulse «Español»).

La credencial FSA ID le permite firmar la FAFSA electrónicamente. Si necesita incluir la información de sus padres, uno de ellos también tendrá que firmar la solicitud. Si su padre o su madre desean firmar la FAFSA electrónicamente, deberán solicitar su propia credencial FSA ID.

Orientación sin costo alguno

No es necesario pagar nada para presentar la FAFSA ni para recibir orientación sobre cómo llenarla. Puede presentar la FAFSA gratis en nuestro sitio www.fafsa.gov. Para recibir orientación gratuita de la Oficina de Ayuda Federal para Estudiantes, puede visitar www.fafsa.gov o llamar al 1-800-433-3243. (Las personas con problemas de audición que utilizan teletipo pueden llamar al 1-800-730-8913.)

Consulte con la oficina de asistencia económica para averiguar los plazos de los siguientes estados y territorios: AL, AS*, AZ, CO, FM*, GA, GU*, HI*, MH*, MP*, MT*, NE, NH*, NM, PR, PW*, RI*, SD*, UT, VA*, VI*, WI y WY*.

Preste atención a los símbolos que aparecen después de algunos de los plazos.

Estado	Plazo de solicitud
AK	Beca de Rendimiento Académico (<i>Alaska Performance Scholarship</i>): 30 de junio del 2017 # \$ Beca de Estudios de Alaska: Lo antes posible a partir del 1 de octubre del 2016. \$
AR	Beca «Academic Challenge»: 1 de junio del 2017 (<i>fecha de recibo</i>) Beca de Formación de la Fuerza Laboral: Consulte con la oficina de asistencia económica. Beca de Oportunidad de Estudios Superiores: 1 de junio del 2017 (<i>fecha de recibo</i>)
CA	Muchos programas estatales de ayuda económica: 2 de marzo del 2017 (<i>fecha de matasello</i>) + * Concesiones complementarias de las becas <i>Cal Grant</i> en instituciones de dos años: 2 de septiembre del 2017 (<i>fecha de matasello</i>) + * Para obtener más información, comuníquese con la California Student Aid Commission o con la oficina de asistencia económica de su institución educativa.
CT	15 de febrero del 2017 (<i>fecha de recibo</i>) # *
DC	FAFSA: 1 de mayo del 2017 DCTAG: Llene el formulario DC OneApp y entregue los documentos justificativos a más tardar el 31 de mayo del 2017.
DE	15 de abril del 2017 (<i>fecha de recibo</i>)
FL	15 de mayo del 2017 (<i>fecha de tramitación</i>)
IA	1 de julio del 2017 (<i>fecha de recibo</i>); los plazos de prioridad de algunos programas pueden terminar antes. *
ID	Beca de Oportunidad: 1 de marzo del 2017 (<i>fecha de recibo</i>) # *
IL	Lo antes posible a partir del 1 de octubre del 2016. \$
IN	10 de marzo del 2017 (<i>fecha de recibo</i>)
KS	1 de abril del 2017 (<i>fecha de recibo</i>) # *
KY	Lo antes posible a partir del 1 de octubre del 2016. \$
LA	1 de julio del 2018; conviene presentar la solicitud antes del 1 de julio del 2017.
MA	1 de mayo del 2017 (<i>fecha de recibo</i>) #
MD	1 de marzo del 2017 (<i>fecha de recibo</i>)
ME	1 de mayo del 2017 (<i>fecha de recibo</i>)
MI	1 de marzo del 2017 (<i>fecha de recibo</i>)
MN	A 30 días de comenzar el periodo académico (<i>fecha de recibo</i>)
MO	1 de febrero del 2017 # Las solicitudes se pueden recibir hasta el 1 de abril del 2017. \$ (<i>fecha de recibo</i>)
MS	Becas MTAG y MESG: 15 de septiembre del 2017 (<i>fecha de recibo</i>) Beca HELP: 31 de marzo del 2017 (<i>fecha de recibo</i>)
NC	Lo antes posible a partir del 1 de octubre del 2016. \$
ND	Lo antes posible a partir del 1 de octubre del 2016. \$
NJ	Becarios del Programa de Ayuda de Matrícula 2016-2017: 15 de abril del 2017 (<i>fecha de recibo</i>) Los demás solicitantes: 15 de septiembre del 2017 (otoño y primavera) (<i>fecha de recibo</i>) 15 de febrero del 2018 (sólo la primavera) (<i>fecha de recibo</i>)
NV	Beca de Oportunidad del Estado de Plata (<i>Silver State Opportunity Grant</i>): Lo antes posible a partir del 1 de octubre del 2016. \$ Toda otra forma de ayuda: Consulte con la oficina de asistencia económica. *
NY	30 de junio del 2018 (<i>fecha de recibo</i>) #
OH	1 de octubre del 2017 (<i>fecha de recibo</i>)
OK	Lo antes posible a partir del 1 de octubre del 2016. \$
OR	Beca privada de OSAC: 1 de marzo del 2017 * Beca Promesa de Oregón: (otoño) 1 de abril del 2017 (<i>fecha de recibo</i>); (otros periodos académicos) consulte con la agencia estatal de educación superior. \$ * Beca de Oportunidad de Oregón: Lo antes posible a partir del 1 de octubre del 2016. \$
PA	Solicitantes nuevos que cursen estudios en: un centro universitario de dos años; un centro de formación profesional o técnica; una escuela de enfermería adscrita a un hospital; una institución de admisión libre ubicada en Pensilvania o en un programa de dos años cuyos créditos no se pueden convalidar: 1 de agosto del 2017 (<i>fecha de recibo</i>) Los demás solicitantes: 1 de mayo del 2017 (<i>fecha de recibo</i>) # *
SC	Beca de Matrícula: 30 de junio del 2017 (<i>fecha de recibo</i>) Becas por necesidad de la Comisión de Educación Superior de Carolina del Sur: lo antes posible a partir del 1 de octubre del 2016. \$
TN	Beca Estatal: 17 de enero del 2017. Tendrán prioridad los becarios del año anterior que reúnan los requisitos del año actual. Otras concesiones de la beca se harán a los solicitantes más necesitados hasta que se agoten los fondos. Promesa de Tennesi (<i>Tennessee Promise</i>): 17 de enero del 2017 Lotería Estatal: (otoño) 1 de septiembre del 2017 (<i>fecha de recibo</i>); (primavera y verano) 1 de febrero del 2018 (<i>fecha de recibo</i>)
TX	Lo antes posible a partir del 1 de octubre del 2016. Instituciones públicas de Texas: 15 de marzo del 2017 # Instituciones privadas de Texas: consulte con la oficina de asistencia económica. *
VT	Lo antes posible a partir del 1 de octubre del 2016. \$ *
WA	Lo antes posible a partir del 1 de octubre del 2016. \$
WV	Beca Promesa (<i>PROMISE Scholarship</i>): 1 de marzo del 2017. Los solicitantes nuevos también deberán presentar otra solicitud. Consulte con la oficina de asistencia económica de la institución educativa o con la agencia estatal de educación superior. Programa de Becas de Estudios Superiores de Virginia Occidental: 15 de abril del 2017.

PLAZOS DE SOLICITUD: AYUDA ESTATAL

Para consideración prioritaria, presente la solicitud para la fecha indicada.
+ Conviene obtener constancia del envío por correo.
\$ Se otorgará ayuda hasta agotar fondos.
* Es posible que se necesiten otros formularios.

MUESTRA SOLAMENTE
APUNTES:
Consulte a su maestro de DOTS
o consejero de la universidad
para obtener más información

SECCIÓN 1: DATOS DEL ESTUDIANTE

En el formulario electrónico de *FAFSA on the Web*, usted podrá incluir hasta diez instituciones de educación superior a las que se enviarán los resultados de la solicitud.

Apellido del estudiante

Nombre

Número de Seguro Social

Estado de inmigración o ciudadanía del estudiante (Marque sólo una de las casillas.)

- Ciudadano (o persona nacional) de EE.UU. Ni ciudadano ni extranjero con derecho a participar
- Extranjero con derecho a participar (Escriba su número de registro de extranjeros en el cuadro a la derecha.)

En general, se considera que uno es extranjero con derecho a participar si:

- es residente permanente de EE.UU. y tiene una tarjeta de residencia permanente (I-551);
- es residente permanente condicional de EE.UU. y tiene una tarjeta de residencia condicional (I-551C);
- tiene constancia (I-94) del registro de su llegada o salida (emitida por el Departamento de Seguridad Nacional), en la que se indique alguna de las siguientes categorías: «Refugiado», «Asilo otorgado», «Inmigrante cubano o haitiano», portador de visa tipo T (T-1, T-2, T-3, etc.) o «Admitido a prueba» (o «Parolee») (tratándose de esta última categoría, la I-94 es constancia de que la persona fue admitida a prueba por un año como mínimo y de que aún no ha vencido la correspondiente situación migratoria), o
- tiene una certificación o constancia válida de cumplimiento de requisitos, emitida por el Departamento de Salud y Servicios Humanos, que indique la clasificación «Víctima del tráfico de seres humanos».

Número de registro de extranjeros

A									
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Estado civil del estudiante (Marque sólo una de las casillas.)

- Soltero Casado en primeras o nuevas nupcias Separado Divorciado o viudo

A los solicitantes casados se les pedirá que proporcionen información sobre su cónyuge.

Inscripción ante el Sistema del Servicio Selectivo

Si usted es varón con 25 años o menos de edad, puede utilizar la FAFSA para inscribirse en los registros militares del Sistema del Servicio Selectivo.

Máximo nivel de estudios del padre/madre 1

- Medio/Intermedio (grados 6 a 8) Secundario (grados 9 a 12)

Postsecundario

Otro/desconocido

Máximo nivel de estudios del padre/madre 2

- Medio/Intermedio (grados 6 a 8) Secundario (grados 9 a 12)

Postsecundario

Otro/desconocido

SECCIÓN 2: SITUACIÓN DE DEPENDENCIA DEL ESTUDIANTE

Si usted puede marcar ALGUNA de las siguientes casillas, no tendrá que proporcionar la información de sus padres. En tal caso, pase a la página 4.

En cambio, si no puede marcar NINGUNA de ellas, se le pedirá que proporcione la información de sus padres. En este caso, pase a la página siguiente.

<input type="checkbox"/> Nací antes del 1 de enero de 1994.	<input type="checkbox"/> Estoy casado.	<input type="checkbox"/> Estaré cursando un programa de maestría o de doctorado (p. ej., MA, MBA, MD, JD, PhD, EdD, certificado de posgrado).
<input type="checkbox"/> Presto servicio activo en las Fuerzas Armadas de EE.UU.	<input type="checkbox"/> Soy veterano (ex combatiente) de las Fuerzas Armadas de EE.UU.	<input type="checkbox"/> Tengo o tendré hijos a los que proporcionaré más de la mitad del sustento, entre el 1 de julio del 2017 y el 30 de junio del 2018.
<input type="checkbox"/> Desde que cumplí los 13 años, hubo un momento en que era huérfano de ambos padres.	<input type="checkbox"/> Desde que cumplí los 13 años, hubo un momento en que estaba bajo cuidado de crianza temporal.	<input type="checkbox"/> Tengo a mi cargo personas (aparte de mis hijos y mi cónyuge) que viven conmigo y a las que proporciono más de la mitad del sustento.
<input type="checkbox"/> Desde que cumplí los 13 años, hubo un momento en que estaba bajo la tutela de los Tribunales.	<input type="checkbox"/> Soy o era menor de edad emancipado.	<input type="checkbox"/> Estoy o estaba bajo tutela legal.
		<input type="checkbox"/> Me encuentro sin hogar o en riesgo de estarlo.

APUNTES:

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SECCIÓN 3: DATOS DE LOS PADRES

¿A quién se le considera como padre o madre? «Padres» se refiere a los padres biológicos o adoptivos, y a las personas denominadas como el padre o la madre, según la determinación del estado (como por ejemplo, cuando una persona figura como el padre o la madre en el acta de nacimiento). A los abuelos, a los padres de crianza temporal, a los tutores legales, a los hermanos mayores y a los tíos **no** se les considera padres para efectos de la presente planilla, a menos que lo hayan adoptado legalmente. Si sus padres legales están casados el uno con el otro o si **conviven en pareja** sin casarse, conteste las preguntas dando información sobre los dos. Si sus padres están separados o divorciados, conteste las preguntas dando información sobre aquél con el que usted haya vivido más tiempo durante los últimos doce meses. De no haber vivido más tiempo ni con el uno ni con el otro, proporcione información sobre el que le haya dado más ayuda económica durante los últimos doce meses, o durante el último año en que haya recibido sustento de parte de alguno de ellos. Si su padre o madre divorciado o viudo se casó en nuevas nupcias, también incluya información sobre su padrastro o madrastra.

¿Va a proporcionar los datos del padre/madre 1?

Necesita la siguiente información:

- Número de Seguro Social del padre/madre/padrastro/madrastra 1
- Apellido del padre/madre/padrastro/madrastra 1
- Fecha de nacimiento del padre/madre/padrastro/madrastra 1
- Marque la casilla si el padre/madre 1 es trabajador desplazado.

¿Va a proporcionar los datos del padre/madre 2?

Necesita la siguiente información:

- Número de Seguro Social del padre/madre/padrastro/madrastra 2
- Apellido del padre/madre/padrastro/madrastra 2
- Fecha de nacimiento del padre/madre/padrastro/madrastra 2
- Marque la casilla si el padre/madre 2 es trabajador desplazado.

¿Sabía que...?

Si sus padres presentan una declaración de impuestos al IRS, quizás puedan utilizar la Herramienta de consulta y traspaso de datos del IRS, que ofrece la manera más fácil de proporcionar información exacta en la FAFSA. En unos pasos sencillos, la información de su declaración se puede consultar y transferir directamente a la FAFSA desde la base de datos del IRS.

¿Han presentado o presentarán sus padres declaración de impuestos sobre los ingresos del 2015?

- Ya prepararon su declaración.
- La presentarán pero aún no la han preparado.
- No van a presentar declaración de impuestos.

¿Cuál fue el ingreso bruto ajustado de sus padres en el 2015?

Omita esta pregunta si sus padres no presentaron declaración de impuestos. Esta cantidad se encuentra en los siguientes formularios del IRS: 1040 (renglón 37); 1040A (renglón 21) o 1040EZ (renglón 4).

\$

Las siguientes preguntas piden información sobre los ingresos obtenidos por el trabajo (salarios, sueldos, propinas, etc.) en el 2015. Conteste las preguntas si se ha presentado o no declaración de impuestos. La información puede encontrarse en los formularios W-2 o en los siguientes del IRS: 1040 (suma de los renglones 7, 12 y 18 y la casilla 14 [código A] del Anexo K-1 [Formulario 1065]); 1040A (renglón 7) o 1040EZ (renglón 1).

En el 2015, ¿cuánto ganó por su trabajo el padre/madre/padrastro/madrastra 1?

\$

En el 2015, ¿cuánto ganó por su trabajo el padre/madre/padrastro/madrastra 2?

\$

En el 2015 o el 2016, ¿recibió alguien del hogar de sus padres asistencia de alguno de los siguientes programas?

Marque todos los que correspondan.

- Medicaid
- Programa de Ingreso Suplementario de Seguridad (SSI)
- Programa de Asistencia de Nutrición Suplementaria (SNAP)
- Programa de Almuerzos Escolares Gratuitos o de Precio Reducido
- Programa de Ayuda Temporal para Familias Necesitadas (TANF)
- Programa Especial de Nutrición Suplementaria para Mujeres, Bebés y Niños (WIC)

Nota: En algunos estados se les conoce por otro nombre al Programa TANF. Si desea confirmar el nombre de este programa, llame al 1-800-433-3243.

En el 2015, ¿les correspondió a sus padres alguna de las partidas indicadas abajo? Marque todas las partidas que correspondan. En el formulario electrónico, puede que se le pida que proporcione las cantidades pagadas o recibidas por sus padres.

Otra información económica

- Créditos tributarios *American Opportunity* y *Lifetime Learning*
- Manutención pagada a favor de hijos menores
- Ingresos tributables obtenidos de programas de estudio y trabajo, de ayudantías y de becas de investigación
- Parte tributable de subvenciones y becas de estudios superiores declaradas al IRS
- Parte no tributable de pagos de una línea de combustible
- Ingresos del trabajo en programas de empleo comunitario

Ingresos no tributables

- Aportaciones a planes de pensión y de jubilación con impuestos diferidos
- Aportaciones deducibles hechas a cuentas personales de jubilación y a planes de jubilación para personas empleadas por cuenta propia (SEP, SIMPLE y Keogh)
- Manutención recibida a favor de hijos menores
- Ingreso por intereses exento de impuestos
- Parte no tributable de distribuciones de cuentas personales de jubilación
- Parte no tributable de distribuciones de pensiones de jubilación
- Asignaciones para alojamiento, comida y otros gastos de manutención, pagadas a militares, clérigos y otros
- Asistencia no educativa para veteranos
- Otros ingresos no tributables que no se hayan declarado en esta planilla, como la compensación del seguro obrero y la indemnización por discapacidad

MUESTRA SOLAMENTE
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o consejero de la universidad
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Si sus padres actualmente tienen negocios o fincas agrícolas con fines de inversión, también es posible que usted necesite indicar el valor neto de los mismos.

SECCIÓN 4: DATOS DEL ESTUDIANTE

¿Sabía que...?

Si usted presenta una declaración de impuestos al IRS, quizás pueda utilizar la Herramienta de consulta y traspaso de datos del IRS, que ofrece la manera más fácil de proporcionar información exacta en la FAFSA. En unos pasos sencillos, la información de su declaración se puede consultar y transferir directamente a la FAFSA desde la base de datos del IRS.

¿Ha presentado o presentará usted declaración de impuestos sobre los ingresos del 2015?

- Ya preparé mi declaración.
- La presentaré pero aún no la he preparado.
- No voy a presentar declaración de impuestos.

¿Cuál fue su ingreso bruto ajustado (y el de su cónyuge) en el 2015?

Omita esta pregunta si usted o su cónyuge no presentaron declaración de impuestos. Esta cantidad se encuentra en los siguientes formularios del IRS: 1040 (renglón 37); 1040A (renglón 21) o 1040EZ (renglón 4).

\$

Las siguientes preguntas piden información sobre los ingresos obtenidos por el trabajo (salarios, sueldos, propinas, etc.) en el 2015. Conteste las preguntas si se ha presentado o no declaración de impuestos. La información puede encontrarse en los formularios W-2 o en los siguientes del IRS: 1040 (suma de los renglones 7, 12 y 18 y la casilla 14 [código A] del Anexo K-1 [Formulario 1065]); 1040A (renglón 7) o 1040EZ (renglón 1).

¿Cuánto ganó usted por su trabajo en el 2015?

Marque la casilla si usted es trabajador desplazado.

\$

¿Cuánto ganó su cónyuge por su trabajo en el 2015?

Marque la casilla si su cónyuge es trabajador desplazado.

\$

En el 2015 o el 2016, ¿recibió alguien de su hogar asistencia de alguno de los siguientes programas?

Marque todos los que correspondan.

- Medicaid
- Programa de Ingreso Suplementario de Seguridad (SSI)
- Programa de Asistencia de Nutrición Suplementaria (SNAP)
- Programa de Almuerzos Escolares Gratuitos o de Precio Reducido
- Programa de Ayuda Temporal para Familias Necesitadas (TANF)
- Programa Especial de Nutrición Suplementaria para Mujeres, Bebés y Niños (WIC)

Nota: En algunos estados se les conoce por otro nombre al Programa TANF. Si desea confirmar el nombre de este programa, llame al 1-800-433-3243.

En el 2015, ¿le correspondió a usted (o a su cónyuge) alguna de las partidas indicadas abajo?

Marque todas las partidas que correspondan. En el formulario electrónico, puede que se le pida que proporcione las cantidades pagadas o recibidas.

Otra información económica

- Créditos tributarios *American Opportunity* y *Lifetime Learning*
- Manutención pagada a favor de hijos menores
- Ingresos tributables obtenidos de programas de estudio y trabajo, de ayudantías y de becas de investigación
- Parte tributable de subvenciones y becas de estudios superiores declaradas al IRS
- Paga por combate o paga extraordinaria por combate
- Ingresos del trabajo en programas de educación cooperativa

Ingresos no tributables

- Aportaciones a planes de pensión y de jubilación con impuestos diferidos
- Aportaciones deducibles hechas a cuentas personales de jubilación y a planes de jubilación para personas empleadas por cuenta propia (SEP, SIMPLE y Keogh)
- Manutención recibida a favor de hijos menores
- Ingreso por intereses exento de impuestos
- Parte no tributable de distribuciones de cuentas personales de jubilación
- Parte no tributable de distribuciones de pensiones de jubilación
- Asignaciones para alojamiento, comida y otros gastos de manutención, pagadas a militares, clérigos y otros
- Asistencia no educativa para veteranos
- Otros ingresos no tributables que no se hayan declarado en esta planilla, como la compensación del seguro obrero y la indemnización por discapacidad
- Dinero en efectivo recibido, o dinero pagado en su nombre

Puede que se le pida que proporcione más información sobre sus bienes y activos. Si usted actualmente tiene negocios o fincas agrícolas con fines de inversión, también es posible que necesite indicar el valor neto de los mismos.

APUNTES:

MUESTRA SOLAMENTE

Consulte a su maestro de DOTS o consejero de la universidad para obtener más información sobre los programas federales de ayuda estudiantil, visite StudentAid.gov. Para más información sobre otros tipos de ayuda económica de su institución educativa.

para obtener más información

Todavía no has terminado

Habilidades enseñadas:

El estudiante está aprendiendo sobre los plazos, las tareas y las responsabilidades en su último año de la escuela preparatoria. Los estudiantes discuten los riesgos de la falta de fechas límite.

Objetivo(s):

El estudiante entenderá los plazos para inscribirse en el SAT, solicitar ayuda financiera y de la universidad. Los estudiantes que cumplan 18 años recibirán información sobre las nuevas responsabilidades.

Actividades



Actividades para apoyar a su hijo en casa

Hable con su hijo si está en camino de graduarse. Los padres y el niño deben hacer una cita con el consejero de orientación universitaria. Revise el Plan de Graduación Individualizado.

Sepa el significado de "Super Senior y tener "Senioritis."

Hable con su hijo sobre las opciones para pagar la universidad. Haga una cita con el asesor de la universidad para obtener más información. Su maestro DOTS puede ayudarle con este proceso.

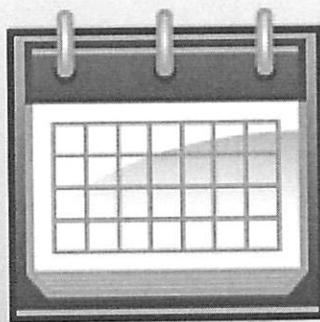
Enumere algunas universidades que su hijo está considerando. Discuta por qué eligen ese plantel. ¿Tiene esa universidad un curso de estudio que le interesa a su hijo?

Obtenga información sobre el SAT y el plazo de la ayuda financiera. Su maestro DOTS y el consejero de la universidad son recursos.

Revise los sitios web para obtener la información más actualizada;
<http://fafsa.edu.gov>.

Senior Checklist

Month by Month Calendar for High School Seniors



Kennedy's Classroom Resources

Senior Calendar and Checklist

August	September	October	November
<ul style="list-style-type: none"> <input type="checkbox"/> Review your careers plans and decide what type of school is right for you <input type="checkbox"/> Visit some college campuses <input type="checkbox"/> Narrow your college list to 3 to 5 schools <input type="checkbox"/> Begin to gather materials for applications -- including teacher recommendations <input type="checkbox"/> Contact your counselor for registration materials and dates for the SAT and ACT 	<ul style="list-style-type: none"> <input type="checkbox"/> Make a list of tests, dates, fees, registration deadlines for college admissions and financial aid <input type="checkbox"/> Start sending your college applications <input type="checkbox"/> Apply to several schools, including "dream schools" and "safety schools" <input type="checkbox"/> Continue to gather materials such as teacher recommendations (allow time for teachers, counselors, or employers to write the recommendations) 	<ul style="list-style-type: none"> <input type="checkbox"/> Take the SAT or ACT <input type="checkbox"/> Be sure to have the scores from these tests sent to the schools of your choice <input type="checkbox"/> For colleges that require an essay, develop a rough draft and consult your English teacher if necessary <input type="checkbox"/> Attend special programs such as college fairs and financial aid nights 	<ul style="list-style-type: none"> <input type="checkbox"/> Take the SAT or ACT, if you have not already done so <input type="checkbox"/> Obtain financial aid applications from the guidance office (read them carefully to determine what is required and when it is due) <input type="checkbox"/> Attend a college senior day or an open house at a college that you are most interested
December	January	February	March
<ul style="list-style-type: none"> <input type="checkbox"/> Pick up a Free Application for Federal Student Aid (FAFSA) and begin filling it out <input type="checkbox"/> Ask your parents to save their year-end payroll stub for financial aid eligibility reviews by the school <input type="checkbox"/> File your last college applications <input type="checkbox"/> Submit official high school transcripts and test scores 	<ul style="list-style-type: none"> <input type="checkbox"/> Submit your completed FAFSA as soon after January 1st as possible <input type="checkbox"/> Don't fall prey to "Senioritis"! Colleges will ask for your grades from the second semester and can refuse admission if these grades are not acceptable 	<ul style="list-style-type: none"> <input type="checkbox"/> Mail your FAFSA or complete the online application if you have not already done so <input type="checkbox"/> Men 18 years and over must register for the Selective Service in order to receive federal financial aid <input type="checkbox"/> Research taking Advanced Placement (AP) and International Baccalaureate (IB) exams and write down these dates <input type="checkbox"/> Keep copies of all forms submitted <input type="checkbox"/> Check status of mid-year transcripts 	<ul style="list-style-type: none"> <input type="checkbox"/> Look for your Student Aid Report (SAR) in the mail <input type="checkbox"/> Submit SAR and tax forms to the financial aid office <input type="checkbox"/> If you have not received your Student Aid Report four weeks after sending in your FAFSA, contact the Federal Student Aid Information Center <input type="checkbox"/> Be on the lookout for scholarship award letters
April	May	June	July/August
<ul style="list-style-type: none"> <input type="checkbox"/> Watch the mail for college acceptance letters and financial aid award letters <input type="checkbox"/> Evaluate your options and make your final college selection <input type="checkbox"/> Send in your deposit to the college <input type="checkbox"/> Notify the other schools that you will not be attending <input type="checkbox"/> Watch for important deadlines at your chosen college (housing, financial aid, etc.) <input type="checkbox"/> Consider summer job opportunities 	<ul style="list-style-type: none"> <input type="checkbox"/> Review financial aid information; decline offers from the schools you are not attending <input type="checkbox"/> Clear senior obligations with the guidance counselor <input type="checkbox"/> Notify counselor of any awards and scholarships <input type="checkbox"/> Send out graduation announcements to family and friends <input type="checkbox"/> Begin studying for final exams <input type="checkbox"/> Finalize summer job plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Graduation! <input type="checkbox"/> Write thank you notes for any scholarships you received or for any graduation gifts 	<ul style="list-style-type: none"> <input type="checkbox"/> Check the mail for packets from the college regarding registration for classes, campus events, and Freshmen Orientation <input type="checkbox"/> Buy the things you need for college gradually over the summer; avoid last minute, expensive buying decisions <input type="checkbox"/> Pack for college <input type="checkbox"/> Do not miss your Freshmen Orientation dates <input type="checkbox"/> Begin your first semester of college

Armado para la carrera militar

Habilidades enseñadas:

El estudiante ha estado aprendiendo sobre los requisitos para ingresar a la carrera militar, los beneficios y las consecuencias. El estudiante está aprendiendo qué esperar al encontrarse con el reclutador.

Objetivo(s):

Estar plenamente informado antes de comenzar el proceso de ingresar al ejército.

Actividades



Actividades para apoyar a su hijo en casa

Discuta los pros y los contras de la carrera militar incluyendo el combate y el riesgo de perder la vida.

Discuta la capacitación laboral que su hijo / hija espera obtener mientras está en la carrera militar.

Hable con su hijo cómo la calificación ASVAB determina su trabajo en el ejército.

Su hijo tiene un IEP, discuta por qué tiene el IEP. Entérese si la carrera militar proporciona adaptaciones o modificaciones para los soldados.

Familiarizarse con el rigor físico y los requisitos de los militares

ASVAB Extra Sample Test 1

Word Knowledge

1. Collusion most nearly means:

- A. Amateur
- B. Directive
- C. Conspiracy
- D. Odyssey

2. Foible most nearly means:

- A. Trickery
- B. Rumor
- C. Rubble
- D. Shortcoming

3. Repugnant most nearly means:

- A. Revolting
- B. Mistrustful
- C. Earnest
- D. Confident

4. Malleable most nearly means:

- A. Rowdy
- B. Hateful
- C. Adaptable
- D. Fort

5. Coalesce most nearly means:

- A. Referee
- B. Combine
- C. Reveal
- D. Encircle

6. Luminous most nearly means:

- A. Fert
- B. Corrupt
- C. Mild
- D. Bright

For questions 7 to 11, choose the word that has nearly the same meaning as the underlined word.

7. Mr. Emerson rebuff his coworker by refusing all offers of assistance.

- A. Snubbed
- B. Regretted
- C. Collected
- D. Alert

8. The Salvation Army has many services to help the city's indigent population.

- A. Import
- B. Needy
- C. Fortunate
- D. Young

This is a part of one ASVAB test. More Online resources can be found at http://official-asvab.com/samples_app.htm.

9. It was many years before church members could put the bitter schism behind them and move forward together.

- A. Secret
- B. Idol
- C. Belief
- D. Split

10. It didn't take long for the malcontent factory workers to voice their anger over the new rules.

- A. Developed
- B. Experienced
- C. Sympathetic
- D. Dissatisfied

11. Quitting his job with no prospects for new employment left Joseph in a precarious position.

- A. Practical
- B. Risky
- C. Tired
- D. Healthy

12. The word most opposite in meaning to foray is:

- A. Raid
- B. Retreat
- C. Species
- D. Pattern

13. The word most opposite in meaning to trite is:

- A. Enraged
- B. Famous
- C. Devilish
- D. Original

14. The word most opposite in meaning to precipitous is:

- A. Lavish
- B. Gradual
- C. Random
- D. Coarse

15. The word most opposite in meaning to subjugate is:

- A. Submit
- B. Risk
- C. Arrange
- D. Stretch

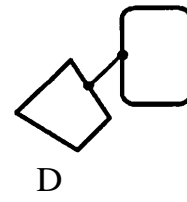
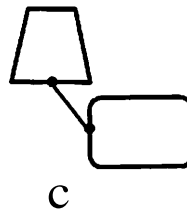
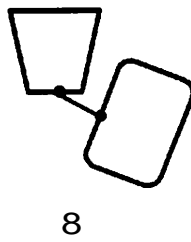
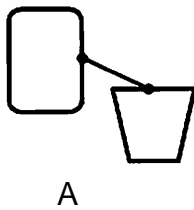
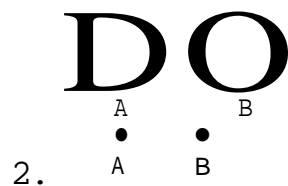
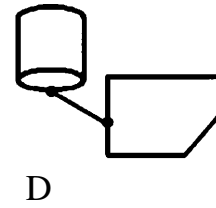
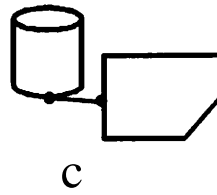
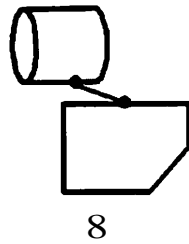
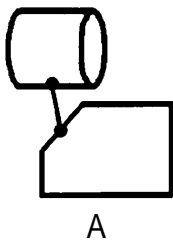
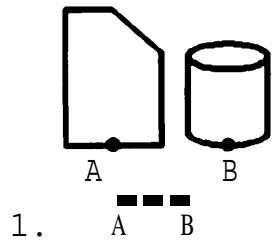
16. The word most opposite in meaning to brevity is:

- A. Goodness
- B. Ancestry
- C. Length
- D. Support

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Assembling Objects

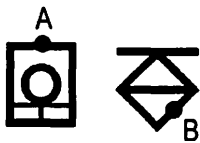
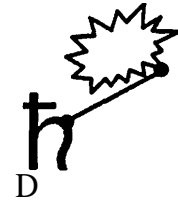
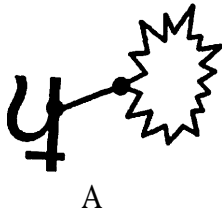
For each pair of labeled shapes in questions 1 to 8, choose the figure that shows the shapes connected correctly.



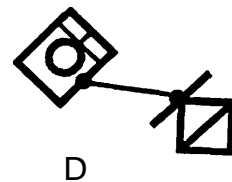
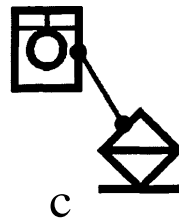
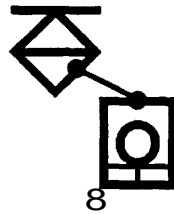
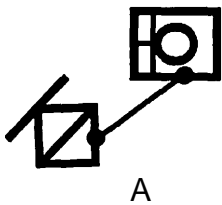
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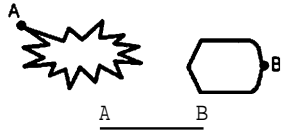
3. A B



4. A B



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5.

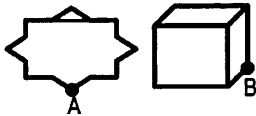
A

8



C

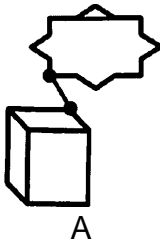
D



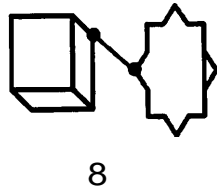
6.

A

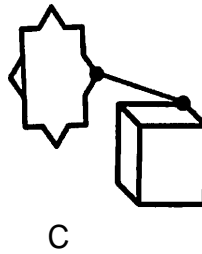
8



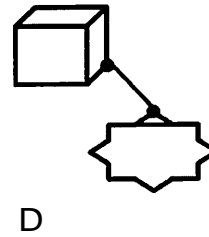
A



8

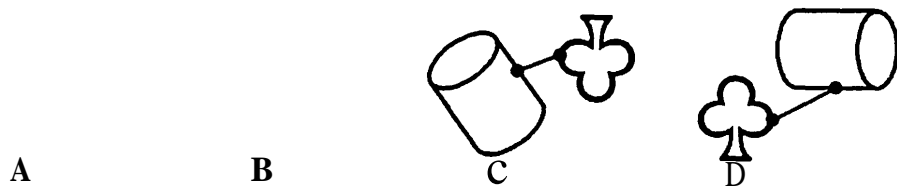
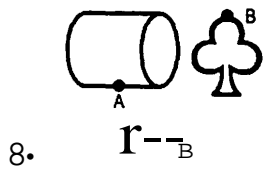
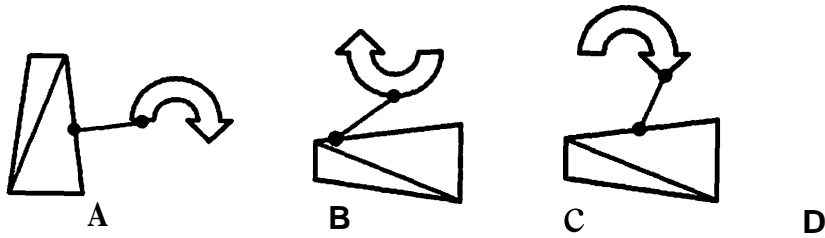
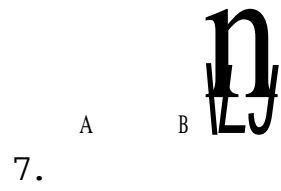


C



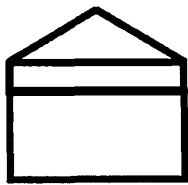
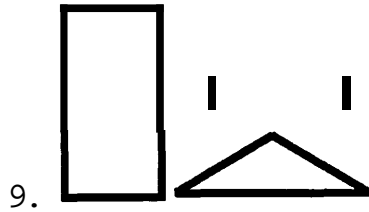
D

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For each set of shapes in questions 9 to 16, choose the figure that shows the shapes assembled into an object.



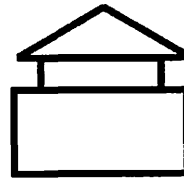
A



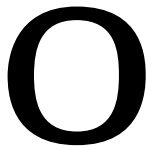
B



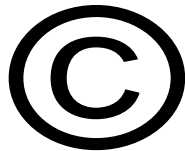
C



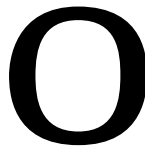
D



A



B

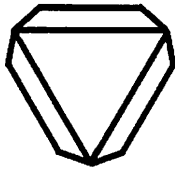
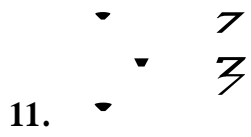


C



D

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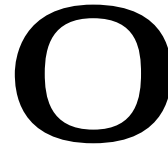
A



B



C



D

12. *CJD*
DG



A



B



C



D

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C:::r O

13. Qi)



A



B

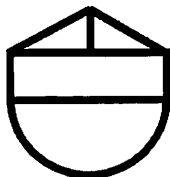


C



D

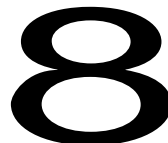
14.



A



B



C



D

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15. IZ12 >

V \J N. . . . V zj K
A B C D

16. Q 1 ▶ ||

A B C D

El abecedario de las carreras

Habilidades enseñadas:

El estudiante está aprendiendo acerca de la variedad de trabajos y carreras que existen.

Objetivo(s):

El estudiante tendrá una mejor idea de sus habilidades y las carreras que coincidan con esas habilidades.

Actividades



Actividades para apoyar a su hijo en casa

¿Puede su hijo o hija decirle el nombre de trabajos que comiencen desde la letra "A" hasta la "Z"? Ayúdelo a nombrar tantos como sea posible.

Encuentre en las revistas imágenes de personas que hacen trabajos y nombren el trabajo.

Si su hijo ha identificado un trabajo que le interesa, trabaje con su hijo para ayudarlo a entender las tareas individuales incluidas con tener ese trabajo. Trabaje con su maestro DOTS para utilizar O'Net e investigar más.

¿Tiene su hijo una carrera favorita en la que está interesado?

¿Sabe su hijo qué habilidades y capacitación se necesitan para la carrera en la que está interesado? Trabaje con su maestro DOTS para utilizar O'Net e investigar más.

Careers from A-Z

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A-Z List

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A

- [Accountant](#) - Accountants and auditors keep track of a company's money; managers look at the accountants' reports to see how well their companies are doing.
- [Actor](#) - Actors perform in stage, radio, television, video, or motion pictures. It's hard for most actors to find steady work. Only a few become famous "stars." They also teach in high school or college drama departments, acting conservatories, or public programs.
- [Actuary](#) - Actuaries deal with risk; they decide how likely things such as death, sickness and disability are to occur, as well as the costs of these things.
- [Air Traffic Controller](#) - Video explains what controllers do and how they direct planes at the airport.
- [Animal Keeper](#) - Juan is an animal keeper of the Asia Trail at the National Zoo. He talks about his daily duties and sloth bears.
- [Announcers](#) - Announcers, sometimes called deejays, present music, news, and sports and may provide commentary or interview guests about these topics or other important events.
- [Aquarium Curator and Herpetologist](#) - Find out what it's like being in charge of an aquarium and working with reptiles and amphibians.
- [Archeologists](#) - Joy and Kate are archeologists from the National Park Service. In this video, they talk about the tools they use and what they uncovered.
- [Archeologists](#) - Archeologists work by digging into sites and collections. When they excavate, archeologists use tools you might recognize.
- [Archeology and Anthropology Career Guide](#) - Anthropology is the study of human beings and it helps us to understand how cultures are different or alike and how they have changed. Archeology is the study of past human cultures. Learn more about a careers in anthropology and archeology.
- [Architect](#) - Tony is an architect at the General Services Administration. He talks about saving energy and how he became an architect.
- Army Dentist

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Meet Captain Ryan Romero. He talks about being a dentist and how to take care of your teeth.

[Army Dentist](#) - Meet Captain Ryan. He talks about being a dentist and how to take care of your teeth.

- [Artist](#) - Artists make art to express what they are feeling or thinking. They use many methods - drawing, painting, sculpting, even computers.
- [Astronaut](#) - Meet Kay. She talks about the space program and how she became an astronaut.
- [Athlete](#) - Professional athletes include baseball, football, basketball, and tennis players; golfers, ice skaters, skiers, stock car drivers, and rodeo riders: anyone playing a sport for money.
- [Aviation Careers](#) - Learn about careers that involve airplanes including air traffic controllers, airplane mechanics, flight attendants and more careers in aviation.

B

- [Bird Specialist - Ornithologist](#) - Sarah Stock is a wildlife biologist who studies birds. She talks about how she studies owls.
- [Bookkeeping Clerk](#) - Any organization that uses money has to keep records - records of where money came from and where it went; bookkeeping clerks keep and track these financial records.
- [Brain Scientist](#) - Meet Doctor Dave, a scientist who studies the brain and how addiction affects the brain.
- [Budget Analyst](#) - Budget analysts help public and private companies organize their finances. They prepare budget reports and monitor spending.

C

- [Car Mechanic](#) - Automotive service technicians and mechanics fix cars or light trucks.
- [Career Advice - Students and Career Advisors](#) - Tools to help you identify your interests, find careers that match your talents, explore education options and more.
- [Career Videos - CareerOneStop](#) - Find videos about 550 different jobs.
- [Carpenter](#) - Carpenters build many things from wood and other materials, like buildings and boats. They construct, erect, install, and repair structures and other fixtures.
- [Chefs and Head Cooks](#) - Chefs and head cooks oversee the daily food service operation of a restaurant or other food service establishment.
- [Chef at the White House](#) - Meet Cris Comerford and find out about her job as an executive chef at the White House.
- [Chemist](#) - Find out about a career in chemistry.
- [Childcare Worker](#) - Childcare workers teach and care for children while their parents are away. They play games, do art, and read books.

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- [CIA Museum: The People Behind the Magic](#) - Meet the people that make exhibits come to life and are the staff of the CIA Museum.
- [City \(Urban\) Planner](#) - City (urban) planners figure out the best way to use the land in cities and neighborhoods; they report on the best location for houses, stores, and parks.
- [Civil Engineer](#) - Civil engineers design things like roads, buildings, airports, tunnels, dams, bridges, or water supply and sewage systems.
- [Climate Science](#) - Learn about green jobs in recycling, renewable energy, engineering and earth science that monitor and help the planet.
- [Coach](#) - Coaches help people learn how to play a sport. They start by teaching them the basics and the proper form and technique.
- [Coder - Learn Coding and Build a Future](#) - Meet Elaine, a Front-End Developer at the General Services Administration and find out more about how you can start learning to code now!
- [Community Service - Catch the Spirit](#) - Ideas and information on how teens can help make their community a better place. (PDF)
- [Computer Hardware Engineer](#) - Computer hardware engineers research, design, develop, test, and oversee the installation of computer hardware.
- [Computer Information Technology](#) Learn more about careers supporting, programming, building and fixing computers and networks.
- [Computer Software Developer](#) - Computer software engineers apply computer science, engineering, and math to design, develop, and test software.
- [Computer Support Specialist](#) - Computer support specialists help people use computers.
- [Cost Estimator](#) - Cost estimators figure out how much a project or product will cost; this helps business owners and managers decide whether to build a structure or manufacture a product.
- [Curators, Museum Technicians and Conservators](#) - Experts preserving important records and artifacts, including works of art, documents, photographs, coins and historic objects.

D

- [Dancer](#) - Dancers express ideas, stories, rhythm, and sound with their bodies. Dancers work in musical shows, in folk, ethnic, tap, and jazz dances.
- [Database Administrator](#) - Data must be stored, organized, and managed. Database administrators work with database software to find ways to do this.
- [Dentist](#) - Meet Captain Ryan Romero. He talks about being a dentist and how to take care of your teeth.
- [Designer](#) - Designers have a desire to create; they mix knowledge with artistic ability. Designers focus in a specific area of design, such as cars or websites.
- [Desktop Publisher](#) - Using computers, these workers combine printed materials, numbers, pictures, and charts to prepare publications and booklets.

- [Developer](#) - Meet Elaine, a website developer with the General Services Administration. She helps make the government easy and available to everyone online.
- [Diplomat - Careers at the State Department](#) - Do you find the life of a diplomat interesting but don't know where to begin? You may just find what you're looking for.
- [Discovering Your Interests and Talents - GirlsHealth.gov](#) - Taking the time to think about your interests and abilities is the first step toward discovering what it is you want to do now or even later when you become an adult.
- [Doctor \(Physician\)](#) - Doctors treat injuries and sick patients. Doctors examine patients, find out patient's medical histories and give medications.
- [Dog Doctors - Choosing A Veterinary Career](#) - What are the duties of a veterinarian? Find out the answers.
- [Dog Trainer](#) - Meet Bridget. She's a canine handler with U.S. Customs and Border Protection. She trains dogs to search and find illegal drugs.
- [Drafter](#) - Drafters make drawings and plans; some plans show how to make objects like toys, toasters, and machinery or larger things like houses and office buildings.

E

- [Earth Science Careers](#) - Learn more about earth science careers.
- [Electrical Engineer](#) - Electrical engineers design new and better electronics; they also test equipment and solve problems.
- [Electrician](#) - Electricians bring us electricity. They put in the wires that carry electricity through houses, offices, and factories; they also fix electric machines.
- [Engineering](#) - Math, science and technology are as varied as they are exciting; find out more about the different fields in engineering.
- [Engineer Girl!](#) - At this cool site you can check out fun facts, learn about women in engineering and what you need to know to become one.
- [Engineering Technician](#) - Learn what engineering technicians do and how they help engineers and scientists do research and development.
- [Environmentally-Focused Jobs - EEK! - Career Zone](#) - Want a job that involves helping take care of our planet? Check out these careers.
- [Environmental Scientist](#) - Environmental scientists find and fix pollution and other environmental problems by figuring out what is in the air, water, and soil to make sure that our environment is safe.

F

- [Farmer](#) - Farmers grow crops and raise animals; they decide when to plant, fertilize, harvest, and sell crops.
- [Fashion Designer](#) - Fashion designers help create dresses, suits, shoes, and other clothing and accessories. Designers study fashion trends, sketch designs of clothing and accessories, select colors and fabrics, and oversee the final production of their designs.

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- [FBI Fitness Instructor](#) - Meet E.J. He talks about teaching at the FBI Academy and why you should keep moving.
- [FBI Investigator](#) - Special Agents have been investigating and catching spies for over 60 years! A spy is a person who keeps secret watch on another person or thing to get information.
- [Federal Wildlife Officer](#) - Meet Gabriel. He is an officer that protects wildlife for the U.S. Fish and Wildlife Service. Learn about his tools and what he does on patrol.
- [Financial Analyst](#) - Financial analysts help people decide how to invest their money.
- [Fire Archeologist](#) - A fire archeologist provides information on vulnerable plant or animal species, or cultural resources--before, during and after wildland fire incidents and prescribed burns.
- [Firefighter](#) - Firefighters put out fires, which is not as simple as it may sound. Fighting fires is dangerous and complex, and it takes organization and teamwork.
- [Fish Specialist - Marine Biologist](#) - Meet Carole. She specializes in studying tropical-marine and deep-sea fish and wildlife.
- [Fitness Trainers and Instructors](#) - Trainers plan and teach activities that people of all ages enjoy in their free time. This may include camping, sports, arts and crafts, dance, or drama.
- [Food Scientist](#) - Agricultural and food scientists look for the answers to questions about how farms can use less labor, control pests and weeds, conserve soil and water.
- [Foreign Service Officer - Future State - U.S. Department of State for Youth](#) - The State Department has embassies in more than 190 countries; find out how you can prepare for an exciting career as a diplomat or foreign service officer.

H

- [Health Care](#) - Find out about nursing, primary care, long-term care and more.
- [Health Care careers](#) - Explore your options as a specialist, therapist, nurse and more in the exciting healthcare field.
- [Human Resources Specialists](#) - Human resources assistants keep records of a company's employees and answer questions for employees.

I

- [Insect Conservation - Entomological Conservation Biologist - Forces of Change](#) - Learn about Terry Erwin's work with insects.
- [Information Technology](#) Learn more about careers supporting, programming, building and fixing computers and networks.

J

- [Judge](#) - Judges are in charge of trials; they make sure that trials are fair and they resolve differences between lawyers.
- [Junior Achievement - Student Center](#) - You've got quite a life in front of you. Much of it will be spent working. That's good news, because working in your chosen career field can be awesome.

L

- [Landscape Architect](#) - Learn more about the work landscape architects do.
- [Lawyer](#) - Lawyers give advice and represent people, businesses, or government agencies in court about legal issues.
- [Librarian](#) - Librarians help people find facts. They organize information and help people find books, magazines, videos, websites, and other information.
- [Loan Officer](#) - Loan officers help people apply for loans; this lets people do things like buy a house or a car, or pay for college.

M

- [Marine Biologist](#) - Meet Chris Meyer, a scientist from the National Museum of Natural History. He talks about the ocean and his favorite animal the cowrie snail.
- [Marine Biology Careers](#) - Find the answers to your questions about how to become a marine biologist.
- [Marine Pilot](#) - Meet Captain Pete Benning. He talks about what it's like to be a pilot and how to prepare for a mission.
- [Mathematicians](#) - Mathematicians use mathematical theory, computational techniques and the latest computer technology to solve economic, scientific, engineering, physics, and business problems.
- [Museum Technicians and Conservators](#) - These people prepare objects, such as fossils or skeletal parts, for museum collections and exhibits. They also restore documents or install, arrange, and exhibit materials.
- [Museum Work: Put Your Skills on Exhibit](#) - Meet Pam Hatchfield, conservator. She goes to work and she's helping to preserve a little piece of history.
- [Musician](#) - Musicians and singers compose, sing, and play music. They perform solo or as part of a group. They perform in sound studios and on stage.

N

- [NASA Careers](#) - Find out more about a career in space science.
- [Women @ NASA](#) - There are many math, science, and technology careers for women at NASA, and at this you can read profiles of NASA experts about their work days.

- [Nurse](#) - Nurses, also called registered nurses or RNs, take care of sick and injured people. They give medicine, treat wounds and give emotional support to patients and their families.
- [Nutritionist](#) - Meet Sasha, a registered dietitian nutritionist for the U.S. Department of Agriculture. She talks about how her job helps people eat healthy foods and teaches families how to keep track of what they're eating.

O

- [Oceanographer](#) - Meet Pablo Clemente-Colón. He is the chief scientist and oceanographer at the National Ice Center.
- [Oceanographer - Forces of Change](#) - Meet David Adamec. He's a physical oceanographer who has pioneered a new way of seeing the ocean.
- [Oceanographers - National Ocean Service](#) - Oceanography covers a wide range of topics, including marine life and ecosystems, ocean circulation and the chemical and physical properties of the ocean; learn more about careers in this field.
- [Outdoor Careers - Conservation Connect](#) - Video series that connects you with the great outdoors, wildlife species, and careers in protecting the environment.

P

- [Paralegal](#) - Paralegals, or legal assistants, help lawyers in their work. They investigate cases to make sure that lawyers know all of the important facts.
- [Park Ranger](#) - Rangers help protect parks and teach park visitors why parks are important and how to care for them.
- [Peace Corps - Learn About Volunteering](#) - Learn about the work and requirements for six program areas: education, youth and community development, health, business and information and communications technology, agriculture, and environment.
- [Peace Corps Volunteers](#) - Meet Laura and Rob Gray, former Peace Corps Volunteers. They talk about their experience in Zambia.
- [Pharmacist](#) - Pharmacists are experts in medicine and its side effects.
- [Photographer](#) - Photographers know how to choose the right tools to get the best picture. They use lights and lenses to create a picture.
- [Physical Therapists](#) - Meet 3 physical therapists at Walter Reed National Military Medical Center and learn how they help patients.
- [Physician \(Doctor\)](#) - Doctors treat injuries and sick patients. Doctors examine patients, find out patient's medical histories and give medications.
- [Physicist and Astronomers](#) - Physicists study the natural world, from what things are made of (matter) to how things behave; learn more about a career as a physicist.
- [Pilot](#) - Pilots fly people or cargo from place to place. Some pilots test new planes, fight fires, do police work, or rescue people who are hurt or in danger.
- [Pilot](#) - Find out more about aviation careers including becoming a pilot.

<https://kids.usa.gov/teens/jobs/a-z-list/index.shtml>

- [Pilot for the Marines](#) - Meet Captain Pete Benning. He talks about what it's like to be a pilot and how to prepare for a mission.
- [Plant Specialist - Botanist](#) - Meet Martin, who is the manager of Yosemite National Park's plant program.
- [Police Officer](#) - Police officers and detectives enforce laws. They catch criminals, collect evidence and testify in court.
- [Principal](#) -Elementary, middle, and high school principals coordinate curricula, oversee teachers and other school staff, and provide a safe and productive learning environment for students.
- [Prosthetist](#) - Meet David. He works with patients with amputated limbs. He talks about what he likes about his job and how a prosthetic arm and leg are created.
- [Psychologist](#) - Psychologists study the human mind. They also try to explain why people act as they do. They do research to test their ideas about people's actions.

R

- [Rare Book Conservator](#) - Meet Yasmeen Khan. She helps restore old books at the Library of Congress in Washington DC.
- [Real Estate Agent](#) - Real estate agents help people buy and sell houses.
- [Recreational Therapist](#) - Recreational therapists help people who are sick or hurt to get active again. They use sports, games, arts, crafts, and music to help patients.
- [Reporter](#) - Reporters gather information and write news stories. These stories appear in newspapers, magazines television and online.
- [Research Chef](#) - Research chefs create new foods for restaurant chains, coffee shops, and food manufacturing companies. They use both culinary training and knowledge of food science.
- [Restaurant Careers](#) - Learn about four careers: cooks, executive chefs, servers, and bartenders.

S

- [Science Careers at the National Institute of Health](#) - If you're curious, like numbers, and like to know how things work maybe you should become a scientist!
- [Scientists - Brain Scientist](#) - Meet Doctor Dave, a scientist who studies the brain and how addiction affects the brain.
- [Scientists @ the Smithsonian](#) - Meet different scientists including animal specialists, space scientists and more.
- [Sea Career Profiles](#) - Find career profiles of jobs studying the ocean and atmosphere including marine biology, meteorology and more with corresponding lesson plans.
- [Secretary](#) - Secretaries make appointments, take notes, write letters and answer the phone.

- [Social Worker](#) - Social workers help people overcome problems and make their lives better. They work with people who are homeless, sick, or having family problems.
- [Space Jobs - Space Place Live](#) - Meet real scientists who work on space projects to find out what it's like to work as a scientist or engineer.
- [Statistician](#) - Statisticians help to design surveys and experiments; they also collect, analyze, and interpret numerical data.
- [Surveyor](#) - Surveyors do different types of work - some measure land, air space, and water areas - some describe where a certain area of land is.
- [Systems Analyst](#) - These workers figure out how to use computers to get things done. They tell businesses and other organizations which computers and software to buy, and they decide how to get those tools to work together.

T

- [Teacher](#) - Educates and prepares students for future schooling by teaching them a variety of subjects like math, science, and reading.
- [Television Jobs](#) - Learn more about the jobs of the camera operators, directors, producers, and technicians at a television station.
- [Theater Jobs](#) - Find out about what it takes to work in theater, including actors, playwrights, directors, costumers and more.

V

- [Veterinarian](#) - Megan talks about her job with working dogs and why your dog's teeth need to stay healthy.
- [Veterinarians at Work](#) - Over 3000 veterinarians work for the federal government. Federal veterinarians also have important jobs with the NASA, the Food and Drug Administration and the Center for Veterinary Medicine.
- [Volunteer - Catch the Spirit: A Student's Guide to Community Service](#) - Ideas and information on how teens can help make their community a better place. (PDF)

W

- [Web Developer](#) - web developers use information technology (IT) to advance their company's goals.
- [Wildlife Biologist](#) - Wildlife biologists study animals and other wildlife and how they interact with their environment. Learn about what it takes to be a wildlife biologist and how to protect wildlife animals.
- [Wildlife Officer](#) - Meet Gabriel. He is an officer that protects wildlife for the U.S. Fish and Wildlife Service. Learn about his tools and what he does on patrol.

- [Working at the San Diego Zoo](#) - There are so many jobs you can do at the zoo. Learn about working with animals, plants, science, conservation, and much, much more.
- [Working for the Great Outdoors - A Day In The Life](#) - Take a closer look at just what it's like "on the job" for people of the Forest Service.
- [Writer](#) - Writers write stories or they write about things that really happened. They write books, articles and they write for radio and television.

Y

- [Youth Engagement Through Science \(YES\) Program](#) - Meet student interns from the YES Program, part of the Smithsonian Institution. Students get to work in museums and get hands-on experience, working with scientists, educators and researchers.

Z

- [Zoo Keepers](#) - Meet Kristen and Juan, zoo keepers at the National Zoo. They talk about creating natural habitats, how they train the animals and what you can do to get started.

Page last updated: May 22nd, 2017

Tienes tu primer cheque de pago

Habilidades enseñadas:

Los estudiantes recibirán instrucción sobre el cobro y el depósito de cheques de pago, el uso de cuentas de cheques y ahorros y la importancia

Objetivo(s):

El estudiante abrirá una cuenta bancaria y decidirá el presupuesto que mejor le convenga.

Actividades



Actividades para apoyar a su hijo en casa

Lleve a su hijo al banco y muéstrole cómo depositar o cobrar un cheque.

Abra una cuenta de ahorros con su hijo.

Exponga a su hijo al costo de la vida diaria: pago del alquiler, comestibles y servicios públicos.

Mire un talón de cheque de pago con su hijo y ayúdelos a identificar los impuestos, las deducciones, las cantidades brutas y netas.

Pida a su hijo que desarrolle un presupuesto para sus gastos.



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Sample Monthly Budget for Teens

Making a Budget

Making a budget is the most important step in controlling your money.

A budget allows you to track your **Income** (the money that you have) and your **Expenses** (the money you spend). By writing down your monthly income and expenses, you can see how much money you expect to have for the month and plan for how much you can spend.

The First Rule of Budgeting

The first rule of budgeting is simple: *Spend less than you earn!*

If you earn \$150 a month from your job, and earn another \$50 from your allowance or birthday money, your income for the month is \$200. If your savings account earns another \$5, your total income is \$205.

Now you know that you have to spend less than \$205 for the entire month.

Structuring Your Budget

1: Determine your Income.

Estimate all “incoming” money, including salary from a job, allowance from your parents, and birthday money.

2. Estimate Required Expenses.

Required expenses include taxes and bills that you *must* pay. Required bills may include your cell phone bill and gas money to drive to work or school. You should also include payment to your savings in the “Required Expenses” category. Whether you are saving for something specific (like a car or college) or just tucking money away for the future, it is critical that you get in the habit of paying yourself first! Even a few dollars each month helps build your savings.

3. Estimate Discretionary Expenses

After you have paid your Required Expenses, you can use the money left over for some fun! Discretionary Expenses may include clothes, shopping, pizza, video games, gifts and any other expenditures that are considered “optional”.

Review the following Sample Budget on page 2, and then make your own monthly budget using the worksheet on page 3. Stay within your budget, pay yourself first, and you will always be in control of your Money and Stuff!



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of your future*

Sample Monthly Budget for Teens

Negative amounts are (in parentheses)

Category	Monthly Budget	Actual Amount	Difference
INCOME:	Estimate Your Income	Your Actual Income	
Wages/Income Paycheck, Allowance, Birthday Money, etc.	\$200	\$210	\$10
Interest Income From Savings Account	\$5	\$4	(\$1)
INCOME SUBTOTAL	\$205	\$214	\$9
EXPENSES:	Estimate Your Expenses	Your Actual Expenses	
Savings			
Savings Account	\$10	\$10	\$0
Bills			
Taxes - From Paycheck	\$30	\$32	(\$2)
Rent/Mortgage	\$0	\$0	\$0
Utilities Electric, Cell Phone, etc.	\$30	\$30	\$0
Groceries/Snacks	\$15	\$12	\$3
Car			
Car Payment	\$0	\$0	\$0
Car Insurance	\$0	\$0	\$0
Gasoline	\$20	\$25	(\$5)
Shopping			
Clothes	\$40	\$35	\$5
Other Shopping	\$10	\$0	\$10
Fun			
Entertainment Movies, Pizza, Video Games, Bowling, etc.	\$20	\$25	(\$5)
Other Expenses Ski Club: \$10	\$10	Ski Club: \$10	\$0
EXPENSES SUBTOTAL	\$185	\$179	\$6
NET INCOME Income Minus Expenses	\$20	\$35	\$15!



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Your Monthly Budget
(Fill in the spaces using the Sample Budget as a guide)

Category	Monthly Budget	Actual Amount	Difference
INCOME:	Estimate Your Income	Your Actual Income	
Wages/Income Paycheck, Allowance, Birthday Money, etc.			
Interest Income From Savings Account			
INCOME SUBTOTAL			
EXPENSES:	Estimate Your Expenses	Your Actual Expenses	Difference
Savings			
Savings Account			
Bills			
Taxes - From Paycheck			
Rent/Mortgage			
Utilities (Electric, Cell Phone, etc.)			
Groceries/Snacks			
Car			
Car Payment			
Car Insurance			
Gasoline			
Shopping			
Clothes			
Other Shopping			
Fun			
Entertainment (Movies, Pizza, Video Games, Bowling, etc.)			
Other Expenses			
EXPENSES SUBTOTAL			
NET INCOME Income Minus Expenses			



UNDERSTANDING YOUR PAYCHECK

METHODS FOR PAYING EMPLOYEES

Receiving a paycheck, especially if it is an individual's first, can be the highlight of a person's day. However, many are often shocked when they learn almost 31% of their paycheck is missing. By learning about paychecks, paycheck deductions, and required employment forms, a person will be able to understand the amount received on their paycheck and ensure they have been paid the correct amount from the employer for the time worked.

There are three ways an employer may handle paying his/her employees:

1. **Paycheck**— This is the most common method. The employer physically provides the employee with his/her paycheck. The paycheck stub is attached to the paycheck to show the deductions. The employee is responsible for handling the paycheck.
2. **Direct Deposit**— Employers directly deposit the employee's paycheck into his/her authorized account. On payday, the employee receives a paycheck stub detailing the paycheck deductions. This method is more secure because there is no direct handling of the check and the employee knows exactly which day his/her paycheck will be deposited and available for use.
3. **Payroll Card**— The third and newest way is by using a payroll card. A payroll card is a prepaid card that is offered to employees as an alternative to paper paychecks or directly depositing wages into an employee's financial institution account. Most payroll cards are smart cards, which have money electronically loaded onto them each pay period with funds



Regardless of which method employees choose to receive their payment, it is important for the employee to understand paycheck deductions taken out of a paycheck and what they are used for.

automatically deducted from the balance when a purchase is made. Payroll cards function similarly to a debit card, except the funds are not linked to a checking account. The funds are directly deposited by an employer into an account at a financial institution that is linked to the payroll card. Once the employee's wages are credited to an account, the employee can use the card for ATM withdrawals or to make purchases.

PAYROLL CARD FEES

There may be numerous fees associated with payroll cards. The number and amount of fees depends upon the financial institution. For example, some payroll cards offer just one ATM withdrawal per pay period free of charge, while others offer three to five withdrawals free of charge. Employers can negotiate with financial institutions to reduce the number of fees and some employers will pay all or part of the payroll card fees. Therefore, it is important for employees to obtain a list of all fees before signing up to use a payroll card.



The following are examples of fees charged by payroll card companies:

- monthly or annual fee;
- ATM fee;
- inactivity fee;
- fee after a specific number of transactions have been used;
- replacement fee if the card is lost, stolen, or destroyed;
- load fee (when funds are placed on the card account);
- point of sale (POS) fee for using the card at a point of sale terminal, or an electronic payment processor.

CONSUMER PROTECTION WITH PAYROLL CARDS

Payroll card users are protected through Regulation E, or the Electronic Fund Transfer Act. If a payroll card is stolen or fraudulent transactions are completed, the payroll card holder is liable for only \$50 if the lost or stolen card is reported to the sponsoring financial institution within 48 hours. The FBI estimates that over four million paper paychecks are stolen annually (Visa USA, Inc.). Considering there is no legal protection for consumers whose paychecks have been stolen, Regulation E provides safety and protection for payroll card holders.

Safety tips to follow when using a payroll card include memorizing the Personal Identification Number (PIN) and not giving it out to anyone. Also, if a payroll card is lost or stolen, it should be reported to the sponsoring financial institution immediately.



UNDERSTANDING YOUR PAYCHECK—PAYROLL CARDS CONTINUED

PAYROLL CARD BENEFITS

There are many benefits for both employers and employees to use payroll cards.

FOR EMPLOYERS

- lower internal costs: the costs associated with producing, handling, and distributing paychecks is eliminated.

FOR EMPLOYEES

- Increased safety: payroll cards reduce the need to carry large amounts of cash.
- 24 hour access to funds and the ability to make online purchases easily.
- No check cashing fees each pay period which costs unbanked Americans roughly \$8 billion annually (Visa USA, Inc.).
- Access to an electronic monthly statement of transactions—a great money management tool
- Option of a second card: allowances for children, send money internationally to family without additional hassle



Financial institutions benefit from the payroll card arrangement because many unbanked consumers who begin to use a payroll card become traditional financial institution account users. In addition, financial institutions profit from the fees charged to employees, employers, and merchants.

FORM I-9

The Form I-9 is the Employment Eligibility Verification Form is used to verify the eligibility of individuals and to avoid hiring undocumented workers. All employees, citizens, and non-citizens must complete a Form I-9 at the time of hire. Employees must provide documentation which establishes identity and employment eligibility. Examples include a driver's license, passport, Social Security card, and birth certificate.

FORM W-4

Regardless of the job, every new employee will be asked to complete a Form W-4 also known as an Employee's Withholding Allowance Certificate. The information provided on this form determines the percentage of gross income to be withheld for taxes. Federal taxes are the largest deduction on an individual's income.

On the Form W-4, the federal government allows taxpayers to claim certain allowances. An allowance is used to determine the amount of federal taxes withheld from the paycheck. An employee may claim a personal allowance if no one else claims them as a dependent. A dependent is a person who relies on the taxpayer for financial support.

FORM W-2

The Form W-2 is also known as a Wage and Tax Statement. It states the amount of money earned and taxes paid throughout the previous year. The Form W-2 is used to file taxes. By January 31, employers should mail a Form W-2 to each employee for the previous year.

The Internal Revenue Service is the governmental agency responsible for collecting federal taxes, issuing regulations, and enforcing tax laws written by the United States Congress. The amount of taxes withheld from an individual's paycheck depends upon his/her income and information provided on the Form W-4.

Payroll cards have no check cashing fees, which costs unbanked Americans roughly \$8 billion annually (Visa USA, Inc.).

TAXES

Monetary deductions are subtracted for mandatory systematic taxes, employee sponsored medical benefits, and/or retirement benefits. Taxes are compulsory charges imposed on citizens by local, state, and federal governments used to fund public goods and services. The United States tax system operates on an ongoing payment system. This means as a person earns income, taxes are paid immediately on the income. There are two types of taxes: progressive and regressive.

Progressive taxes take a larger percentage of income from high income taxpayers. The more a person earns, the more he/she pays in taxes. Examples include Federal and State taxes.

Regressive taxes are not based on one's ability to pay. As income rises, the tax percentage remains the same or decreases. Higher income taxpayers are proportionally charged less. Examples include Medicare and Social Security.



READING A PAYCHECK STUB

<i>On-The-Go</i>				
Employee Beakens, Joe	SSN 201-92-4856	Check # 164	C	Check Amount \$1,102.98
Employee Address 293 Michael Grove Billings, MT 59102				
B	Pay Type- Gross Pay D	Deductions	Current	Year-to-date J
	\$1,353.33	Federal Withholding E	\$106.00	\$636.00
		State Withholding F	\$40.82	\$244.92
		Fed OASDI/EE or Social Security G	\$83.91	\$503.46
		Red MED/EE or Medicare	\$19.62	\$117.72
		Medical H	\$0.00	\$0.00
	401 K I	\$0.00	\$0.00	
	Totals		\$250.35	\$1,502.10
A Pay Period 6/11/2006-7/11/2006				

A typical paycheck has two parts: the actual check and a paycheck stub. A paycheck stub lists the paycheck deductions as well as other important information including:

Personal Information—States the employee's full name, address, and social security number.

- A. **Pay Period**—The length of time for which an employee's wages are calculated usually weekly, bi-weekly, twice a month, or monthly.
- B. **Gross Pay**—The total amount of money earned during the pay period before deductions. If a person earns an hourly wage, gross pay is calculated by multiplying the number of hours worked by the wage. For example, if a person works 45 hours in a pay period earning \$6.25 per hour, his/her gross pay would be \$281.25. If a person is on salary, earning a set amount for a specified time period, the gross pay is the salary amount divided by the specified time period. For example, if a person earns \$24,000.00 per year, his/her gross pay would be \$2,000.00 per month.
- C. **Net Pay**—The amount of money left after all deductions have been withheld from the gross pay earned in the pay period.
- D. **Deductions**—The amount of money subtracted or deducted from the gross pay for mandatory systematic taxes, employee sponsored medical benefits, and/or retirement benefits.
- E. **Federal Withholding Tax**—The amount required by law for employers to withhold from earned wages to pay taxes. This represents the largest deduction withheld from an employee's gross income. The amount withheld depends upon two things: the amount of money earned and the information provided on the Form W-4.
- F. **State Withholding Tax**—The percentage deducted from an individual's paycheck to assist in funding government agencies within the state. The percentage of deduction depends upon the amount of gross income the employee has earned.
- G. **FICA (Federal Insurance Contribution Act)**—This tax includes two separate taxes: Fed OASDI/EE or Social Security and Fed MED/EE or Medicare. These two taxes can be combined as one line item or itemized separately on a paycheck stub.
- **Fed OASDI/EE or Social Security**—The nation's retirement program. This tax helps provide retirement income for elderly and pays disability benefits. Social Security taxes are based upon a percentage (6.2%) of the employee's gross income. The employer matches the contribution made by the employee.
 - **MED/EE or Medicare**—The nation's health care program for the elderly and disabled. This tax provides hospital and medical insurance to those who qualify. Medicare taxes are based upon a percentage (1.45%) of the employee's gross income.
- H. **Medical**—The amount taken from the employee's paycheck for medical benefits. This occurs when the employer has a medical plan for employees, but does not pay full coverage for his/her benefits.
- I. **Retirement Plan**—The amount an employee contributes each pay period to a retirement plan. A specified percentage of the contribution is often matched by the employer. This may be a 401K, state, or local retirement plan.
- J. **Year-to-Date**—Totals all of the deductions which have been withheld from an individual's paycheck from January 1 to the last day of the pay period indicated on the paycheck stub.

Comportamientos apropiados para el trabajo

Habilidades enseñadas:

El estudiante está aprendiendo sobre las responsabilidades y la ética de trabajo que los mantendrán empleados tales como, buena asistencia, honestidad, y anticipar el trabajo que se necesita hacer.

Objetivo(s):

El estudiante debe practicar las cualidades de un buen empleado, mientras sigue asistiendo a la escuela para que estos hábitos se vuelvan habituales después de la graduación.

Actividades



Actividades para apoyar a su hijo en casa

Discuta la importancia de la buena asistencia y puntualidad en la escuela y trabajar con su hijo.

Discuta la importancia de llevarse bien con los demás en el trabajo.

Discuta la importancia de mantener un trabajo. ¿Es posible que sea difícil encontrar otro trabajo? Discuta la idea de mantener su trabajo mientras busca un nuevo trabajo.

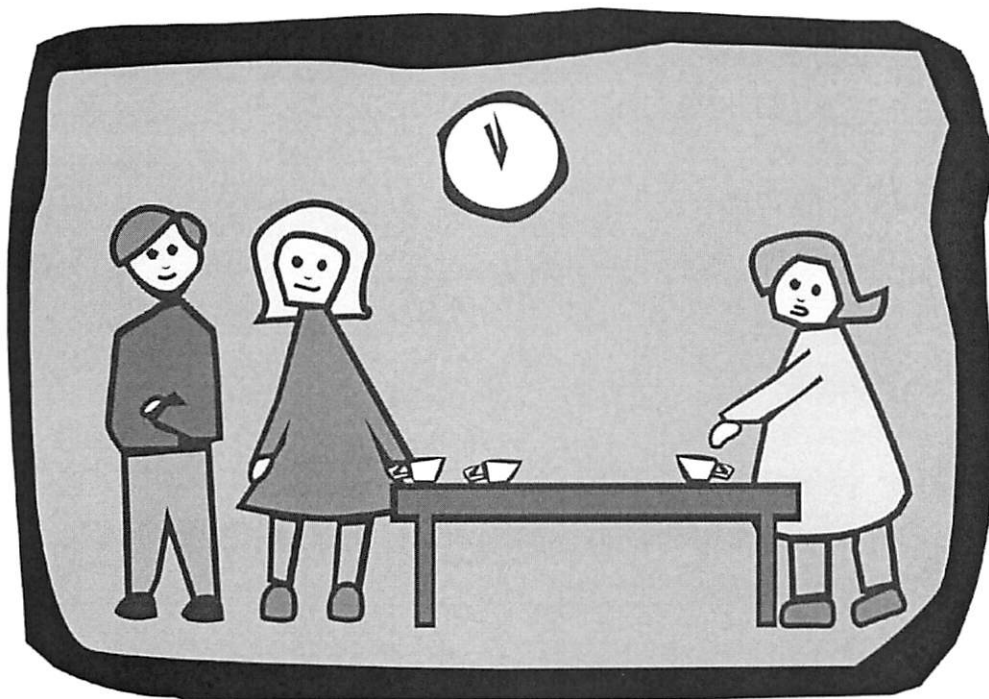
Discuta la importancia que tienen en el trabajo tanto la personalidad como las aptitudes.

Discuta las cualidades que hacen que una persona sea buen empleado desde su perspectiva.

Scenarios

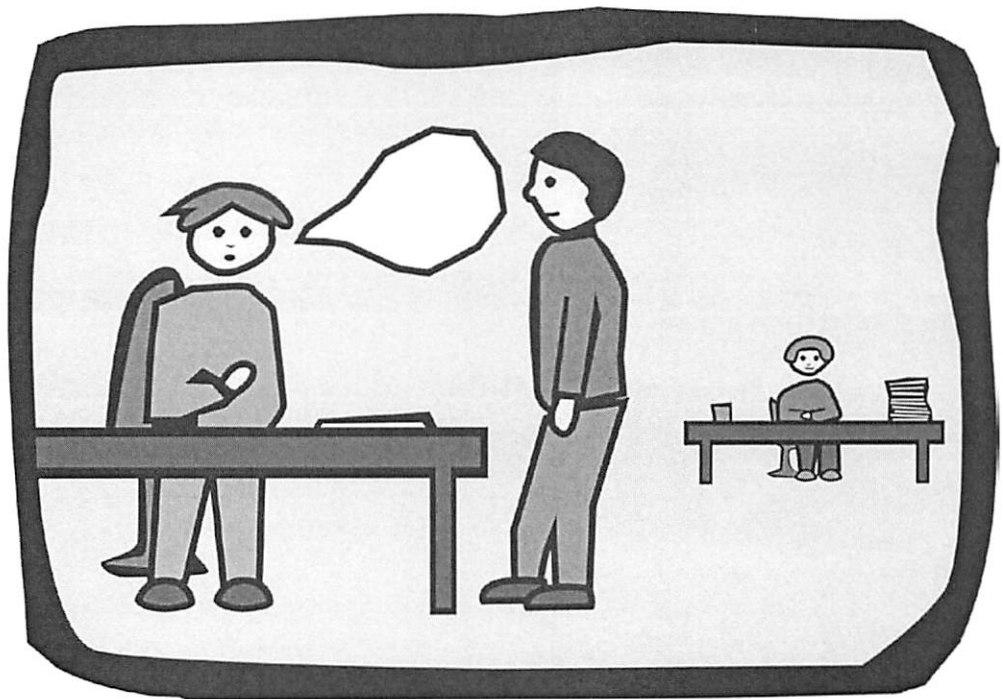
Punctuality

- ▶ Talk about breaks that can be taken in the workplace.
- ▶ Discuss with learners how they would feel if they went back to work, but others took an extra five minutes break.
- ▶ How can workflow be disrupted if people take extended breaks?



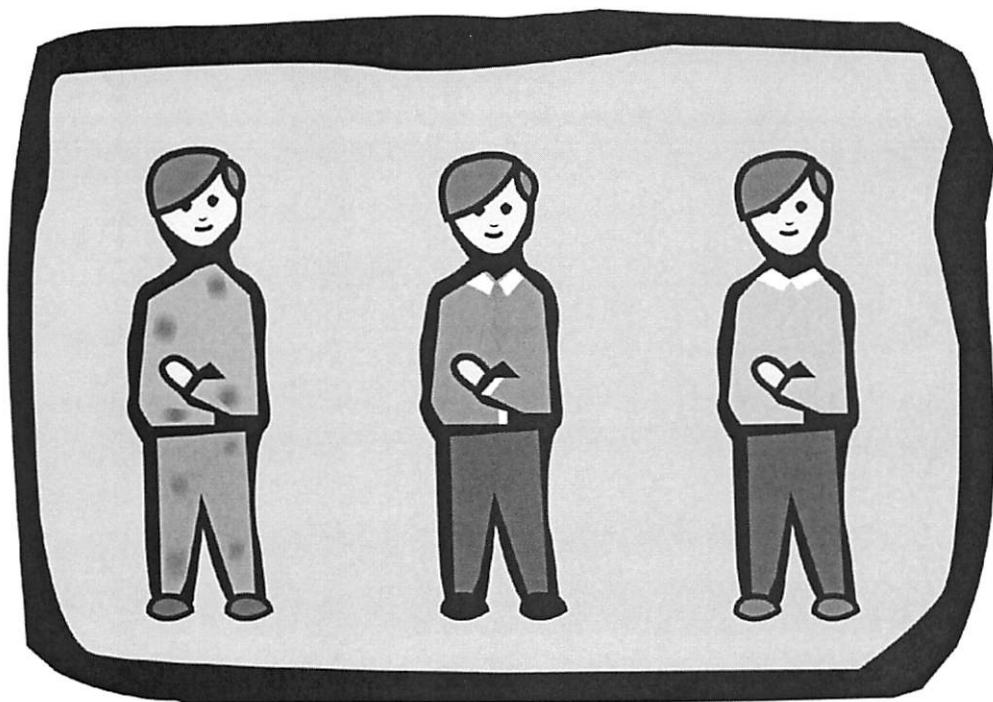
Language

- ▶ Talk about what is, and is not, acceptable language in the workplace.
- ▶ Discuss appropriate language in your workplace.



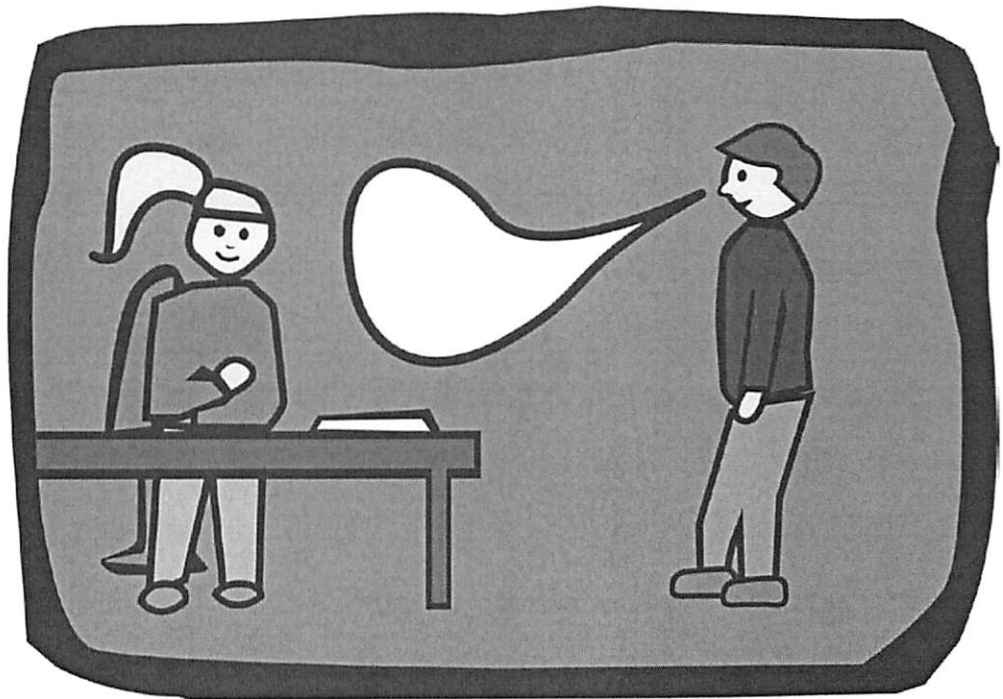
Work clothes (male and female)

- ▶ Identify and discuss the work clothes that are appropriate in your workplace. These might include uniforms, protective clothing, and so on.
- ▶ Identify occupational health and safety reasons for choosing work clothes, for example, durability, protection and cleanliness.
- ▶ Discuss what is considered 'too dirty' or inappropriate to be worn to work in your workplace.



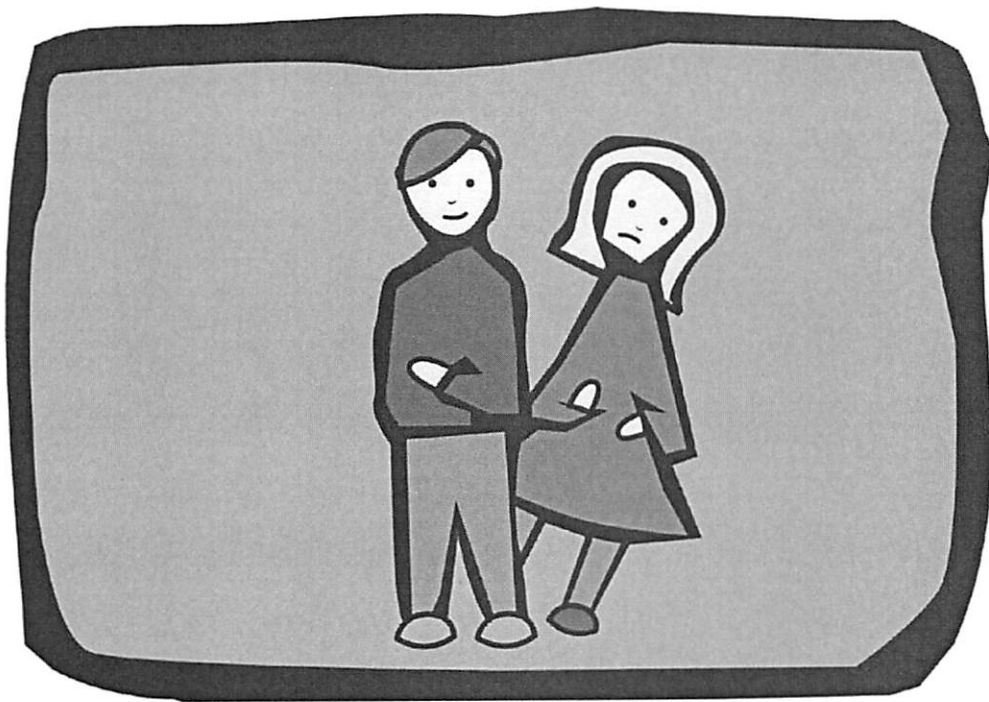
Over-socialising

- ▶ Discuss what over-socialising in the workplace means.
- ▶ Ask learners to identify occurrences of over-socialising and how they resolved them.



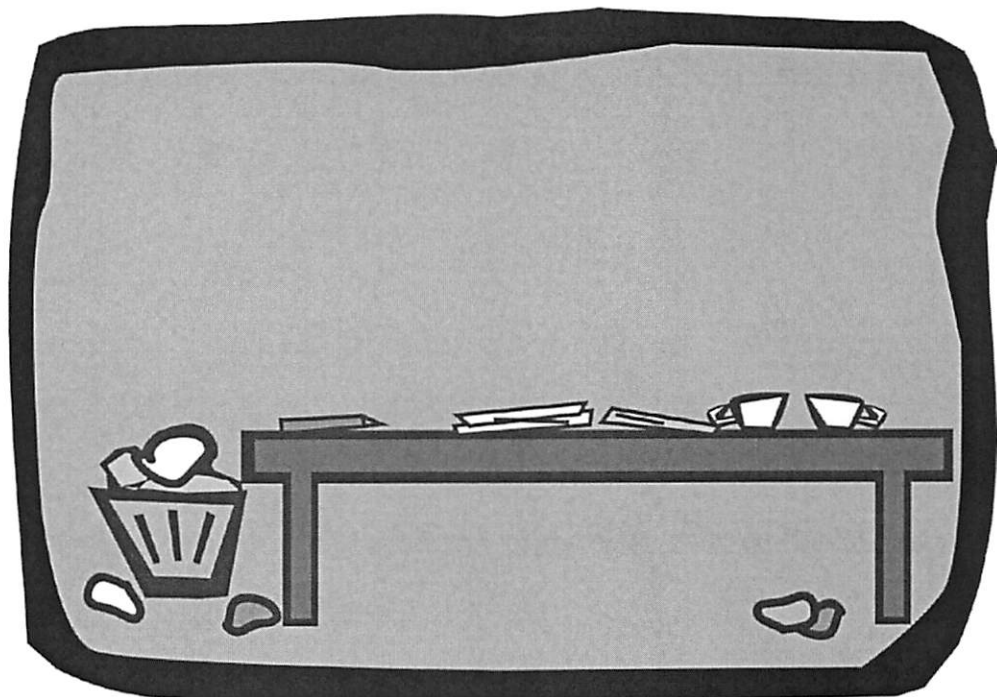
Personal space

- ▶ Discuss what personal space is and how it is different for different people.
- ▶ Discuss the importance of respecting the personal space of others.



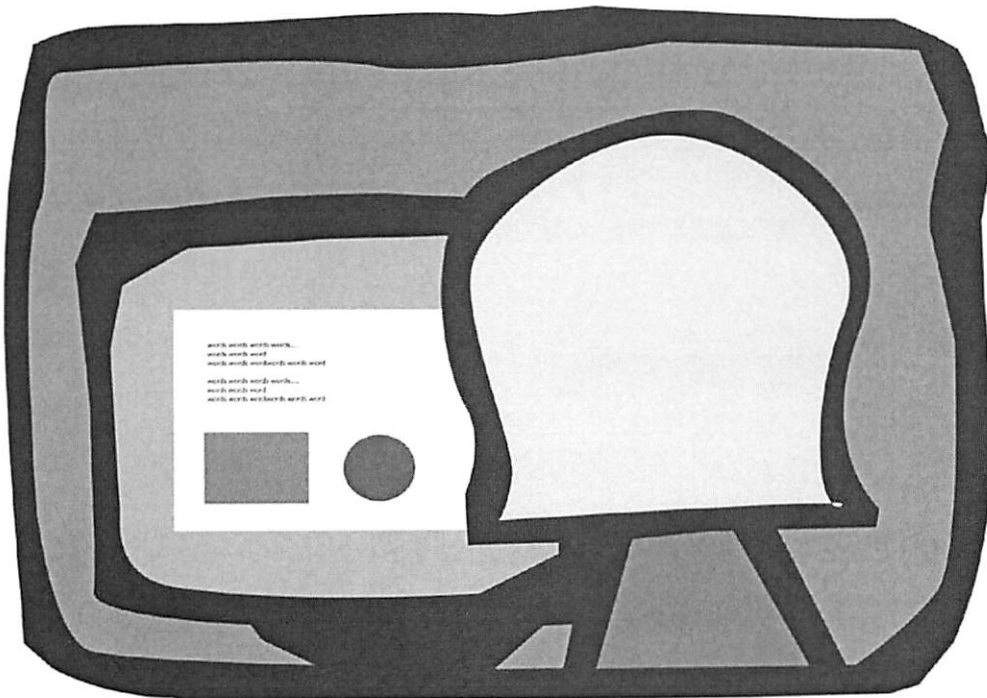
A tidy work space

- ▶ Discuss the importance of tidy work spaces in the workplace.
- ▶ If possible, identify untidy work spaces and recent workplace occurrences as a result of these.
- ▶ Identify how an untidy work space could be a workplace hazard.
- ▶ Discuss with learners the differences between being organised and disorganised in the workplace.
- ▶ Discuss with learners the differences between being efficient and being inefficient in the workplace.
- ▶ Discuss tidiness and workplace efficiency with learners.



Using email

- ▶ Discuss why a workplace provides Internet and email for staff and employees.
- ▶ Discuss appropriate email and Internet usage at work.
- ▶ Discuss material that is not appropriate to have on a work computer or use a workplace computer for.
- ▶ Discuss with learners what they should do if they receive an inappropriate email.



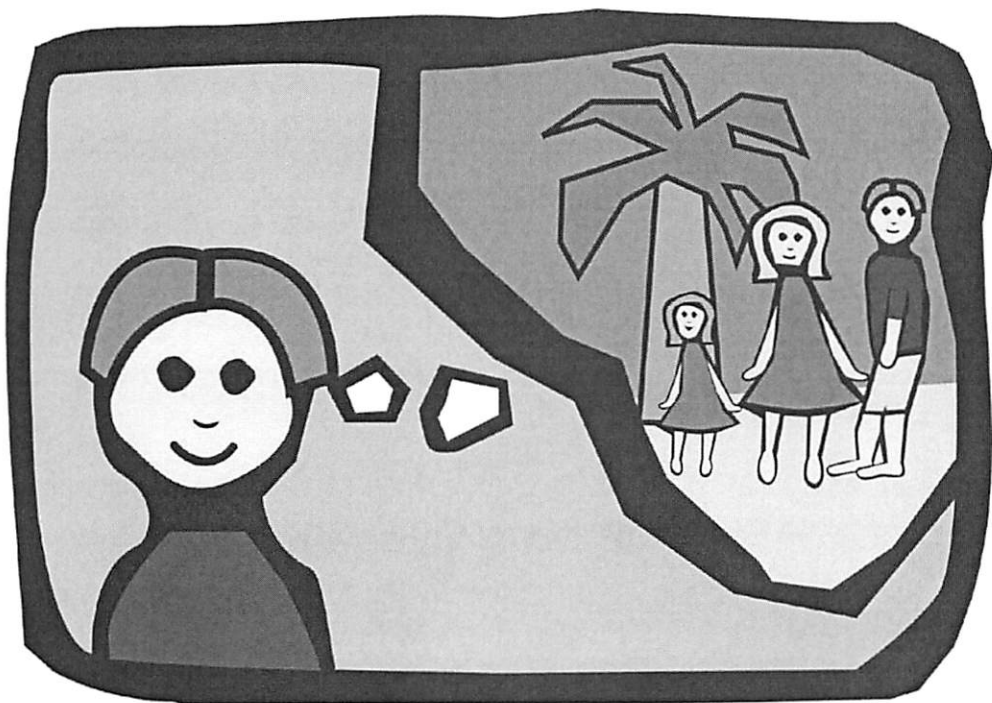
Borrowing equipment

- ▶ Discuss with learners what they would think if they saw someone leaving work with work equipment in their bag.
- ▶ Discuss with learners how they would feel if someone borrowed and used some of their belongings without asking.
- ▶ Why is it important to have rules in the workplace about borrowing equipment?



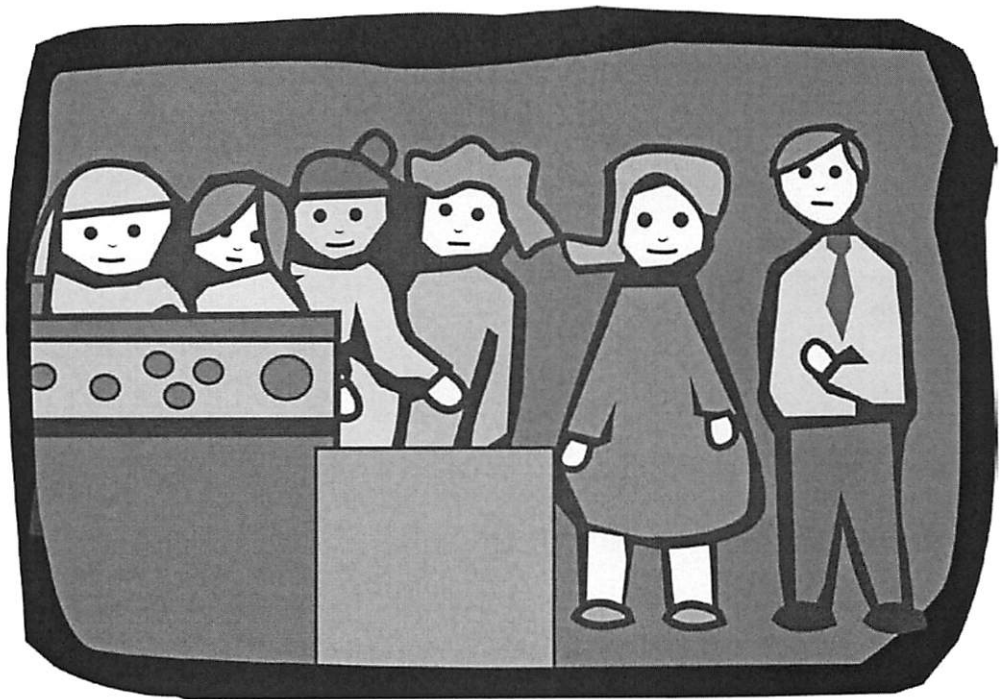
Following the leave process

- ▶ Discuss with learners why a supervisor needs to know when an employee is not going to be at work.
- ▶ Discuss with learners the differences between sick leave and annual leave.
- ▶ Explain that employees earn leave just as they earn pay. It is theirs to use when they choose but there is a process to follow.
- ▶ Explain the leave process in the workplace.



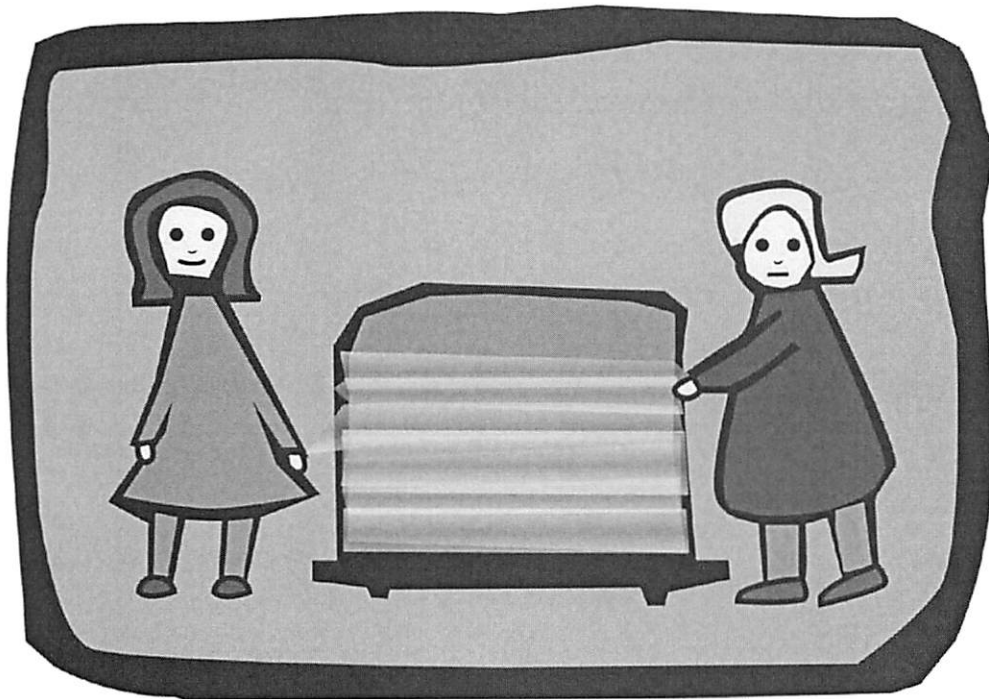
Being open and honest

- ▶ Discuss an example of openness and honesty that saved a situation or resolved a problem.



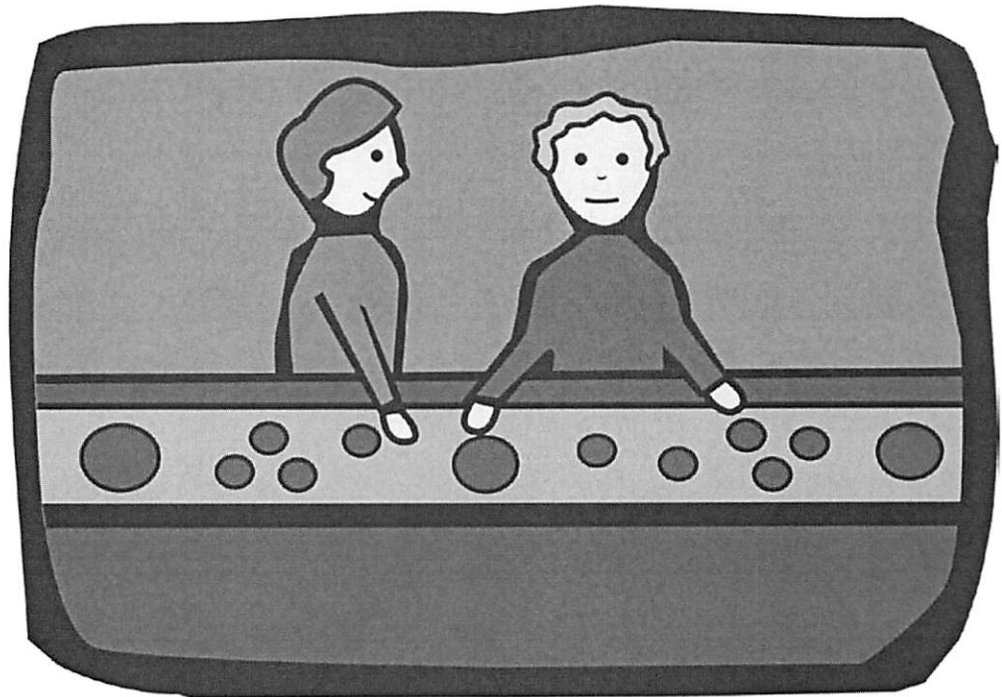
Solving problems

- ▶ Use recent workplace examples to discuss problem solving and highlight positive outcomes.
- ▶ Talk with learners about the importance of dealing with a problem rather than ignoring it.
- ▶ Discuss the difference between problems employees can solve themselves and problems they should report to their supervisor. Resources in the 'When I'm at work' series have been developed to help supported employees identify a process for solving problems.



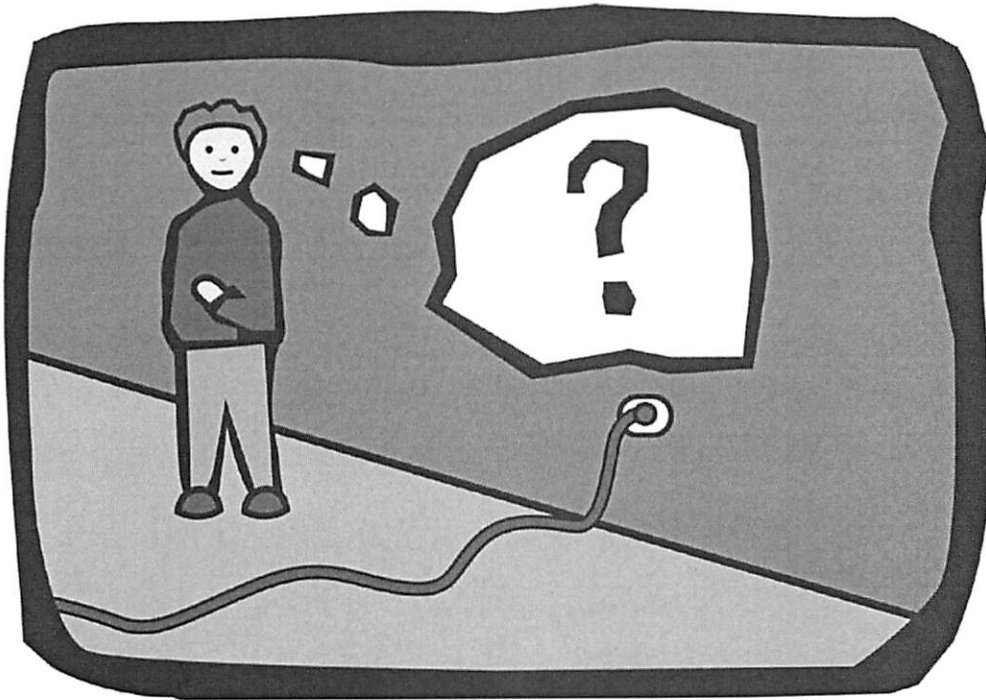
Accepting direction

- ▶ Discuss an example of when direction was not accepted well. Discuss the outcome.
- ▶ Discuss examples of when direction was accepted well.



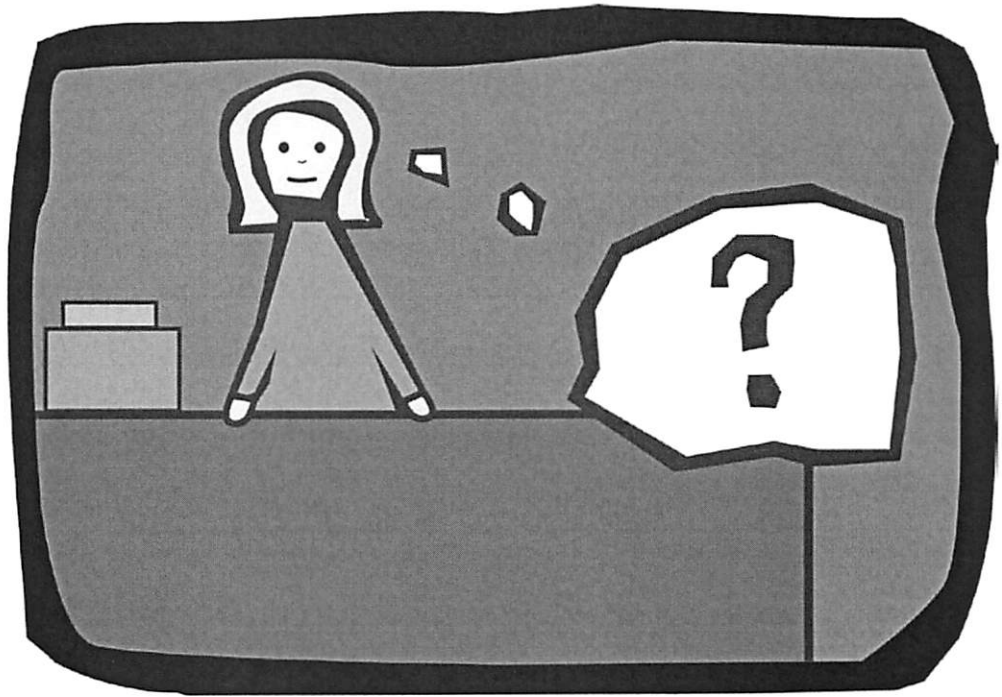
Fixing workplace hazards

- ▶ Ask learners to list some workplace hazards.
- ▶ Ask learners what they would do if they found some of these hazards in the workplace.
- ▶ Identify the difference between hazards that learners should fix and hazards they should report.



Doing things the right way

- ▶ Provide an example of when something was not done the right way in the workplace. Highlight the results.
- ▶ Discuss an example of doing something the right way in the workplace which achieved commendable results.



Identificación de la aptitud

Habilidades enseñadas:

Los estudiantes están definiendo las aptitudes transferibles, las aptitudes de adaptación y las habilidades técnicas. Así, los alumnos pueden identificar esas habilidades en sí mismos o su capacidad de desarrollar esas habilidades

Objetivo(s):

Los estudiantes aprenderán a identificar las habilidades personales que se adaptan a las carreras que eligieron.

Actividades



Actividades para apoyar a su hijo en casa

Los padres y el niño discuten el tipo de carrera / trabajo que el estudiante desearía tener.

Los padres y el niño hacen una lista de las habilidades del estudiante. El niño puede tomar el examen de trabajo y habilidades.

Padre e hijo hacen una lista de las cosas que el estudiante le gusta hacer y lo que le gustaría aprender.

Los padres y el niño discuten las diversas habilidades necesarias para obtener ciertos trabajos. El niño puede usar la Hoja de Seguimiento de Habilidades, Educación y Experiencia que se encuentra en las siguientes páginas.

El estudiante investiga diferentes maneras de mejorar sus habilidades y de aprender más habilidades.

El niño se comunica con las diferentes empresas que le interesan. Debe preguntar acerca de oportunidades de voluntariado / pasantías o aprendizaje.

El niño visita una agencia de empleo.

Skills Assessment Worksheet

Transferrable Skills generally are not associated with a particular job or task. Transferable skills are usually broader and related to leadership, communication, critical thinking, analysis, and organization. These are skills that can be transferred and utilized in a variety of different kinds of jobs and career paths.

Print the list of skills below and mark each column as described. *You can have the same skill marked more than once in each column.*

1. What skills have you already acquired and feel competent doing? In the first column, mark each skill in which you feel competent.
2. What skills do you enjoy, even if you are not proficient at them? In the second column, mark those skills that you really enjoy.
3. What skills would you like to learn, acquire or develop further?

Skill	1. Feel Competent	2. Enjoy/ Favorites	3. Would Like to Develop
Communication Skills			
Write, edit, translate, interpret or critique words			
Speak in public, debate, advocate, present or demonstrate an idea			
Facilitate a meeting			
Reading and following directions			
Comparing or cross-checking two lists			
Filling out forms			
Writing reports, letters and memos correctly			
Reading and understanding policies and memos			
Comfortably speaking to others you do not know			
Taking notes while someone speaks			
Finding information			
Using a map			
Explaining things to other people			
Know when to ask for help or more explanation			
Counsel or advise others			
Listening to others			
Other(s):			

Technical Skills	1. Feel Competent	2. Enjoy/ Favorites	3. Would Like to Develop
Be athletic or use physical coordination			
Build or construct things or structures			
Do skilled crafts or use hand coordination with tools			
Operate vehicles, machines or electronic equipment			
Repair or set up machines or equipment			
Installing things			
Work with earth and nature			
Gardening, landscaping and farming			
Other:			
Management and Self-Management Skills			
Administer, set goals and priorities, plan or make decisions			
Initiate, assess needs, anticipate or create change			
Manage people, delegate tasks, direct, oversee or motivate			
Sell, negotiate, convince, promote or persuade			
Being patient with others			
Keeping a cheerful attitude			
Getting interested/excited about the task at hand			
Offering to help when it's needed			
Knowing how to take directions			
Motivating myself to do what needs to get done			
Helping motivate others to get the job done			
Prioritizing tasks so that the larger goal is met on time			
Following the rules			
Presenting a neat and professional image			
Checking your own work			
Using courtesy when dealing with others			
Seeking help when needed			
Being eager to learn			
Speaking up for yourself			
Solving problems in a cooperative way			
Other:			

Number Skills	1. Feel Competent	2. Enjoy/Favorites	3. Would Like to Develop
Compute, calculate, compare or record numbers			
Forecast, appraise or estimate numerical information			
Doing arithmetic correctly			
Using percentages and decimals			
Estimating costs and/or time needed to complete a job			
Using a database program on a computer			
Using a spreadsheet on a computer			
Creating and managing a budget			
Other:			
Creative/Artistic Skills			
Perceive intuitively, sense, show insight or have foresight			
Use artistic ability, photograph, decorate, paint or sculpt			
Use creativity, visualize, imagine, brainstorm or design			
Use musical ability, sing, compose or play instruments			
Presenting artistic ideas			
Visualizing shapes			
Designing			
Drawing, illustrating, sketching			
Other:			
People and Social Skills			
Care, treat, heal, nurse or rehabilitate others			
Counsel, empower, coach, guide or listen to individuals			
Host, comfort, please, make welcome or serve customers			
Plan social, recreational or other group events			
Problem-solve, mediate or network with people			
Teach, train, instruct, inform or explain to groups			
Caring for children responsibly			
Caring for the sick and elderly			
Calming people down			
Helping people complete a task			
Knowing how to get along with different people/personalities			
Leading groups or activities			
Other:			

Critical Thinking and Investigative Skills	1. Feel Competent	2. Enjoy/Favorites	3. Would Like to Develop
Analyze, use logic, problem solve, examine			
Conceptualize, adapt, develop, hypothesize or discover			
Evaluate, assess, test, appraise, diagnose			
Observe, reflect, study or notice			
Research, investigate, read or interview			
Synthesize, integrate, unify or conceptualize ideas			
Other:			
Business Skills			
Working with computers			
Using a business telephone			
Working with budgets			
Account, budget, program or systematize financial data			
Attend to detail, copy, inspect or transcribe			
Setting up and closing out a cash register			
Managing money and bills			
Organizing, filing, updating, categorizing or arranging information			
Writing business documents			
Coordinating events			
Fund-raising			
Other:			
Other:			
Other:			
Other:			
Other:			

1. From the list above, referring to column 2, list your top five or ten favorite skills that you would most enjoy utilizing in your work (even if you are not proficient at them yet)? ***Include the main skill category.***

2. Which of the favorite skills listed above do you consider strengths or things that you are very good at (both column 1 and 2 would probably be marked)? ***Include the main skill category.***

3. Which (top five) skills would you like to develop, improve and/or learn (refer to skills marked in column 3)? ***Include the main skill category.***

Volunteer Experiences Around Los Angeles County

Agency/ Organization	Address	Telephone/Fax	Website
1. Los Angeles Regional Food Bank	1734 E. 41 st Street Los Angeles, CA 90058 (Central Alameda)	T - (323) 234-3030 F - (323) 234-0943	https://www.lafoodbank.org/
2. Reading to Kids	1600 Sawtelle Blvd., Suite 210 Los Angeles, CA 90025 (Sawtelle/Westwood)	T - (310) 479-7455 F - (310) 479-7435	http://readingtokids.org/Home/main.php
3. Project Angel Food	922 Vine Street Los Angeles, CA 90038 (Hollywood)	T - (323) 845-1800 F - (323) 845-1818	www.angelfood.org/
4. The Midnight Mission	601 S. San Pedro Street Los Angeles, CA 90014 (Downtown)	T - (213) 624-9258 F - (213) 553-2359	http://www.midnightmission.org/
5. Downtown Women's Center	442 S. San Pedro Street Los Angeles, CA 90013 (Downtown)	T - (213) 680-0600	www.downtownwomenscenter.org/
6. Monday Night Mission	700 W. Cesar Chavez Ave. Los Angeles, CA 90012 (Downtown)	C - (310) 926-6675 C - (424) 245-0190	Facebook: Monday Night Mission Email: mondaynightmission@gmail.com
7. Junior League of Los Angeles	630 N. Larchmont Blvd. Los Angeles, CA 90004 (Larchmont)	T - (323) 957-4280 F - (323) 957-2072	https://www.jlla.org/

Apprenticeship Around Los Angeles County

1. Air Conditioning & Refrigeration	2220 S. Hill Street, Los Angeles, CA 90007	(213) 747-0291
2. Asbestos Apprenticeship Program	670 E. Foothill Blvd., Suite 3D, Azusa, CA 91702	(626) 334-6884 (626) 434-7042 Fax
3. Bricklayer	11818 Clark Street, Suite B, Arcadia, CA 91006	(626) 856-5750 (626) 856-5751 Fax
4. Carpenter	7111 Firestone Blvd., Buena Park, CA 90621	(714) 571-0449 (714) 571-0747
5. Construction Inspectors	2190 Pellissier Place, Whittier CA 90601	(562) 695-0611
6. Electrician	6023 S. Garfield Ave., Commerce CA 90040	(323) 221-5881 (323) 721-6522 Fax
7. Electrician	5643 Vineland Ave., North Hollywood, CA 91601	(818) 762-4239 (818) 762-4379 Fax
8. Floor Coverer	11843 Smith Ave., Santa Fe Springs, CA 90670	(562) 623-9244
9. Glazier	11366 Markon Drive, Garden Grove, CA 92841	(714) 894-4094
10. Ironworker Field Apprenticeship	55565 Fresca Drive, LA Palma, CA 90623	(714) 228-9744
11. Mill Cabinet Whittier Training Cntr.	10015 Rose Hills Road, #100, Whittier, CA 90601	(562) 699-0419
12. Millwrights	10009 Rose Hills Road, Whittier, CA 90601	(323) 724-0178
13. Operating Engineer	2190 S. Pellissier Place, Whittier, CA 900601	(562) 695-0611
14. Painter Finishing Trades Institute	2077 Yates Ave., City of Commerce, CA 90040	(323) 727-2811 (323) 727 1180 Fax
15. Piledrivers	728 Lagoon Ave., Wilmington, CA 90744	(310) 830-5300
16. Plasterer Apprenticeship Program	1610 W. Holt Ave., Pomona, CA91768	(909) 865-1773
17. Plumber	18931 Laurel Park Road, Compton, CA 90220	(310) 604-0892
18. Plumber	1111 James M. Wood Blvd., Los Angeles, CA 90015	(213) 688-9090
19. Plumber	1305 N. Niagara, Burbank, CA 91505	(818) 843-8670
20. Plumber	1916 W. Chapman Ave., Orange CA 92868	(714) 978-0582
21. Roofers & Water Proofers	1315 E. Grand Ave., Pomona, CA 91766	(909) 469-9847
22. Sheet Metal	633 N. Baldwin Park Blvd., City of Industry, CA 91746	(626) 968-3340 (626) 968-3379 Fax
23. Sound & Communication	6023 S. Garfield Ave., Los Angeles, CA 90040	(323)221-5881 (213) 224-1886 Fax
24. Sprinkler Fitter	12140 Rivera Road, Suite B, Whittier, CA 90606	(562) 907-7622
25. Steamfitters	18355 S. Figueroa Street, Gardena, CA 90248	(310) 660-0035
26. Surveyors- Joint Apprenticeship	9480 Utica Ave., Suite 604, Rancho Cucamonga, CA 91730	(909) 243-7973
27. Taper- So. Cal Painters, Drywall Finishers Training Center	2077 Yates Ave., City of Commerce, CA 90040	(323) 727-2811

Carreras

Habilidades enseñadas: **Los jóvenes participan en actividades de concienciación, exploración y preparación de carreras en entornos escolares y comunitarios.**

Objetivo(s): **Los estudiantes encontrarán carreras que estén alineadas con sus intereses.**

Actividades



Actividades para apoyar a su hijo en casa

Pídale a su hijo que comparta sus intereses profesionales con usted. Los padres y el niño pueden completar una evaluación en línea en www.onetonline.org

El padre y el estudiante investigarán ocupaciones basadas en los intereses vocacionales del estudiante. El padre y el estudiante pueden investigar la carrera y las ocupaciones relacionadas, llamadas disciplinas de la carrera. Utilice los recursos en las siguientes páginas.

Investigue con su hijo las diversas ocupaciones de interés basadas en su encuesta de interés profesional. El estudiante debe explorar nuevas ocupaciones dentro de la disciplina profesional.

El niño puede ver videos en línea de carreras de interés para tener una mejor idea de cómo es realmente el trabajo.

El niño debe buscar oportunidades de voluntariado o pasantías en el campo elegido.

El niño puede comunicarse con la universidad o escuela vocacional de interés. Organice una reunión con los servicios para estudiantes discapacitados. Los padres deberían asistir a una excursión al colegio comunitario patrocinada por DOTS.

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 4	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible 	School subjects that I like: <ol style="list-style-type: none"> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics 	Total number circled in Box 4 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 5	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology 	Total number circled in Box 5 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 6	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient 	School subjects that I like: <ol style="list-style-type: none"> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law 	Total number circled in Box 6 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 7	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver 	School subjects that I like: <ol style="list-style-type: none"> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language 	Total number circled in Box 7 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 8	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	Total number circled in Box 8 <input data-bbox="1370 254 1489 367" type="text"/>
BOX 9	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	Total number circled in Box 9 <input data-bbox="1370 623 1489 737" type="text"/>
BOX 10	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Uses intuition and logic 5. Non-judgmental 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	Total number circled in Box 10 <input data-bbox="1370 997 1489 1110" type="text"/>
BOX 11	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Logic/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	Total number circled in Box 11 <input data-bbox="1370 1407 1489 1520" type="text"/>
BOX 12	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	Total number circled in Box 12 <input data-bbox="1370 1837 1489 1950" type="text"/>

BOX 13	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated 	School subjects that I like: <ol style="list-style-type: none"> 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts 	Total number circled in Box 13 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 14	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications 	Total number circled in Box 14 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 15	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education 	Total number circled in Box 15 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 16	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Realistic 2. Mechanical 3. Coordinated 4. Obervant 5. Planner 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language 	Total number circled in Box 16 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

<p>1</p> <p>Agriculture, Food & Natural Resources</p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p>2</p> <p>Architecture & Construction</p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p> <p>Arts, A/V Technology & Communications</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p> <p>Business, Management & Administration</p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p>5</p> <p>Education & Training</p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p> <p>Finance</p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p> <p>Government & Public Administration</p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>8</p> <p>Health Science</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p> <p>Hospitality & Tourism</p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.</p>

Career Clusters cont.

<p>10</p>  <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>11</p>  <p><i>Information Technology</i></p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>12</p>  <p><i>Law, Public Safety, Corrections & Security</i></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>13</p>  <p><i>Manufacturing</i></p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p>14</p>  <p><i>Marketing, Sales & Service</i></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p><i>Science, Technology, Engineering & Mathematics</i></p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>16</p>  <p><i>Transportation, Distribution & Logistics</i></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

Contratado o Despedido

Habilidades enseñadas:

Los estudiantes aprenden acerca de los comportamientos, acciones o cualidades que llevan a una a promoción o a perder el empleo. A los estudiantes se les da la oportunidad de ponerse en el lugar del "jefe" mediante diferentes situaciones y luego deciden contratar o despedir al empleado.

Objetivo(s):

Utilizar el pensamiento analítico para dar sentido a los problemas y perseverar para encontrar una solución. Dar el ejemplo de la integridad, el liderazgo la ética y la gestión eficaz

Actividades



Actividades para apoyar a su hijo en casa

Discuta el tema de "ser uno mismo" en el trabajo. Explique a su hijo que él o ella debe demostrar el mejor comportamiento en el trabajo. Su jefe no es su amigo.

Los peligros de hablar del trabajo o de los otros empleados en las redes sociales (Facebook, Twitter, SnapChat). Las cosas que suceden en el trabajo no deben ser discutidas en las redes sociales.

Explique por qué alguien puede ser despedido de un trabajo.

Explique qué se necesita para ser promovido en un trabajo.

Discuta el tipo de reglas que deben cumplir en un trabajo.



How Are My Social Skills? **CHECKLIST**

Here are skills you need to use when dealing with other people. This checklist will help you determine which skills need improvement!

- Circle 1 if you are **NEVER** good at using the skill.
- Circle 2 if you are **HARDLY EVER** good at using the skill.
- Circle 3 if you are **SOMETIMES** good at using the skill.
- Circle 4 if you are **ALMOST ALWAYS** good at using the skill.
- Circle 5 if you are **ALWAYS** good at using the skill.

1. *Listening:*

Can you pay attention to someone who is talking? 1 2 3 4 5

2. *Starting a conversation:*

Can you talk to others about simple and then more complicated stuff? 1 2 3 4 5

3. *Asking a question:*

Can you decide what question to ask someone and then ask it? 1 2 3 4 5

4. *Saying thank you:*

Can you let people know you are thankful for things? 1 2 3 4 5

5. *Introducing yourself:*

Can you go up to people on your own and meet them? 1 2 3 4 5

6. *Introducing other people:*

Can you help people meet each other? 1 2 3 4 5

7. *Giving a compliment:*

Can you tell people you like something about them or things they do? 1 2 3 4 5

8. *Asking for help:*

Can you request assistance when you need it? 1 2 3 4 5

9. *Apologizing:*

Can you say you are sorry when you have done something wrong? 1 2 3 4 5

10. *Knowing your feelings:*

Are you aware of what emotions you are feeling? 1 2 3 4 5

11. *Expressing your feelings:*

Can you let others know which emotions you are feeling? 1 2 3 4 5

12. *Understanding the feelings of others:*

Can you figure out what other people are feeling? 1 2 3 4 5

How Are My Social Skills? *CHECKLIST* (page 2)

13. *Dealing with someone else's anger:*
Can you understand other people's anger? 1 2 3 4 5
14. *Expressing affection:*
Can you let others know you care about them? 1 2 3 4 5
15. *Dealing with fear:*
Can you know when and why you are afraid, and do something to reduce your fear? 1 2 3 4 5
16. *Rewarding yourself:*
Can you say or do nice things for yourself when you deserve it? 1 2 3 4 5
17. *Asking permission:*
Can you know when you need permission to do something, and what you need to do to get permission? 1 2 3 4 5
18. *Sharing something:*
Can you share things with others who might need or want them? 1 2 3 4 5
19. *Helping others:*
Can you help others when they need or want it? 1 2 3 4 5
20. *Negotiating:*
Can you come up with a plan that satisfies both you and someone with a different opinion? 1 2 3 4 5
21. *Avoiding trouble with others:*
Can you stay out of situations that might get you into trouble? 1 2 3 4 5
22. *Dealing with being left out:*
Can you decide when you have been left out and then do something to feel better? 1 2 3 4 5
23. *Responding to persuasion:*
Can you compare another person's opinion, compare it to your own, and then decide for yourself what to do? 1 2 3 4 5
24. *Concentrating on a task:*
Can you prepare for a job before you have to do it? 1 2 3 4 5
25. *Dealing with someone of a different age:*
Can you get along with someone older or younger than you are? 1 2 3 4 5

Source:

Arnold P. Goldstein, Robert P. Sprafkin, M. Jane Gershaw, and Paul Kline. 1980. Skill-streaming the Adolescent. Champaign, IL: Research Press.



How Are My Social Skills? **STEPLIST**

From your completed 'Social Skills Checklist', list here skills you think you need to improve. Then work with your partner to identify steps needed to accomplish that skill—if it takes more than three steps, add however many you need. Finally, role play the steps with your partner to practice the skill.

SKILL

STEPS

1.

- a.
- b.
- c.

2.

- a.
- b.
- c.

3.

- a.
- b.
- c.

4.

- a.
- b.
- c.

5.

- a.
- b.
- c.

Llenar una solicitud de empleo

Habilidades enseñadas: Los jóvenes participan en actividades de concienciación para las carreras, exploración y preparación con base en la comunidad.

Objetivo(s):

Cuando se les presenten partes de la solicitud de empleo seleccionadas (nombre, dirección, fecha de nacimiento y número de seguro social), el estudiante completará cada parte de la solicitud de forma independiente.

Actividades



Actividades para apoyar a su hijo en casa

Repase el vocabulario de una solicitud de empleo con su hijo.

Dé el ejemplo sobre cómo completar la solicitud de empleo sección por sección

Resalte una sección de una solicitud de empleo y ayude a su hijo a llenar la solicitud.

Repasen la solicitud completada

Haga una lista de la información necesaria para llenar una solicitud de empleo. Dé a su hijo esa lista. Ayude a su hijo a colocar su información personal en cada sección de una solicitud de empleo.

Application For Employment Solicitud de Empleo



S
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E

We consider applicants for all positions without regard to age, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sexual orientation, or sex of any person or any other legally protected status pursuant to California's Fair Employment Practices and Housing Act, California Labor Code and other relevant federal, state, and local laws. Any applicant employed by J.S. West et al is employed at the will of the employer. Employment contracts are not offered or provided by this company. Any dispute between employee and the employer shall be decided in accordance with Commercial Arbitration rules of the American Arbitration Association.

Consideramos a los aspirantes para toda posición sin consideración alguna en cuanto a edad, raza, credo religioso, color, origen nacional, ascendencia, inhabilidad física, inhabilidad mental, condición médica, estado civil, orientación sexual o sexo o cualquier otro estado legalmente protegido conforme a la Ley de prácticas justas de contratación de California, la Ley de vivienda justa, el código de trabajo de California y otras regulaciones federales, estatales o locales relevantes. Cualquier solicitante empleado por J.S. West et al se emplea a voluntad del patrón. Los contratos de empleo no son ofrecidos ni son proporcionados por esta compañía. Cualquier conflicto entre el empleado y el patrón será decidido de acuerdo con las reglas comerciales del arbitraje de la Asociación americana del arbitraje.

(PLEASE PRINT / SIRVASE ESCRIBIR EN LETRA DE MOLDE)

Position(s) Applied For / Posición que solicita:	Date of Application / Fecha de solicitud:
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How did you learn about us? / ¿Cómo supo de nosotros?

<input type="checkbox"/> Employee / Empleado	<input type="checkbox"/> Newspaper / Periódico	<input type="checkbox"/> Website Job Board / Cartelera de anuncios
<input type="checkbox"/> Employment Agency / Agencia de colocación	<input type="checkbox"/> Radio Ad / Anuncio de radio	<input type="checkbox"/> Other / Otro _____
<input type="checkbox"/> Flyer / Aviator	<input type="checkbox"/> Relative / Familiar	
<input type="checkbox"/> Friend / Amigo	<input type="checkbox"/> Walk In / Visita	

Last Name / Apellido(s)	First Name / Nombre(s)	Middle Name / Segundo nombre
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Address / Dirección	Number / Número	Street / Calle	City / Ciudad	State / Estad	Zip / Código postal
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Telephone Number(s)/Números de teléfono	E-mail Address	Social Security Number/Número de la Seguridad Social
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If you are under 18 years of age, can you provide required proof of your eligibility to work? Yes / Sí No
 ¿Si es menor de 18 años de edad, puede proporcionar pruebas de su elegibilidad para trabajar?

Have you ever filed an application with us before? Yes / Sí No
 ¿Alguna vez ha solicitado trabajo con nosotros? If yes, give date _____
 Si respondió Sí, dé la fecha

Have you ever been employed with us before? Yes / Sí No
 ¿Ha estado empleado con nosotros antes? If yes, give date _____
 Si respondió Sí, dé la fecha

Are you currently employed? Yes / Sí No
 ¿Está empleado actualmente?

May we contact your present employer? Yes / Sí No
 ¿Podemos ponernos en contacto con a su actual patrón?

Are you prevented from lawfully becoming employed in this country because of Visa or Immigration Status? Yes / Sí No
Proof of citizenship or immigration status will be required upon request.
 ¿Tiene prohibido trabajar en este país debido a su visa o estado inmigratorio?
 Se le solicitarán pruebas de ciudadanía o su estado inmigratorio.

On what date would you be available? ¿A partir de qué fecha estaría disponible? _____

Are you available to work: Full Time A tiempo completo Part Time Medio tiempo Shift Work Trabajo en turnos Temporary Temporal

Are you currently on "lay-off" status and subject to recall? Yes / Sí No
 ¿Está actualmente en estado "cesante" y sujeto ha llamado de regreso?

Can you travel if a job requires it? ¿Puede viajar si un trabajo lo requiere? Yes / Sí No

Have you been convicted of a felony within the last 7 years? Yes / Sí No
Conviction will not necessarily disqualify an applicant from employment
 ¿Le han condenado por un delito en los últimos 7 años? La convicción no descalificará necesariamente al aspirante del empleo

If Yes, please explain / Si respondió Sí, explique _____

WE ARE AN EQUAL OPPORTUNITY EMPLOYER / ESTA FIRMA OFRECE IGUALDAD DE OPORTUNIDAD DE EMPLEO

Education / Educación

S
A
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P
L
E

	High School Escuela Primaria	Undergraduate College Universidad (Pregrado)	Graduate Professional Posgrado/Profesional	Other (Specify) Otro (Especifique)
School Name/Address Nombre y dirección de la escuela				
Course of Study Estudios				
Years Completed Años Terminados				
Diploma / Degree Diploma / Grado				
Extra-curricular Activities Actividades Extra-curriculares				
Courses Liked Most and Why Cursos de más gusto y por qué				
Courses Liked Least and Why Cursos de menos gusto y por qué				
Offices, Honors, or Awards Honores o Premios				
Part-time and Summer Work Trabajo del verano de medio tiempo				
How Was Your Education Financed? Cómo Fue Su Educación Financiada?				

Indicate any foreign languages you can speak, read and/or write
Indique cualquier idioma extranjero que sepa hablar, leer y/o escribir

	FLUENT / FLUIDO	GOOD / BUENO	FAIR / REGULAR
SPEAK / HABLAR			
READ / LEER			
WRITE / ESCRIBIR			

S
A
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P
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E

Describe any specialized training, apprenticeship, or skills.
 Describa cualquier entrenamiento, aprendizaje, o habilidad especializado.

Describe any job-related training received in the United States Military

Describa cualquier formación relativa al trabajo que recibió durante su servicio en las Fuerzas Armadas de Estados Unidos

Employment Experience / Experiencia Del Empleo

List at least 3-5 years of employment. Start with your present or last job. Do not combine jobs. Fill out a complete section for every job where job title changed. Include any job-related military service assignments and volunteer activities. You may exclude organizations which indicate race, color, religion, gender, national origin, disabilities or other protected status.

Historial de trabajo, mínimo de 3 a 5 años. Comience con su trabajo actual o anterior. No combine trabajos. Llene una sección completa para cada puesto de trabajo. Incluya cualquier asignación relativa al trabajo en el servicio militar y actividades de voluntariado. Puede excluir las organizaciones que indiquen raza, color, religión, sexo, origen nacional, inhabilidades o cualquier otro estado protegido.

1	Employer & Address / Empleador y Dirección	Telephone / Teléfono () _____ - _____	Dates Employed Fechas de Empleo		Wage / Salary Salario/Sueldo	
			From Desde	To Hasta	Starting Inicial	Final
		Work Performed / Trabajo Realizado				
	Job Title / Título del Empleo					
	Reason for Leaving / Razón de irse					
	Name of immediate supervisor/Nombre del supervisor inmediato					
	Supervisor phone number/Número de teléfono del supervisor () _____ - _____					
	What is your best guess as to how this supervisor would rate your overall performance? / Cuál es su mejor estimación de cómo este supervisor clasifica us función? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excelente <input type="checkbox"/> Muy bueno <input type="checkbox"/> Bueno <input type="checkbox"/> Regular <input type="checkbox"/> Malo					
	What did you like most about your job? / Qué le gustó más de su trabajo?					
	What do you like least about your job? / Qué le gustó menos de su trabajo?					

2	Employer & Address / Empleador y Dirección	Telephone / Teléfono	Dates Employed Fechas de Empleo		Wage / Salary Salario/Sueldo	
		() _____ - _____	From Desde	To Hasta	Starting Inicial	Final
		Work Performed / Trabajo Realizado				
	Job Title / Título del Empleo					
	Reason for Leaving / Razón de irse					
Name of immediate supervisor/Nombre del supervisor inmediato						
	Supervisor phone number/Número de teléfono del supervisor					
	() _____ - _____					
What is your best guess as to how this supervisor would rate your overall performance? / Cuál es su mejor estimación de cómo este supervisor clasifica us función? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excelente <input type="checkbox"/> Muy bueno <input type="checkbox"/> Bueno <input type="checkbox"/> Regular <input type="checkbox"/> Malo						
What did you like most about your job? / Qué le gustó más de su trabajo?						
What do you like least about your job? / Qué le gustó menos de su trabajo?						
3	Employer & Address / Empleador y Dirección	Telephone / Teléfono	Dates Employed Fechas de Empleo		Wage / Salary Salario/Sueldo	
		() _____ - _____	From Desde	To Hasta	Starting Inicial	Final
		Work Performed / Trabajo Realizado				
	Job Title / Título del Empleo					
	Reason for Leaving / Razón de irse					
Name of immediate supervisor/Nombre del supervisor inmediato						
	Supervisor phone number/Número de teléfono del supervisor					
	() _____ - _____					
What is your best guess as to how this supervisor would rate your overall performance? / Cuál es su mejor estimación de cómo este supervisor clasifica us función? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excelente <input type="checkbox"/> Muy bueno <input type="checkbox"/> Bueno <input type="checkbox"/> Regular <input type="checkbox"/> Malo						
What did you like most about your job? / Qué le gustó más de su trabajo?						
What do you like least about your job? / Qué le gustó menos de su trabajo?						

4	Employer & Address / Empleador y Dirección	Telephone / Teléfono	Dates Employed / Fechas de Empleo		Wage / Salary / Salario/Sueldo	
		() _____ - _____	From / Desde	To / Hasta	Starting / Inicial	Final
		Work Performed / Trabajo Realizado				
	Job Title / Título del Empleo					
	Reason for Leaving / Razón de irse					
Name of immediate supervisor/Nombre del supervisor inmediato						
Supervisor phone number/Número de teléfono del supervisor						
() _____ - _____						
What is your best guess as to how this supervisor would rate your overall performance? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excelente <input type="checkbox"/> Muy bueno <input type="checkbox"/> Bueno <input type="checkbox"/> Regular <input type="checkbox"/> Malo						
What did you like most about your job? / Qué le gustó más de su trabajo?						
What do you like least about your job? / Qué le gustó menos de su trabajo?						

Other Associations or Activities / Otras Asociaciones o Actividades

List professional, trade, business, or civic activities and offices held. You may exclude membership which would reveal gender, race, religion, national origin, age, ancestry, disability or other protected status.

Enumere las actividades profesionales, comerciales, negocios y cívicas y cargos sostenidos. Puede excluir las membresías que revelarían su sexo, raza, religión, origen nacional, edad, ascendencia, inhabilidad u cualquier otro estado protegido.

Additional Information / Información Adicional

Other Qualifications / Otras Calificaciones

Summarize special job-related skills and qualifications acquired from employment or other experience.
 Resuma las habilidades especiales y las calificaciones relativas al trabajo adquiridas del empleo o de otras experiencia

Specialized Skills / Habilidades Especializadas

Check Skills - Equipment Operated / Marque las Habilidades y equipo que opera

- | | |
|--|--|
| <input type="checkbox"/> MS Excel | <input type="checkbox"/> Fax |
| <input type="checkbox"/> Calculator /
Calculadora | <input type="checkbox"/> PBX System
PC/MAC |
| <input type="checkbox"/> Typewriter /
Máquina de escribir | <input type="checkbox"/> Shorthand /
Taquígrafo |

Production / Mobile Machinery (list): Producción/maquinaria móvil (lista):

Other Otro

State any additional information you feel may be helpful to us in considering your application.
Indique cualquier información adicional que usted sienta puede sernos útil en la consideración de su solicitud.

Note to Applicants: DO NOT ANSWER THIS QUESTION UNLESS YOU HAVE BEEN INFORMED ABOUT THE REQUIREMENTS OF THE JOB FOR WHICH YOU ARE APPLYING.

Nota a los aspirantes: NO CONTESTE A ESTA PREGUNTA A MENOS QUE LE HAYAN INFORMADO SOBRE LOS REQUISITOS DEL TRABAJO QUE USTED ESTÁ SOLICITANDO.

Are you capable of performing in a reasonable manner, with or without a reasonable accommodation, the activities involved in the job or occupation for which you have applied? *A description of the activities involved in such a job or occupation is attached.*

Yes / Sí No

¿Es capaz de llevar a cabo de manera razonable, con o sin un alojamiento razonable, las actividades implicadas en el trabajo o la ocupación que usted ha solicitado? *Se adjunta una descripción de las actividades implicadas en tal trabajo u ocupación.*

References / Referencias

	Name/ Nombre	Address / Dirección	Telephone Number / Número de teléfono
1			Home / Casa
			Cell / Célula
2			Home / Casa
			Cell / Célula
3			Home / Casa
			Cell \ Célula

**FOR PERSONNEL DEPARTMENT USE ONLY
PARA USO DEL DEPARTAMENTO DE PERSONAL SOLAMENTE**

Position(s) Applied For Is Open: Yes / Sí No
Posición(es) que solicitó está(n) abierta(s)

Position(s) Considered For: _____
Posición(es) considerado para: _____

Date / Fecha _____

Applicant's Statement / Declaración del Empleado

S
A
M
P
L
E

I certify that answers given herein are true and complete to the best of knowledge.

I authorize investigation of all statements contained in this application for employment as may be necessary in arriving at an employment decision.

This application for employment shall be considered active for a period of time not to exceed 45 days. Any applicant wishing to be considered for employment beyond this time period should inquire as to whether or not applications are being accepted at that time.

I hereby understand and acknowledge that, unless otherwise defined by applicable law, any employment relationship with this organization is of an "at will" nature, which means that the Employee may resign at any time and the Employer may discharge Employee at any time with or without cause. It is further understood that this "at will" employment relationship may not be changed by any written document or by conduct unless such change is specifically acknowledged in writing by an authorized executive of this organization.

Any disputes which arise between employer and employee must be resolved by arbitration in accordance with the rules of the American Arbitration Association.

In the event of employment, I understand that false or misleading information given in my application or interview(s) may result in discharge. I understand, also, that I am required to abide by all rules and regulations of the employer.

Certifico que las respuestas dadas en el presente son verdades y completas al mejor de mi conocimiento.

Autorizo la investigación de todas las declaraciones contenidas en esta solicitud de empleo según sea necesario para llegar a una decisión de empleo.

Esta solicitud de empleo se considerará activa por un período que no exceda los 45 días. Cualquier aspirante que desea ser considerado para el empleo más allá de este período debe preguntar si las solicitudes se están aceptando o no en ese momento.

Por el presente entiendo y reconozco que, a menos que esté definido en la ley aplicable, cualquier relación de empleo con esta organización es "a voluntad", que significa que el empleado puede dimitir en cualquier momento y que el patrón puede despedir al empleado en cualquier momento con o sin causa. Se entiende más a fondo que esta relación de empleo "a voluntad" no se puede cambiar a través de cualquier documento escrito o por la conducta a menos que tal cambio sea reconocido específicamente por escrito por un ejecutivo autorizado de esta organización.

Cualquier conflicto que se presente entre el patrón y el empleado se debe resolver por arbitraje de acuerdo con las reglas de la Asociación americana del arbitraje.

En caso de que se le emplee, entiendo que la información falsa o engañosa dada en mi solicitud o entrevista(s) puede dar lugar a despido. Entiendo, también, que debo cumplir con todas las reglas y regulaciones de mi empleador.

Signature of Applicant / Firma del Solicitante

Date / Fecha

FOR PERSONNEL DEPARTMENT USE ONLY PARA EL USO DEL DEPARTAMENTO DE PERSONAL SOLAMENTE

Arrange Interview / Fijar fecha de entrevista Yes / Sí No

Remarks / Comentarios _____

Employed / Empleado Yes / Sí No Date of Employment / Fecha de empleo _____

Job Title / Título del empleo _____ Hourly Rate/Salary /
Pago por Hora / Sueldo _____

Department / Departamento _____

By / Por _____
Name and Title / Nombre Y Título _____ Date / Fecha _____

NOTES / NOTAS

Trabajo de caja

Habilidades enseñadas:

Al estudiante se le hace consciente de las habilidades requeridas para la caja y los requisitos para el servicio al cliente.

Objetivo(s):

El alumno repasará el valor de las diferentes monedas, cómo contar las monedas de cinco, diez y veinticinco. Se familiarizarán con la caja de efectivo y cómo contar el cambio en voz alta a un cliente.

Actividades



Actividades para apoyar a su hijo en casa

Revise las palabras del vocabulario relacionado con la caja. Proporcionado en esta sección.

Repase el valor de las monedas y de los billetes de dólar.

Practique contar las monedas y los billetes de dólar con su hijo.

Repase las diferentes funciones y las teclas de una calculadora.

Permita a su hijo que pague durante las salidas en familia y con la mayor frecuencia posible.

Cashiering Skills Assessment

Source: Nassau Suffolk Services for Transition & Vocational Skills

Check to see if your child has the following skills. These skills are necessary for a career in customer cashiering.

Rate their skills:

5=excellent/always/fully independent

4=good/usually/mostly independent

3=satisfactory/sometime/fairly independent

2=unsatisfactory/rarely/rarely independent

1=absent/never/fully dependent

Area of assessment: Time Concepts and Money Management Skills

Reads digital clock	5	4	3	2	1	N-A-?
Reads analog clock	5	4	3	2	1	N-A-?
Understands concepts of time	5	4	3	2	1	N-A-?
Wears a watch	5	4	3	2	1	N-A-?
Keeps appointments throughout the day	5	4	3	2	1	N-A-?
Identifies coins-penny nickel, dime, quarter	5	4	3	2	1	N-A-?
Identifies \$bills-1, 5,10,&20 dollar bills	5	4	3	2	1	N-A-?
Can count and add change	5	4	3	2	1	N-A-?
Can count and add bills	5	4	3	2	1	N-A-?
Can subtract money to figure out change	5	4	3	2	1	N-A-?
Can maintain money log book for pay	5	4	3	2	1	N-A-?
Can maintain money log book for expenses	5	4	3	2	1	N-A-?
Carries money or credit card	5	4	3	2	1	N-A-?
Can use a calculator for simple math	5	4	3	2	1	N-A-?

Cashier Vocabulary

Source: <https://www.englishclub.com/english-for-work/cashier-vocabulary.htm>

word	meaning
action code	a number cashiers type on the register to tell the computer to do something (#2A=void item)
adjustment	a change (usually related to price change)
age restricted items	products such as alcohol, tobacco, and restricted movies and videos which cannot be purchased by minors
aisles	long narrow areas that a room is divided into
associate	another employee who works with you
bag <i>verb</i>	to place purchased items in a bag for the customer
bank card	a card that allows customers to purchase an item using money from their bank account (also called <i>debit card</i>)
bar code	a series of lines that a computer reads to determine the product and price
bill	the total amount owed by the customer (also called <i>receipt</i>)
break	a short time for an employee to take a rest from work
bulk	items that are purchased in large amounts (also refers to items where customer collects the amount desired from a large bin)

cash	paper or coin money that the customer gives for payment
cash advance	money given to an employee or customer that he will have to pay back later
cash register	system used to key in purchases; also makes mathematical calculations and records payments
change	the money you give back to a customer
charge <i>verb</i>	to request a certain payment (<i>They charge fifty dollars an hour.</i>)
charge <i>verb and noun</i>	to pay (payment) with a credit card
checkout	the place where customers go to pay for purchases
clerk	person who serves customers; usually stands behind a desk
coins	small amounts of money; circular shape (also called <i>change</i>)
company procedures	the rules and practices outlined by the employer for the employees
competition	other businesses that offer similar products or services
counterfeit	money that looks real but is actually fake
coupon	a piece of paper that offers a set discount on a product or service
consumer	the person who buys and uses the products and services

coupon	a piece of paper that offers a set discount on a product or service
currency	type of money used in each country (eg. <i>dollar, yen</i>)
customer	the person who buys the product or service
customer service	fulfilling the needs of the people who buy products or services
damaged; defective	does not work or does not look new
deactivate	remove security device
debit	to take money out (also refers to paying with a bank card)
denomination	related to type of currency (eg. <i>ones, tens, fifties</i>)
department store	a store that sells a wide variety of personal and household needs, such as groceries, furniture and clothing
discount	a price reduction
estimate	guess the right amount
float	the amount of money in a cash register or till before and after a person's shift
feed	to insert the end of a roll of paper into a slot
gift certificate; gift card	a pre-paid card that a customer uses to pay for purchases

gift receipt	a receipt that documents a purchase but does not include the price of the product
identification	photograph and official document that proves who a person is
initials	first letter of a person's first and last name
inquiry	a question
key in	to type a code into a cash register
(put on) layaway	to put a product away for a customer who will come back to purchase it at a later time
log	a record of sales information
manual	instruction booklet
merchandise	things that customers buy
multiple item	a product that a customer is buying more than one of (eg. <i>five balls</i>)
multitask	do many things at once
NOF	an error code that means a product price is not on file
on sale	costs less than usual
orientation	a time for learning about the company and job

peak time	the busy time of the day
perk	a little bonus that employees enjoy on top of their wage or salary (eg. <i>restaurant employees get free lunch</i>)
personal check	a written document that allows a business to retrieve funds from a customer's bank account
price override	change the automated price of a product or service
POS system	Point of Sale system (cash register)
price tag	the sticker or ticket that tells customers what a product costs
produce	fresh fruit and vegetables
promotion	a special discount or offer
prompt service	to help customers quickly
punch in/out	record the start and end time of your shift using a time clock system
rain check	a ticket given to a customer that allows them to receive an out-of-stock item or attend a cancelled event at a later date
receipt	a piece of paper that records the place, time, and price of items or services purchased
reduce(d)	price is less than usual
refund	get money back

register area	the place where a cashier stands and serves the customer
register tape	the paper that goes into the cash register and provides a printed record of all transactions
retailer	a store or business that sells products for the manufacturer
ring in	type the product code or service item into the POS
safe	a secure cabinet where a large amount of money is locked up; requires a code or key to open
sale	a price reduction
scan	pass a product over a laser (<i>scanner reads the bar code and transfers the data (price, product name) to the POS system</i>)
schedule	a table that identifies the weekly or monthly shifts for each employee
security device	a device attached to products that will set off an alarm if it is not removed by the cashier
serial number	a number system used to identify products and services
shelves	long rows of flat wood or metal used to hold products that are for sale in a store
shift report	a record of notes that must be handed in by a cashier at the end of a work shift
sign in/sign off	indicate that one is starting or finishing

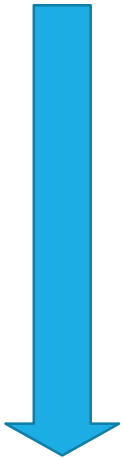
supplies	things that are needed to do a job (eg. <i>calculator, pens, paper</i>)
supplier	the company or business that provides a retailer or wholesaler with products to sell
swipe	slide quickly across (eg. <i>Swipe your credit card through the card reader, please.</i>)
tally	add up
tax exempt	a special case in which the customer does not have to pay taxes
tender	money
terminal	a single computer or POS system
till	the drawer that holds money in a cash register
transaction	the sale and purchase of a product or service
UPC	Universal Product Code: a number that identifies the product and the retailer
void	cancel a transaction
wholesale	the sale of a large quantity of goods to a retail outlet
workstation	the area where a cashier works

Hacer las compras

Habilidades enseñadas: El estudiante ha experimentado cómo preparar un menú preparar la lista de comida y ubicar los artículos en la tienda

Objetivo(s): Con práctica adicional, el estudiante podrá crear una lista de comestibles e independientemente encontrará los artículos en las tiendas de abarrotes.

Actividades



Actividades para apoyar a su hijo en casa

Discuta con su hijo qué comidas se siente cómodo de preparar. Pídale que le explique los pasos que se requieren para preparar esas comidas.

Haga que su hijo le ayude en la planificación de las comidas.

Haga que su hijo le ayude a hacer la lista para la tienda de abarrotes.

Pídale a su hijo que lo acompañe cuando vaya a hacer las compras de comestibles y que el niño encuentre algunos de los artículos necesarios.

Después de practicar las tareas anteriores individualmente, haga que su hijo desarrolle un menú, cree una lista y haga compras en su nivel máximo de independencia.



My Shopping List

Make a shopping list. Include the items you need for your menus and any low-calorie basics you need to restock in your kitchen.

Dairy Case

- Fat-free (skim) or low-fat (1%) milk
- Low-fat or reduced fat cottage cheese
- Fat-free cottage cheese
- Low-fat or reduced fat cheeses
- Fat-free or low-fat yogurt
- Light or diet margarine (tub, squeeze, or spray)
- Fat-free or reduced fat sour cream
- Fat-free cream cheese
- Eggs/egg substitute
- _____

Breads, Muffins, and Rolls

- Bread, bagels, or pita bread
- English muffins
- Yeast breads (whole wheat, rye, pumpernickel, multi-grain, or raisin)
- Corn tortillas (not fried)
- Low-fat flour tortillas
- Fat-free biscuit mix
- Rice crackers
- Challah
- _____

Cereals, Crackers, Rice, Noodles, and Pasta

- Plain cereal, dry or cooked
- Saltines, soda crackers (low-sodium or unsalted tops)
- Graham crackers
- Other low-fat crackers
- Rice (brown, white, etc.)
- Pasta (noodles, spaghetti)
- Bulgur, couscous, or kasha
- Potato mixes (made without fat)
- Wheat mixes
- Tabouli grain salad

- Hominy
- Polenta
- Polvillo
- Hominy grits
- Quinoa
- Millet
- Aramant
- Oatmeal
- _____

Meat Case

- White meat chicken and turkey (skin off)
- Fish (not battered)
- Beef, round or sirloin
- Extra lean ground beef such as ground round
- Pork tenderloin
- 95% fat-free lunch meats or low-fat deli meats
- _____

Meat Equivalents:

- Tofu (or bean curd)
- Beans (see bean list)
- Eggs/egg substitutes (see dairy list)
- _____

Fruit (fresh, canned, and frozen)

Fresh Fruit:

- Apples
- Bananas
- Peaches
- Oranges
- Pears
- Grapes
- Grapefruit
- Apricots
- Dried Fruits
- Cherries
- Plums

- Melons
- Lemons
- Limes
- Plantains
- Mangoes
- _____

Exotic Fresh Fruit:

- Kiwi
- Olives
- Figs
- Quinces
- Currants
- Persimmons
- Pomegranates
- Papaya
- Zapote
- Guava
- Starfruit
- Litchi nuts
- Winter melons
- _____

Canned Fruit (in juice or water):

- Canned pineapple
- Applesauce
- Other canned fruits (mixed or plain)
- _____

Frozen Fruits

(without added sugar):

- Blueberries
- Raspberries
- 100% fruit juice
- _____

Dried Fruit:

- Raisins/dried fruit (these tend to be higher in calories than fresh fruit)
- _____

Vegetables (fresh, canned, and frozen)

Fresh Vegetables:

- Broccoli
- Peas
- Corn
- Cauliflower
- Squash
- Green beans
- Green leafy vegetables
- Spinach
- Lettuce
- Cabbage
- Artichokes
- Cucumber
- Asparagus
- Mushrooms
- Carrots or celery
- Onions
- Potatoes
- Tomatoes
- Green peppers
- Chilies
- _____

Canned Vegetables

(low-sodium or no-salt-added):

- Canned tomatoes
- Tomato sauce or pasta
- Other canned vegetables
- Canned vegetable soup, reduced sodium

Frozen Vegetables:

(without added fats):

- Broccoli
- Spinach
- Mixed medley, etc.
- _____

Exotic Fresh Vegetables

- Okra
- Eggplant
- Grape leaves
- Mustard greens
- Kale
- Leeks
- Bamboo shoots
- Chinese celery
- Bok choy
- Napa cabbage
- Seaweed

- Rhubarb
- _____

Beans and Legumes (if canned, no-salt-added)

- Lentils
- Black beans
- Red beans (kidney beans)
- Navy beans
- Black beans
- Pinto beans
- Black-eyed peas
- Fava beans
- Italian white beans
- Great white northern beans
- Chickpeas (garbanzo beans)
- Dried beans, peas, and lentils (without flavoring packets)
- _____

Baking Items

- Flour
- Sugar
- Imitation butter (flakes or buds)
- Non-stick cooking spray
- Canned evaporated milk—fat-free (skim) or reduced fat (2%)
- Non-fat dry milk powder
- Cocoa powder, unsweetened
- Baking powder
- Baking soda
- Cornstarch
- Unflavored gelatin
- Gelatin, any flavor (reduced calorie)
- Pudding mixes (reduced calorie)
- Angel food cake mix
- _____

Frozen Foods

- Fish fillets—unbreaded
- Egg substitute
- 100 percent fruit juices (no-sugar-added)
- Fruits (no-sugar-added)
- Vegetables (plain)
- _____

Condiments, Sauces, Seasonings, and Spreads

- Fat-free or low-fat salad dressings
- Mustard (Dijon, etc.)
- Catsup
- Barbecue sauce
- Jam, jelly, or honey
- Spices
- Flavored vinegars
- Hoisin sauce and plum sauce
- Salsa or picante sauce
- Canned green chilies
- Soy sauce (low-sodium)
- Bouillon cubes/granules (low-sodium)
- _____

Beverages

- No-calorie drink mixes
- Reduced calorie juices
- Unsweetened iced tea
- Carbonated water
- Water
- _____

Nuts and Seeds

- Almonds, unsalted
- Mixed nuts, unsalted
- Peanuts, unsalted
- Walnuts
- Sesame seeds
- Pumpkin seeds, unsalted
- Sunflower seeds, unsalted
- Cashews, unsalted
- Pecans, unsalted
- _____

Fats and Oils

- Soft (tub) margarine
- Mayonnaise, low-fat
- Canola oil
- Corn oil
- Olive oil
- Safflower oil
- _____

Administrar el tiempo

Habilidades enseñadas:

Los estudiantes aprenden a evaluar una tarea y la cantidad de tiempo necesario para completar la tarea. Los estudiantes aprenden a completar el horario / la agenda.

Objetivo(s):

Adquirir conciencia y aprender estrategias relacionadas con la administración del tiempo, ser un buen estudiante y un empleado eficiente

Actividades



Actividades para apoyar a su hijo en casa

El estudiante y el padre toman el cuestionario de autoevaluación. El padre y el niño revisan los resultados.

El padre establece un horario, con cada hora programada, para que el niño lo siga durante una semana.

El padre le recuerda al niño acerca de su horario y que complete las tareas asignadas.

El padre y el niño crean un nuevo horario junto con las fechas de vencimiento.

El padre supervisa al estudiante cada dos días para ver si está completando las tareas.

El estudiante crea su propio horario y lo sigue con pocos recordatorios.



TIME MANAGEMENT WORKSHEET

A WEEKLY TALLY

ACTIVITY:

TIME NEEDED:

Credit Hours this Semester: _____

Study Hours (2 x credit hours): _____

Sleep/Naps (7 x ____ hours/day): _____

Meals (7 x ____ hours/day): _____

Hygiene (7 x ____ hours/day): _____

De-stress Activities (7 x ____ hours/day):
(Ex. exercise, reading, TV, video games, hobbies, etc.) _____

Communication Activities (7 x ____ hours/day):
(Ex. personal phone calls, e-mailing, text messaging, etc.) _____

Work/Volunteering (total hours/week): _____

Regularly Scheduled Activities (total hours/week):
(Ex. church, piano lessons, meetings, sports, etc.) _____

Commute/Travel Time (total hours/week): _____

Family Commitments (total hours/week): _____

Friend Commitments (total hours/week): _____

Household Duties & Errands (total hours/week):
(Ex. mowing the lawn, laundry, grocery shopping, etc.) _____

Total # of Hours You Need in a Week: _____

Number of Hours in a Week: _____ **(168)** _____

HOW DID YOU DO?

Under 168 Hours: You appear to have EXTRA TIME

OR

Over 168 Hours: You appear to be OVER-COMMITTED



TIME MANAGEMENT: Creating a Master Schedule

★ What is a master schedule?

It is a type of schedule that reflects fixed and flexible events. It can be created just once a semester or can be done at the start of each new week. With this visual guide, you can devise any type of game plan that is do-able for YOU!

★ Why should I schedule my time?

Students who intentionally map out their days usually have numerous commitments to juggle, AND they want to maximize their time so as not to “give up” anything. Plus, a schedule helps to minimize decision-making on “what should I be doing right now?” – the result can lower stress and anxiety. Who doesn’t want that?!

★ Where do I start?

A master schedule should include fixed priorities – which vary from person to person – as well as flexibility. A suggested format for the attached blank grid is as follows:

FIXED TIMES:

1. Fill in all regularly scheduled class and lab times
2. Fill in all regularly scheduled work/volunteer hours
3. Fill in all regularly scheduled activities (meetings, study groups, sports practice, piano lessons, church, etc.)
4. Fill in times for sleeping, eating, and personal hygiene
5. Fill in commute times to and from the above activities

** If you’re a parent, remember to schedule in your children’s required activities!

FLEX TIMES:

1. Fill in one important “fun for me” activity for the week (more later!)
2. Fill in time for pre-class and post-class mini-reviews (10-30 minutes each)
3. Fill in time for exercise & “de-stress” activities at least several times a week
4. Fill in blocks for general study
5. Fill in blocks for household duties & errands
6. Leave open blocks for the “un-expected” (and used for extra studying when needed - like midterms & finals)
7. And finally....fill in times for a few more “fun for me” activities!

★ Final Tips:

1. You have 168 hours/week to utilize wisely or waste – the choice is yours
2. Maintaining a schedule is not a matter of “will power” but developing a positive and productive life-long habit
3. Exceptions to your schedule will occur, but afterwards, return to the plan
4. Make several copies of your schedule and place in visible areas
5. Don't neglect the importance of weekend time
6. Try the “two-fer” approach by combining activities when possible – studying while you are doing laundry, for example
7. Share or divide duties with other family members in order to free up extra time in your master schedule
8. When determining study time, you should figure 2 hours per credit each week – thus, 12 hours of classes translates to 24 hours of study time weekly!
9. To keep motivated, remember your short and long term goals
10. Overestimate the time you need to complete a task in order to avoid stress later on
11. Break large, daunting tasks into smaller, manageable mini-tasks
12. Identify your times of peak energy and tackle the “toughies” when you are at your best
13. Try to study on campus in order to maximize your resources
14. Tell others about the importance of your plan – easier to say NO
15. Take care of yourself to keep up your energy and a positive attitude
16. Determine and minimize your distractions – yep, people count!
17. Always have a book or flash cards with you
18. Don't hit the snooze on your alarm
19. If you aren't sure where to begin, keep track of your activities on a blank grid for 1 week – this will give you a launch point to create your schedule
20. Visit the Connect to Success Office!



FOR MORE ACADEMIC STRATEGIES & TIPS, STOP BY THE CONNECT TO SUCCESS OFFICE:

Office #1655 or dana.kobold@rcc.edu or 303.914.6317

Content adapted from the University of South Carolina website



MY MASTER SCHEDULE

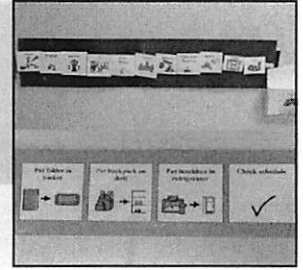
SEMESTER/WEEK OF:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00am							
7:00am							
8:00am							
9:00am							
10:00am							
11:00am							
12:00pm							
1:00pm							
2:00pm							
3:00pm							
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10:00pm							
11:00pm							
12:00am							

MISCELLANEOUS NOTES:

How-To Templates

Visual Schedules



Individuals with an ASD sometimes have difficulties with sequential processing (i.e., learning the order of events). These difficulties with sequential processing may result in individuals becoming anxious or overwhelmed in certain situations, which in turn may lead to problem behaviors. In contrast, individuals with ASDs often have strengths in visual processing. As a result of this strength, the use of visual schedules can help the individual better understand expectations, thus reducing the likelihood of negative behaviors.

A visual schedule is a line of pictures, objects, or words that represent each major transition during the day. Some people worry that by adding a schedule to an individual's day, it reduces the individual's ability to be flexible. In reality, the opposite is true. By implementing a visual schedule, individuals generally are less dependent on having the same daily routine ongoing because the schedule itself provides the stability and routine s/he needs. Individuals can better handle changes to routine when they have schedules because they know that, regardless of the precise activities reflected, they can always determine what will happen next and get information by checking their schedule.

There are a variety of visual schedule formats available. Individuals should always be actively involved in monitoring his/her schedule (e.g., peel off completed activities, check off boxes for activities).

There are a variety of activity schedule formats available (e.g., picture, word, pull-off, check off). For details on each format, refer to the information for visual schedules on this website.

How Do I Make a Visual Schedule?

1. Break the individual's day into several steps represented by pictures or words
2. Be conscious of details (include even minor steps as needed for the individual)
3. Represent each activity so the individual knows what is expected (even periods like free time and break)
4. Determine the best visual format for the individual based on skills (motor, reading, attention to detail, etc.), developmental level, interests, distractibility, and functionality
5. Determine how the schedule will be used to indicate which activities are completed and which remain to be done as well as how the individuals will transition to and from the schedule (e.g., transition strips, transition pockets, finished pockets on schedule, mobile schedules)
6. Added details in making these format decisions are provided below in the sections regarding specific types of schedules.



Christian Sarkine Autism Treatment Center
IU™ School of Medicine

www.HANDSinAutism.org

hands@iupui.edu

Tel: (317)274-2675

Fesler Hall (IUPUI)

1120 South Dr., Ste. 302

Indianapolis, IN 46202

Also, check out...

How-To Video: First-Then Board

How-To Template: Activity Schedule

How-To Template: First-Then Board

Kid's Corner Series:

Life with ASD Series

Academia Series

Strategies in Practice Series

View/download these and other templates at www.HANDSinAutism.org/tools/HowToTemplates.html



**Materials provided are samples only!
They may need to be individualized to meet the particular needs of a person
with an ASD!**

How to use a Visual Schedule

When using the schedule, remember the following steps:

1. Give a standard phrase (e.g., "Check schedule")
2. Prompt the individual (from behind) to go to the schedule
3. Prompt the individual to look at or point to the first activity
4. Prompt the individual to go to the location of the first activity
5. When the activity is over, give the standard phrase again and prompt the individual back to the schedule

Remember!

The schedule will require teaching; it will not automatically have meaning. Use enough prompting to ensure the child gets there, but fade out slowly so s/he goes to the schedule with increasing independence.

If you cannot fit the individual's entire day on the schedule (or if the individual does better with less information at a time), it is fine to simply put up part of the day. While s/he is engaged in one of the last activities on the schedule, you can arrange the schedule to include the next part of the day or have it ready on another board for putting up once the first section is complete.

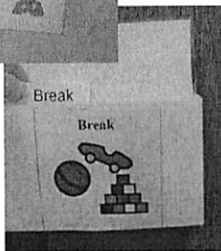
Formats and Presentations of Visual Schedules

Schedule Format

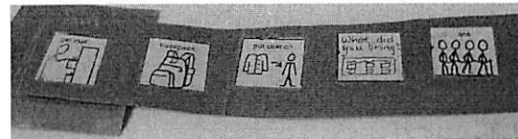
Picture/Icon/Photo Schedules



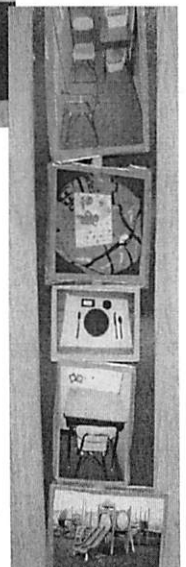
In a picture schedule, the activities are illustrated through picture icons or photographs. Each picture is attached to a schedule board with Velcro, and the pictures are removed as activities are completed. For some individuals, it is most appropriate to have them check their schedule, complete the activity, and then return to the schedule to remove the picture (into an envelope or box next to the schedule) to indicate the activity is complete. The individual then checks the next item on the schedule and continues in that manner.



Others do better when they check their schedule and then take the picture card to the area where their next activity will occur. This process helps the individual remain focused on



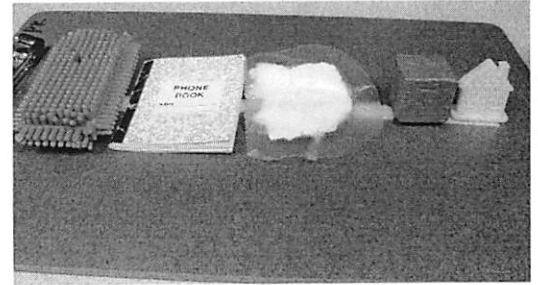
where s/he is supposed to be going. In this variation, envelopes or boxes must be next to each area where activities might occur (e.g., a bathroom, kitchen or bedroom at home; a play area, work area, and reading area at school) for pictures to be deposited in or have a matching picture to Velcro to in the activity area.



Picture schedules may be arranged vertically or horizontally. A general rule of thumb is to use a vertical schedule (i.e., top to bottom) for pre-readers and a horizontal (i.e., left to right) schedule for readers.

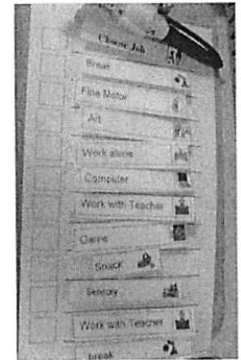
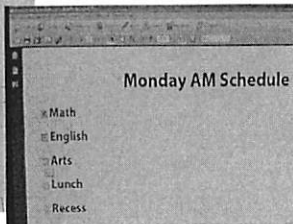
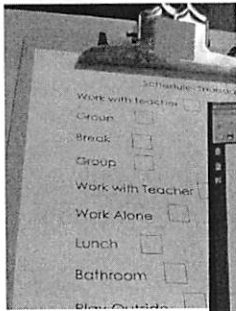
Object Schedules

For some individuals, pictures or photographs may be too abstract. If the individual needs a more concrete indication of activities, an object schedule can be implemented. In such a system, each activity is represented by a concrete object easily associated with the activity (e.g., a fork for lunch, a block for playtime, a pen for work time) or to be functionally utilized in the next activity (e.g., Lego to be utilized in playing Legos). The objects can be arranged in a row from first to last, indicating the order of activities and can be manipulated as represented above for picture schedules.



Word Schedules

As individuals become stronger readers, it can be appropriate to use words to represent activities, rather than pictures or photographs. If an individual has been on a picture schedule previously, it may help to fade the pictures out and the words in. Specifically, begin printing words on the picture schedule cards and, over time, increase the size of the words while decreasing the size of the picture. This process will help the individual begin to focus more on the written word than on the image.



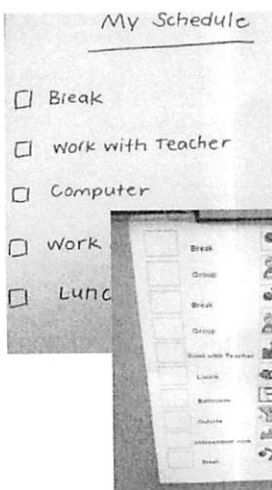
Schedule Presentation

Pull-Off Schedules

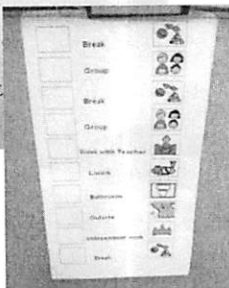
The use of Velcro to attach words or pictures to a schedule is a helpful method for some individuals. The process makes it easy to focus on which activity is next, because all prior activities have been removed from the board.



Check-Off Schedules

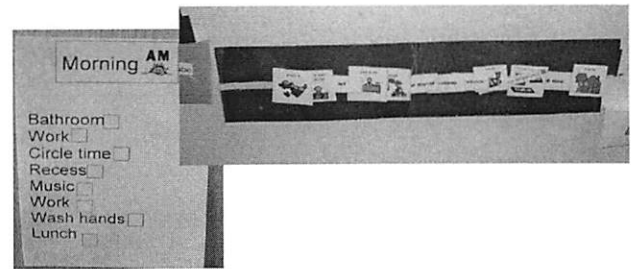


Although the use of Velcro highlights which activities are remaining on the schedule (by removing completed activities), other schedule formats may be more appropriate for certain individuals. In a check off schedule, all activities are listed on a piece of paper. Depending upon the reading level of the individual, it may be appropriate to use pictures, words, or a combination of the two to represent activities. A square should be next to each activity so the individual can “check off” activities as s/he completes them. This format allows the individual to see what s/he has already completed as well as see what remains to be done. Other variations of this schedule could include schedules written on a dry erase board or a cross off schedule in which the individual crosses off items completed in order on his/her sheet. This format can be distracting for some individuals, however, so it is not always the most appropriate format to use.



Stationary Schedule

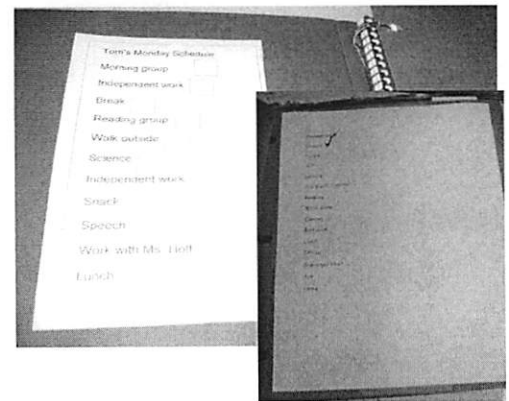
Schedules are placed stationary in a transition area (e.g., on the wall, table, cubby, etc.). The student will go to the transition area regularly after each scheduled activity.



Mobile/Portable/Travel Schedules

In all the above schedules, the schedule is located in a specified space and the individual returns to that place between each activity to check the schedule. For some individuals, it may be more appropriate to teach a mobile schedule. A mobile schedule is a schedule that an individual carries from one activity or room to the next.

Mobile schedules may be check-off (or cross off) schedules written on paper and placed on clipboards or in binders or pull-off schedules located on a small but sturdy surface. They can also be PDAs for the older student. When teaching the individual to use a mobile schedule, ensure that there is a clearly defined place for him/her to place the schedule in each activity area. It may be helpful to tape off a spot or use a sign, basket or other visual cue to indicate where the schedule should be placed. When using a mobile schedule the individual should check his/her schedule immediately after completing one activity so s/he knows where s/he is going next.

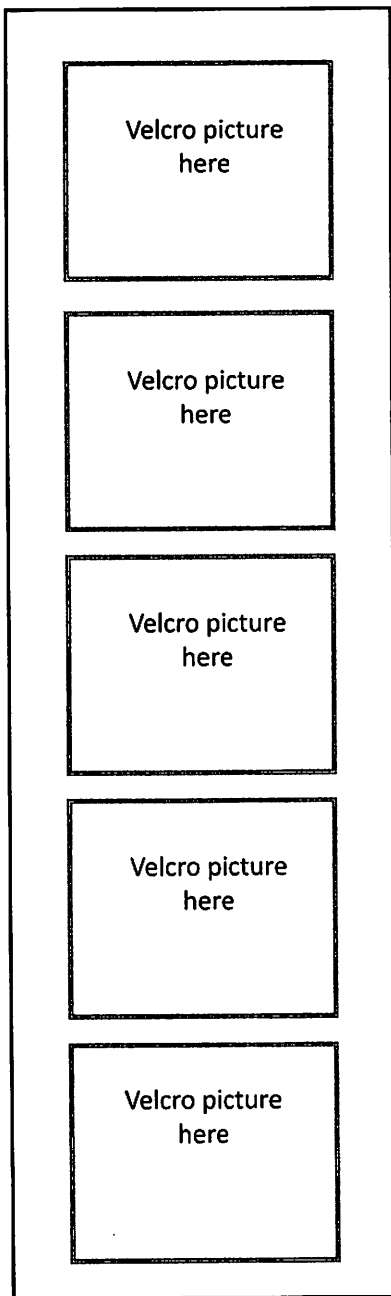


To Make a Pull-Off Schedule

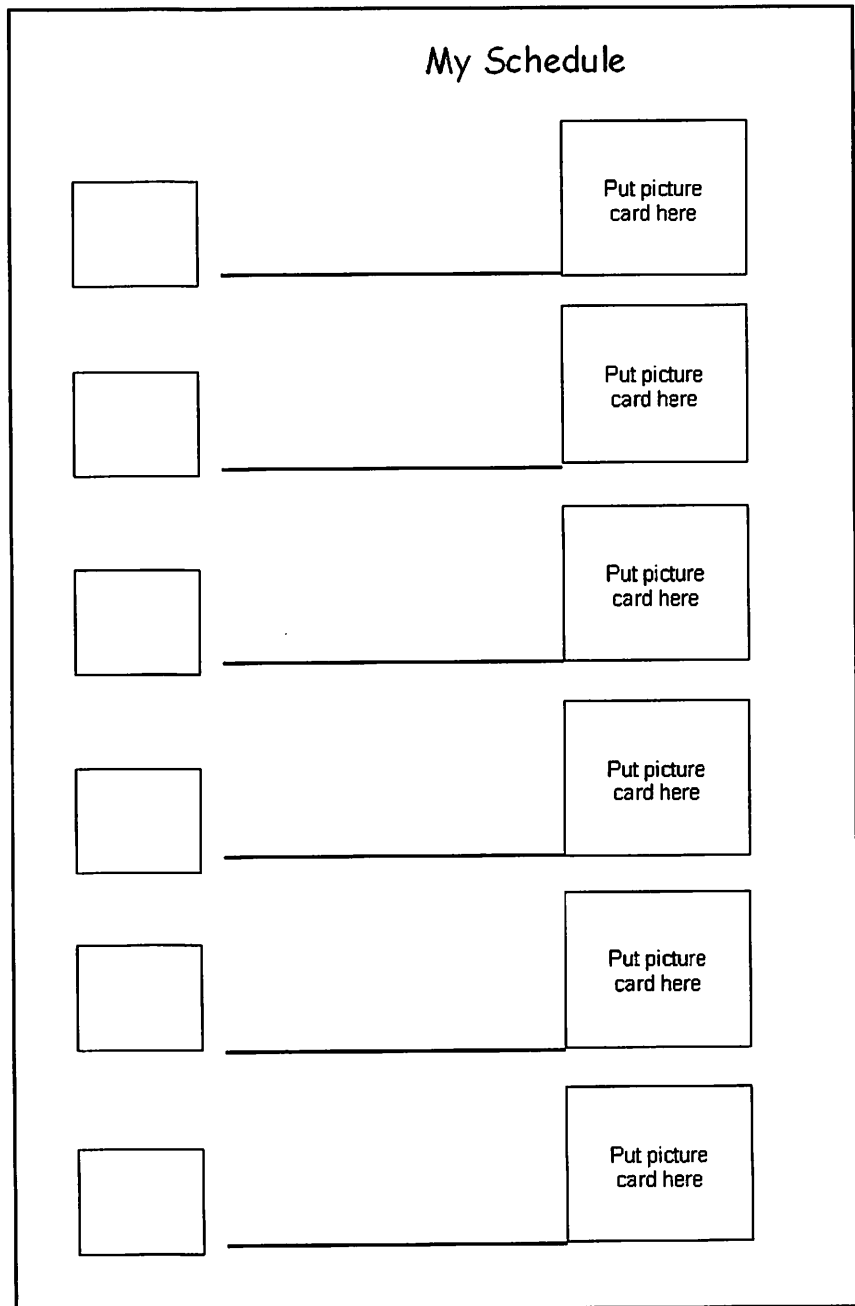
1. Cut out the pictures provided here (or write/draw your own based on the needs of the individual you know)
2. Laminate the schedule cards, if possible
3. Cut a rectangular piece of poster board so it is large enough for multiple activities to be listed (e.g., 8-12).
4. Place Velcro on the poster board in a straight line.
5. Use Velcro to place pictures or words on poster board



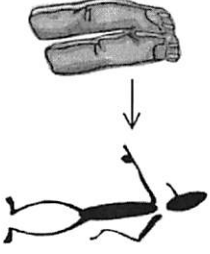
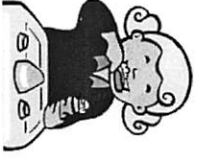
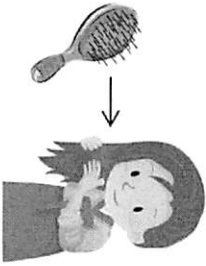
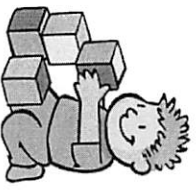


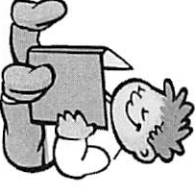


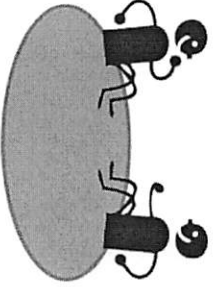
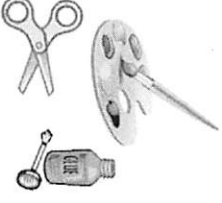

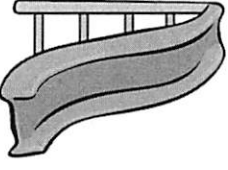


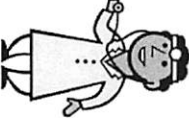
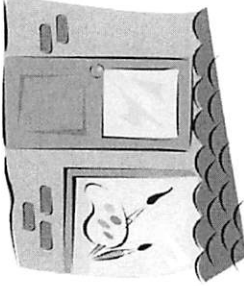

Schedule Template (not to scale)

Picture Schedules



Check-Off with Pictures Schedules



<p>eat</p> 	<p>sleep</p> 	<p>get dressed</p> 	<p>Brush teeth</p> 	<p>brush hair</p> 
<p>play</p> 	<p>break time</p> 	<p>watch TV</p> 	<p>read</p> 	<p>outside</p> 
<p>homework</p> 	<p>circle time</p> 	<p>arts and crafts</p> 	<p>exercise</p> 	<p>playground</p> 
<p>bath</p> 	<p>work</p> 	<p>doctor</p> 	<p>store</p> 	<p>finished</p> 

Planificación para casos de emergencia

Habilidades enseñadas: El estudiante está aprendiendo a estar preparado para emergencias tales como incendios y terremotos.

Objetivo(s): El estudiante sabrá cómo hacer frente a terremotos, incendios y otras situaciones de emergencia.

Actividades

Actividades para apoyar a su hijo en casa

Discuta toda preocupación o temor con respecto a terremotos o situación de desastre. Pregúntele a su hijo qué harían en caso de una emergencia. Miren un video en YouTube <https://www.youtube.com/watch?v=TbztvomQYJpE>

¿Sabe su hijo cuál es el propósito del extintor de incendio? Podría ser necesario que vean un video en YouTube con su hijo para reafirmar su comprensión.

Hable con su hijo sobre cuándo es apropiado salir de su casa en caso de una emergencia. ¿A dónde debe ir su hijo?

Si ocurriera una situación de emergencia fuera del hogar o de la escuela, ¿qué quiere que haga su hijo? ¿Quedarse quieto? ¿Se encuentran en casa? Prepare una lista con contactos de emergencia para guardar en la mochila de su hijo.

Prepare un kit de emergencia y juntos decida dónde se guardará.

Siéntese juntos y haga un plan para casos de emergencia. Es posible que necesite incluir imágenes y un mapa.





SEA INTELIGENTE. PARTICIPE. ELABORE SU PLAN DE COMUNICACIÓN EN CASO DE EMERGENCIA

Únase a otros y prepárese para una emergencia participando en America's PrepareAthon! | ready.gov/prepare

El *Plan de comunicación familiar en caso de una emergencia* comienza con una simple pregunta: "¿Qué pasaría si...?" "¿Qué pasaría si ocurre algo y no estoy con mi familia?" "¿Podré comunicarme con ella?" "¿Cómo voy a saber si está a salvo?" "¿Cómo puedo hacerle saber que estoy bien?" Si ocurre un desastre, usted necesitará comunicarse con su familia.

Es posible que las redes de comunicación, ya sean teléfonos móviles o computadoras, no funcionen bien en caso de desastres y que no haya electricidad. La planificación ayuda a garantizar que todos los miembros de su hogar—que incluye a los niños, personas con discapacidades y a otros miembros con necesidades funcionales y de acceso, así como a las personas responsables de su cuidado—sepan cómo comunicarse entre sí y dónde reunirse durante una emergencia. La planificación comienza siguiendo tres pasos muy fáciles:

1. RECOLECTAR.



En una hoja de papel, escriba la información de contacto de los miembros de su familia y de otras personas/entidades importantes, como por ejemplo, instituciones médicas, médicos, escuelas y proveedores de servicios.

2. COMPARTIR.



Todos los miembros de la familia deben llevar consigo una copia ya sea en su billetera, bolso o mochila. Si completa en línea el *Plan de comunicación familiar en caso de una emergencia* accediendo a ready.gov/make-a-plan, podrá imprimirlo en forma de una tarjeta que cabe en su billetera. También debe colocar una copia en un sitio fácil de ver dentro de su casa, ya sea pegado en la puerta del refrigerador o en un cartel.

3. PRACTICAR.



Lleve a cabo reuniones periódicas de familia para repasar y practicar el plan.

¡EL
TEXTO ES
MEJOR!

Si tiene teléfono móvil, es posible que un mensaje de texto llegue a su destinatario cuando no logre hacer llamadas. Esto se debe a que los mensajes de texto requieren mucha menos banda ancha que una llamada. Los mensajes de texto también se guardan y son enviados automáticamente cuando el sistema está en capacidad de hacerlo.

Las siguientes secciones le guiarán en el proceso de crear y practicar su *Plan de comunicación familiar en caso de una emergencia.*



INFORMACIÓN DEL HOGAR

Escriba los números telefónicos y las direcciones de correo electrónico de todos los miembros de su familia. Tener escrita esta importante información ayuda a restablecer la comunicación en caso de que no tenga a la mano un teléfono móvil o si a la computadora se le acaba la batería. Si algún miembro de su hogar es sordo o tiene dificultad para escuchar o tiene discapacidades del habla y usa el servicio tradicional o el servicio de retransmisión por video (en inglés, VRS), incluya en la hoja información sobre cómo conectarse a través de estos servicios de retransmisión por línea telefónica fija, dispositivo móvil o computadora.

PLANES DE EMERGENCIA EN ESCUELAS, CENTROS DE CUIDADO INFANTIL, LUGARES DE TRABAJO Y PARA PROVEEDORES DE CUIDADO.

Debido a que los desastres pueden ocurrir durante el horario escolar o de trabajo, es necesario conocer los planes de respuesta a emergencias de estos lugares y cómo mantenerse informado. Hable de estos planes con sus hijos y hágales saber quiénes los recogerán en caso de una emergencia. Asegúrese de que todos los miembros de la familia que posean teléfono estén inscritos en los programas de alertas y avisos de su escuela, lugar de trabajo y gobierno local. Para saber más acerca de cómo inscribirse, consulte el documento, *Sea inteligente. Conozca las alertas y advertencias* en el sitio web www.fema.gov/media-library/assets/documents/93453. Para niños sin teléfono móvil, asegúrese de que ellos saben seguir las instrucciones dadas por los adultos responsables de su cuidado, ya sea un maestro o el director de su escuela.

CONTACTOS FUERA DE LA CIUDAD

También es importante identificar a alguien fuera de su comunidad o estado que actúe de punto central de contacto y que ayude a los miembros de su familia a volver a comunicarse. En el caso de un desastre, podría ser más fácil hacer una llamada de larga distancia que llamar dentro de la misma ciudad debido a la congestión en las líneas telefónicas locales.

LUGARES DE REUNIÓN EN CASO DE EMERGENCIA

Decidan cuál sería un lugar conocido y seguro al que podría ir su familia para protegerse o reencontrarse. Estos lugares deben ser accesibles a los miembros del hogar que tengan discapacidades o necesidades funcionales y de acceso. Si tiene mascotas o animales de servicio para discapacitados, seleccione lugares que acepten animales. Identifique los siguientes lugares:

- Áreas interiores:* Si vive en una zona de tornados, huracanes u otras tormentas con fuertes vientos, asegúrese de que todos sepan dónde ir para protegerse. El lugar puede ser una habitación interior, pequeña y sin ventanas, por ejemplo, un armario o un baño; la planta más baja de una edificación sólida; una habitación segura contra tornados; o refugios temporales en caso de tormentas.
- En su vecindario:* Este es un lugar en su vecindario donde se reunirán los miembros de su familia en caso de incendio u otra emergencia que los obligue a abandonar su casa. Este lugar de reunión podría ser un árbol grande, el buzón de correos cuando está retirado de la entrada de la vivienda o también la casa de un vecino.
- Fuera de su vecindario:* Este es un lugar donde la familia se reunirá en caso de ocurrir un desastre cuando usted no está en su casa ni tampoco puede regresar a ella. Estos lugares podrían ser bibliotecas, centros comunitarios, centros religiosos o la casa de amigos de la familia.

- Fuera de su pueblo o ciudad:* Es una buena idea tener un lugar de reunión fuera de la ciudad para volver a encontrarse en caso de que ocurra un desastre y:
 - Usted no puede regresar a su casa ni tampoco al lugar de reunión dentro del vecindario; o
 - Su familia no está toda junta y hay instrucciones de que su comunidad debe evacuar el área.

Este lugar de reunión podría ser la casa de un familiar o amigo de la familia. Asegúrese de que todos conocen la dirección de su lugar de reunión y hablen de cómo llegarán a él.

OTROS NÚMEROS E INFORMACIÓN IMPORTANTE

También debe escribir los números de teléfono de los servicios de emergencias, servicios públicos, proveedores de servicios, servicios médicos, veterinarios, compañías de seguros y otros servicios.



- Haga copias de su *Plan de comunicación familiar en caso de una emergencia* para que cada miembro de su hogar lleve una en su billetera, bolso o mochila. Coloque una copia en un lugar visible en su hogar. Periódicamente asegúrese de que los miembros de su hogar lleven consigo el plan.
- Guarde la información de su hogar y de los contactos en caso de emergencia en los teléfonos o dispositivos móviles de los miembros de su familia.
- Guarde al menos uno de los contactos en caso de emergencia bajo el nombre "Emergencias" en todos los teléfonos y dispositivos móviles. Si fuese necesario, así será más fácil que alguien identifique a su persona de contacto en caso de emergencia. Informe a su persona de contacto en caso de emergencia acerca de cualquier problema médico u otras necesidades que usted tenga.
- Elabore una lista de grupo en todos los teléfonos y dispositivos móviles que incluya la gente con quien necesitaría comunicarse en caso de una emergencia o desastre.
- Asegúrese de que todos los miembros del hogar y sus contactos fuera de la ciudad saben cómo enviar mensajes de texto si es que tienen teléfonos o dispositivos móviles; de otro modo, conozcan métodos alternos de comunicación si no pueden enviar mensajes de texto.
- Lea el documento titulado *Sea inteligente. Conozca las alertas y advertencias* en el sitio web www.fema.gov/media-library/assets/documents/93453 e inscríbese para recibir información sobre emergencias.



Una vez que haya completado el *Plan de comunicación familiar en caso de una emergencia*, sacado copias para todos los miembros de su hogar y hablado del plan, ¡es hora de practicar!

Estas son algunas ideas para practicar el plan:

- Practicar el envío de mensajes de texto y las llamadas. Hacer que cada persona practique enviar mensajes de texto o llamar a un contacto fuera de la ciudad y también enviar mensajes de texto a un grupo de la lista de grupos en su teléfono móvil.
- Hablar de qué información debe enviarse en los mensajes de texto. Es importante informar a los demás dónde se encuentra y que está a salvo. Mensajes breves como este son útiles: "Estoy bien. Estoy en la biblioteca".

- Hablar de quién será el líder a cargo de enviar información sobre el lugar designado de reunión de todos los miembros del hogar.
- Practicar el encuentro de todos los miembros del hogar en los lugares de reunión en situaciones de emergencias, tanto en áreas interiores como en el vecindario. Hablar de cómo llegaría cada uno a los lugares de reunión fuera del vecindario y fuera de la ciudad. Hablar de todos los medios de transporte, como es el caso del transporte público y trenes para todos los miembros de la familia, incluso para quienes tienen discapacidades o necesidades funcionales y de acceso.
- Periódicamente hablar acerca del plan con los miembros del hogar y amigos, específicamente a quién llamar o enviar mensajes de texto y adónde ir.
- Para mostrar por qué es importante escribir los números telefónicos, pida a los miembros del hogar que de memoria digan números telefónicos importantes; después, pregúnteles cómo sería tener que hacerlo en caso de una emergencia.
- Asegurar que todos, incluso los niños, sepan cómo y cuándo llamar al 911 para pedir ayuda. A ese número se debe llamar solo cuando haya una emergencia que ponga en peligro la vida.
- Repasar, actualizar y practicar su *Plan de comunicación familiar en caso de una emergencia* como mínimo una vez al año o cuando cambie algún dato en su información.

Para comenzar la conversación o para recordarle a su familia por qué está dando estos pasos de preparar y practicar, sería bueno que viera este vídeo de 4 minutos de duración, en inglés (con subtítulo oculto en español), *It Started Like Any Other Day (Comenzó como cualquier otro día)*, www.fema.gov/media-library/assets/videos/100336, acerca de familias que han experimentado desastres. Haga clic en el icono de subtítulo oculto (CC) en la parte inferior derecha para ver los subtítulos.

Después de practicar, hable sobre los resultados. ¿Qué funcionó? ¿Qué se puede mejorar? ¿Qué información debe ser actualizada, si es el caso? Si actualiza la información, no olvide imprimir nuevas copias del plan para todos.

OTROS CONSEJOS IMPORTANTES ACERCA DE LA COMUNICACIÓN EN SITUACIONES DE DESASTRES¹

- Los mensajes de texto son la mejor opción cuando se usan teléfonos móviles, pero si hace una llamada, sea breve y transmita solo información vital al personal de emergencia y/o a los miembros de la familia o del hogar. Así se disminuye al máximo la congestión en las redes telefónicas y se libera espacio para comunicaciones de emergencia; además, se conserva la batería del aparato. Espere 10 segundos antes de volver a marcar un número. Si marca muy rápido, los datos que van del móvil a las torres de transmisión no tienen suficiente tiempo para borrarse antes de reenviar la misma información. Esto contribuye a la congestión de la red.
- Conserve la batería de su móvil reduciendo el brillo de la pantalla, poniendo el teléfono en modo de avión y cerrando las aplicaciones que no necesite. Limite los juegos de video y las películas para ayudar a reducir la congestión en la red.
- Lleve consigo baterías cargadas, un cargador para el auto y un cargador solar como respaldo para cargar móviles, teletipos (TTY), teléfonos amplificadores y teléfonos con subtítulos. Si recarga su teléfono en el auto, asegúrese de que el auto esté en un área bien ventilada (es decir, no en el interior de un garaje o estacionamiento cerrado) para evitar intoxicación por monóxido de carbono.

- Si conduce, no envíe mensajes de texto, ni los lea ni tampoco haga llamadas sin un dispositivo de manos libres.
- Mantenga en casa una línea telefónica fija y un teléfono analógico (con batería de repuesto si el teléfono es inalámbrico) para usarlos cuando no esté disponible el servicio de teléfono móvil. Las personas sordas o que tengan dificultades auditivas o posean discapacidades del habla y usen dispositivos y servicios que dependen de la tecnología digital (por ejemplo, VRS, transmisión por Protocolo Internet [IP], o subtítulo) deben tener un teléfono analógico (ya sea TTY, teléfono amplificado o teléfono con subtítulos) con batería de respaldo en caso de que no esté operando el servicio de Internet o del móvil.
- Si debe abandonar el hogar y su línea telefónica fija tiene la opción de remitir llamadas, envíelas a su número de teléfono móvil.
- Use el Internet para comunicarse por correo electrónico, Twitter, Facebook y otras redes sociales. Estos canales de comunicación permiten compartir información rápidamente con una amplia audiencia o saber si sus seres queridos están bien. El Internet también permite hacer llamadas telefónicas a través del protocolo de transmisión de voz por Internet (VOIP). Quienes sean sordos, tengan dificultades auditivas o tengan discapacidades del habla, podrán hacer llamadas a través de un proveedor de retransmisión IP.
- Si no tiene teléfono móvil, lleve siempre una tarjeta telefónica prepagada para hacer llamadas telefónicas en caso de que se requiera durante un desastre y posteriormente.
- Use un teléfono público donde esté disponible. Podría estar menos congestionada la línea porque estos teléfonos no dependen de la electricidad ni de las redes de móviles. En algunos lugares públicos, hay acceso a TTY para las personas sordas, con dificultades auditivas o con discapacidades del habla.

La campaña America's PrepareAthon! es un llamado a la acción para que la gente esté mejor preparada para emergencias. Haga que sus acciones cuenten. Visite el sitio web: ready.gov/prepare.

El lector entiende que el Gobierno Federal proporciona enlaces y datos informativos acerca de diferentes recursos y eventos de preparación para situaciones de desastres y no patrocina eventos, entidades, organizaciones, servicios ni productos que no sean de carácter federal.

10 FORMAS DE PARTICIPAR EN **AMERICA'S PrepareAthon!**



Tenga acceso a alertas y avisos



Ponga a prueba su plan de comunicación



Busque artículos de primera necesidad



Haga un simulacro de respuesta a emergencias



Participe en una clase, adiestramiento o charla



Planifique con sus vecinos



Lleve a cabo un ejercicio de prueba



Proteja su propiedad



Documente y asegure su propiedad



Guarde sus documentos en un lugar seguro

PLAN DE COMUNICACIÓN FAMILIAR EN CASO DE UNA EMERGENCIA

INFORMACIÓN ACERCA DE LOS MIEMBROS DE LA FAMILIA

Teléfono (casa):
Dirección:

Nombre: Móvil:
Otros números o redes sociales:
E-mail:
Información médica importante u otra:
.....

Nombre: Móvil:
Otros números o redes sociales:
E-mail:
Información médica importante u otra:
.....

Nombre: Móvil:
Otros números o redes sociales:
E-mail:
Información médica importante u otra:
.....

Nombre: Móvil:
Otros números o redes sociales:
E-mail:
Información médica importante u otra:
.....

PLANES DE EMERGENCIAS EN ESCUELAS, CENTROS DE CUIDADO INFANTIL, LUGARES DE TRABAJO Y PARA PROVEEDORES DE CUIDADO.

Nombre:
Dirección:
Número de emergencia/Línea directa:
Sitio web:
Plan de emergencia/Persona encargada de recoger:

PLANES DE EMERGENCIAS EN ESCUELAS, CENTROS DE CUIDADO INFANTIL, LUGARES DE TRABAJO Y PARA PROVEEDORES DE CUIDADO.

Nombre:
Dirección:
Número de emergencia/Línea directa:
Sitio web:
Plan de emergencia/Persona encargada de recoger:

Nombre:
Dirección:
Número de emergencia/Línea directa:
Sitio web:
Plan de emergencia/Persona encargada de recoger:

Nombre:
Dirección:
Número de emergencia/Línea directa:
Sitio web:
Plan de emergencia/Persona encargada de recoger:

CONTACTO EN CASO DE EMERGENCIA

Nombre: Móvil:
Teléfono (casa): E-mail:
Dirección:

CONTACTO FUERA DE LA CIUDAD

Nombre: Móvil:
Teléfono (casa): E-mail:
Dirección:

LUGARES DE REUNIÓN EN CASO DE EMERGENCIA

Áreas interiores:
Instrucciones:

Vecindario:
Instrucciones:

Fuera del vecindario:.....
Dirección:
Instrucciones:

Fuera de la ciudad:
Dirección:
Instrucciones:



**NÚMEROS TELEFÓNICOS
O INFORMACIÓN
IMPORTANTE**

Policía:
Marque 911 o el número:
Bomberos:
Marque 911 o el número:
Intoxicación: Tel.:
Médico: Tel.:
Médico: Tel.:
Pediatra: Tel.:
Odontólogo: Tel.:
Hospital/Clínica: Tel.:
Farmacia: Tel.:
Seguro de salud: Tel.:
Número de póliza:
Seguro de salud: Tel.:
Número de póliza:
Seguro del vivienda/inquilino:
Tel.:
Número de póliza:
Seguro contra inundaciones:
Tel.:
Número de póliza:
Veterinario: Tel.:
Residencia canina: Tel.:
Empresa de servicio eléctrico:
Tel.:
Empresa de servicio de gas:
Tel.:
Empresa de servicio de agua:
Tel.:
Transporte alternativo/accesible:
Tel.:
Otro: Tel.:
Otro: Tel.:
Otro: Tel.:



Home Fires



Each year more than 2,500 people die and 12,600 are injured in home fires in the United States. But unlike other disasters, home fires can be prevented! It's important to know this: **Fire is fast!** There is no time to gather anything or make a phone call. In just two minutes, a fire could kill you. In five minutes, a house could be swallowed in flames. **Fire is hot!** Heat and smoke could be even more dangerous than the flames. Breathing in really hot air could burn your lungs, and fire produces poisonous gases that can make you sleepy and unable to escape. **Fire is dark!** It can be hard to find your way out of your house in a fire. **Fire is deadly!** Fire uses up oxygen you need to breathe and produces smoke and poisonous gases that kill.

Am I at risk?

Every single person in The United States, no matter where they live, or what kind of home they live in is at risk of a home fire.



FACT CHECK

- 1. True or False?** Fires create toxic gases that can make you sleepy, confused, and short of breath.
- 2. True or False?** Cooking fires are the leading cause of home fires.
- You should have at least ____ escape routes from each room?
a. Zero b. One c. Two
- How many smoke alarms (detectors) should you have in your home? _____
- How often should you check and replace the batteries in your smoke alarms? _____

(1) True. That's why it's important to stay low to the ground, and get out fast!
(2) True
(3) C
(4) At least one on every level of your home, especially in sleeping areas.
(5) Check batteries once a month, and replace them at least once a year.

ANSWERS



For more facts and info on home fires visit
<http://www.ready.gov/kids/know-the-facts/home-fires>
<http://www.usfa.fema.gov/>

Be Prepared

BEFORE

Create a fire escape plan and practice it twice a year.

- ✓ Have smoke alarms in every bedroom and every floor of the house.
- ✓ Remind your parents to test the smoke alarms in your house every month.
- ✓ Find two ways to get out of each room. A window might be a second way if the door is blocked by fire or smoke.
- ✓ Practice feeling your way out of the house in the dark or with your eyes closed.
- ✓ Sleep with your door closed. It helps prevent fires from spreading quickly.

DURING

- ✓ Get low and go! Crawl under smoke to an exit. Heavy smoke and deadly gases collect along the ceiling.
- ✓ If you hear a smoke alarm, get out fast! You may only have a few seconds to escape.
- ✓ If smoke is blocking the door, use your second way out of the room or house.
- ✓ Feel the doorknob and door before opening it. If either is hot, leave the door closed and use the second way out.
- ✓ If you see smoke coming around the door, use the second way out.
- ✓ If you do open a door, open it slowly and be ready to shut it quick if there's smoke.
- ✓ Don't hide from firefighters! They may look scary with all of their equipment, but they are there to help you.
- ✓ Tell firefighters if there are any pets trapped in the house. Don't try to get them yourself!
- ✓ If your clothes catch on fire, stop-drop-roll! Stop, drop to the ground, and cover your face with your hands. Then roll over and over or back and forth until the fire is out.

AFTER

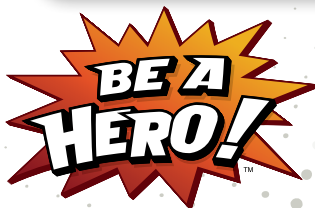
- ✓ Don't go back into any building unless a firefighter or your parents say it is safe.

WORDS TO KNOW

Smoke Alarms Sensors attached to the ceiling that sound an alarm when they sense smoke

Fire Extinguisher A fire protection device that sprays foam and is used to help put out small fires

Oxygen The air that we breathe. Fires need oxygen in order to burn.



Earthquakes



Earthquakes are the shaking, rolling or sudden shock of the earth's surface. Earthquakes happen along cracks (called fault lines) in the earth's surface. Earthquakes can be felt over large areas, although they usually last less than one minute. Earthquakes cannot be predicted — although scientists are working on it!

Am I at risk?

All 50 states and 5 U.S. territories are at some risk for earthquakes. Earthquakes can happen at any time of the year.



FACT CHECK

1. What is the Richter scale, and how high does it go?

2. What is the "Ring of Fire"?

3. What other disasters could be triggered as a result of an earthquake?

(1) Developed by Charles Richter, a physicist, the Richter scale measures the magnitude, or size, of earthquakes. It goes from 0.0 (none) to 10.0. Earthquakes below 2.0 are rarely felt by people, and a 10.0 has never been recorded.
(2) Also called the Circum-Pacific belt, it's the zone surrounding the Pacific Ocean where about 90% of the world's earthquakes occur.
(3) Tsunami, Flood, Home Fires, Blackouts, Landslides, and Volcano eruptions.

ANSWERS



For more facts and info on earthquakes visit www.ready.gov/kids-know-the-facts-earthquakes

Earthquakes

Be Prepared

BEFORE

- ✓ Build an emergency kit.
- ✓ Make a family communications plan.
- ✓ Know the safe spots in every room – under a sturdy table or against an inside wall.
- ✓ Ask your family to hold earthquake drills – drop, cover, and hold on!

DURING

If inside:

- ✓ DROP to the ground.
- ✓ Take COVER under a sturdy table or other heavy furniture. If there is nothing to get under, cover your face and head with your arms and crouch near an inside wall.
- ✓ HOLD ON until the shaking stops.
- ✓ STAY AWAY from windows, glass, lighting fixtures, or furniture that could fall – like bookcases.
- ✓ STAY INSIDE!
- ✓ Do not use elevators!

If outside:

- ✓ Stay there. Move away from buildings, streetlights, and wires.
- ✓ Stay out in the open until the shaking stops. Buildings could collapse and hurt you.

If trapped under debris:

- ✓ Cover your mouth with your shirt.
- ✓ Do not scream – you could breathe in dust.
- ✓ Tap on a pipe or wall so rescuers can find you.

AFTER

- ✓ Expect aftershocks. They are usually not as strong but can cause damage.
- ✓ Open cabinets carefully. Objects might have moved and could fall on you.
- ✓ Wear long pants, long sleeves, and shoes to protect your skin from getting scratched by broken objects.
- ✓ Text, don't talk. Unless there's a life-threatening situation, if you have a cell phone, send a text so that you don't tie up phone lines needed by emergency workers. Plus, texting may work even if cell service is down.

WORDS TO KNOW

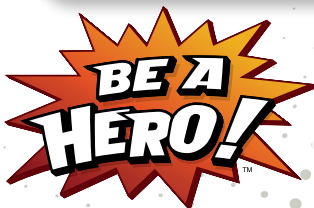
Seismic Activity Another word for earthquakes, along with tremors, quakes and shakers

Fault Lines Cracks in the rocks below the earth's surface

Aftershock A smaller earthquake that follows the main shock or previous earthquake

Epicenter The center, or focus, of an earthquake, from which seismic waves are sent spherically in many directions

Seismograph A machine that measures an earthquake



Cómo llenar un sobre postal

Habilidades enseñadas:

Comunicarse por escrito, clara y efectivamente con un propósito.

Goal(s):

El estudiante se dirigirá a un sobre.

Actividades

Actividades para apoyar a su hijo en casa

Ayude a su hijo a memorizar la dirección de su casa.

Señale den qué parte del sobre debe escribir la dirección de retorno. Señale dónde escribir la información del destinatario. Dónde colocar el sello y cuántos son necesarios.

Coloque la dirección en el sobre mientras su niño lo mira.

Practique con su hijo cómo escribir la dirección en el sobre.

Permita que su hijo envíe una carta. Lleve a su hijo a la oficina de correos, compre sellos y sobres.

Escriba con su hijo a una carta a un pariente o vecino. Vayan al correo y envíen la carta.

Sample Addressed Personal Envelope

Miss Anne M. Riley (a)
3726 Rosemont Drive (b) (1)
Wilmington, OH 48732 (c)

Mrs. Jason Fox (a)
25226 East 130th Street (b) (2)
Willoughby, OH 44094 (c)

Parts of Inside & Return Addresses (1b)

(1) Return Address consists of:

- a. your name
- b. your street address
- c. your city, state, zip code

(2) Inside Address consists of:

- a. name of person receiving letter
- b. their street address
- c. their city, state, zip code

Placement of Return and Inside Addresses (1c)

(1) Return Address

- a. upper left corner
- b. down 2 lines from top of envelope
- c. over 3 spaces from left edge of envelope
- d. use single spacing
- e. space once after state before zip code

(2) Inside Address

- a. middle of the envelope
- b. use Block Style-lines even at left
- c. use single spacing
- d. space once after state before zip code

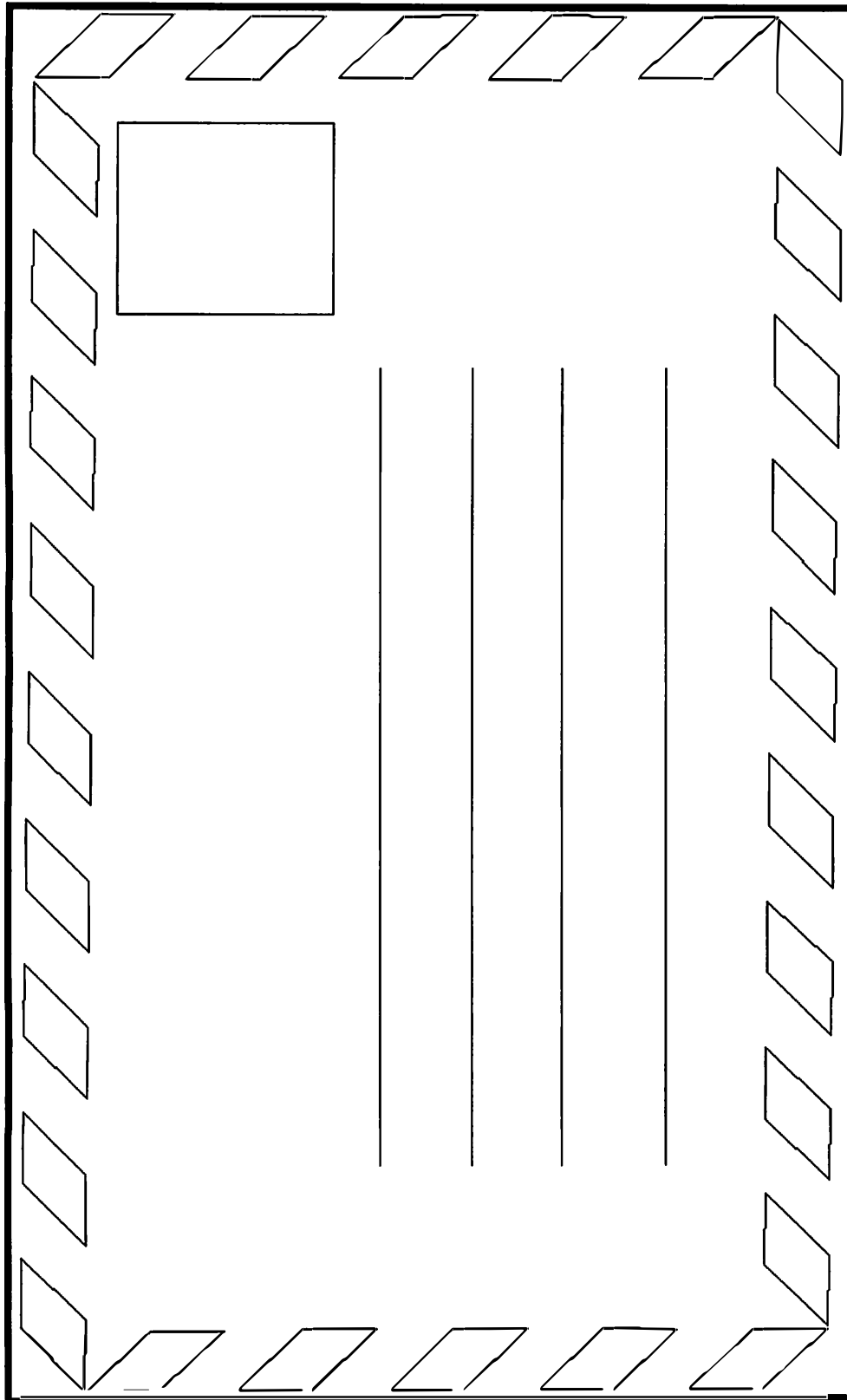
Envelope addressing assignment

Sample addresses to use for practice exercises:

Return Addresses	Inside Addresses
Anthony Duwalder 1871 Peachtree Street Ashville, NC 28803	Mrs. Janice Coleman 362 Hilliard Road Lakewood, OH 44107
Mr. Thomas Briggs 6809 Franklin Blvd. Cleveland, OH 44102	Miss Jane Richards 9876 Ventura Avenue Venice, CA 90291
Mr. Robert Baxter 12590 Wakefield Avenue Pittsburgh, PA 15062	Mrs. Christine Wallace 5634 Speedway Drive Winter Park, FL32789

*Use a template like the one below.

Stamp





Hervir, asar y freír

Habilidades enseñadas:

Los estudiantes estarán expuestos a los tres métodos de cocción: hervir, asar y freír y comprenderán qué método usar con qué alimentos.

Objetivo(s):

Con la práctica, el alumno aprenderá a preparar comidas simples.

Actividades

Actividades para apoyar a su hijo en casa

Averigüe si su hijo/a tiene interés en cocinar.

Discuta las comidas favoritas de su hijo y cómo se preparan esas comidas. Repasen los ingredientes necesarios para la comida y hable sobre los ingredientes necesarios.

Enseñe a su hijo a usar la estufa y qué precauciones de seguridad debe tomar.

Hierva agua y muestre cómo preparar arroz y papas. Repase con su hijo las medidas de cocción.

Juntos, cocine tocino/salchicha frita o una hamburguesa

Mientras prepara las verduras, pida a su hijo que cocine la hamburguesa y el puré de papas.

Master Grocery List

Fruits

- apples
- apricots
- avocados
- bananas
- berries
- cherries
- grapefruit
- grapes
- kiwi
- lemons
- limes
- melons
- nectarines
- oranges
- papaya
- peaches
- pears
- plums
- pomegranate
- watermelon
- _____
- _____
- _____

Vegetables

- artichokes
- asparagus
- basil
- beets
- broccoli
- cabbage
- cauliflower
- carrots
- celery
- chilies
- chives
- cilantro
- corn
- cucumbers
- eggplant
- garlic cloves
- green onions
- lettuce
- onions
- peppers
- potatoes
- salad greens
- spinach
- sprouts
- squash
- tomatoes
- zucchini
- _____
- _____
- _____

Breakfast

- cereal
- grits
- instant breakfast drink
- oatmeal
- pancake mix
- _____
- _____
- _____
- _____

Meat

- bacon
- chicken
- deli meat
- ground beef
- ground turkey
- ham
- hot dogs
- pork
- sausage
- steak
- turkey
- _____
- _____

Seafood

- catfish
- cod
- crab
- halibut
- lobster
- oysters
- salmon
- shrimp
- tilapia
- tuna
- _____

Frozen

- chicken bites
- desserts
- fish sticks
- fruit
- ice
- ice cream
- ice pops
- juice
- meat
- pie shells
- pizza
- pot pies
- potatoes
- TV dinners
- vegetables
- veggie burger
- waffles
- _____
- _____
- _____

Baby

- baby cereal
- baby food
- diapers
- diaper cream
- formula
- wipes
- _____

Pets

- cat food
- cat sand
- dog food
- shampoo
- treats
- flea treatment
- _____

Baking

- baking powder
- baking soda
- bread crumbs
- cake decor
- cake mix
- canned milk
- chocolate chips
- cocoa
- cornmeal
- cornstarch
- flour
- food coloring
- frosting
- muffin mix
- pie crust
- shortening
- sugar (brown)
- sugar (powdered)
- sugar
- yeast
- _____
- _____

Snacks

- candy
- cookies
- crackers
- dried fruit
- fruit snacks
- gelatin
- graham crackers
- granola bars
- gum
- nuts
- popcorn
- potato chips
- pretzels
- pudding
- raisins
- seeds
- tortilla chips
- _____
- _____
- _____

Bakery

- bagels
- bread
- donuts
- cake
- cookies
- croutons
- dinner rolls
- hamburger buns
- hot dog buns
- muffins
- pastries
- pie
- pita bread
- tortillas (corn)
- tortillas (flour)
- _____

Pasta & Rice

- brown rice
- burger helper
- couscous
- elbow macaroni
- lasagna
- mac & cheese
- noodle mix
- rice mix
- spaghetti
- white rice
- _____
- _____

Cans & Jars

- applesauce
- baked beans
- black beans
- broth
- bullion cubes
- canned fruit
- canned vegetables
- carrots
- chili
- corn
- creamed corn
- jam/jelly
- mushrooms
- olives (green)
- olives (black)
- pasta
- pasta sauce
- peanut butter
- pickles
- pie filling
- soup
- _____
- _____

Refrigerated

- biscuits
- butter
- cheddar cheese
- cream
- cream cheese
- dip
- eggs
- egg substitute
- feta cheese
- half & half
- jack cheese
- milk
- mozzarella
- processed cheese
- salsa
- shredded cheese
- sour cream
- Swiss cheese
- whipped cream
- yogurt
- _____
- _____

Seasoning

- basil
- bay leaves
- BBQ seasoning
- cinnamon
- cloves
- cumin
- curry
- dill
- garlic powder
- garlic salt
- gravy mix
- Italian seasoning
- marinade
- meat tenderizer
- oregano
- paprika
- pepper
- poppy seed
- red pepper
- sage
- salt
- seasoned salt
- soup mix
- vanilla extract
- _____
- _____

Sauces & Condiments

- BBQ sauce
- catsup
- cocktail sauce
- cooking spray
- honey
- horseradish
- hot sauce
- lemon juice
- mayonnaise
- mustard
- olive oil
- relish
- salad dressing
- salsa
- soy sauce
- steak sauce
- sweet & sour
- teriyaki
- vegetable oil
- vinegar
- _____
- _____

Drinks

- beer
- champagne
- club soda
- coffee
- diet soft drinks
- energy drinks
- juice
- liquor
- soft drinks
- tea
- wine
- _____

Paper Products

- aluminum foil
- coffee filters
- cups
- garbage bags
- napkins
- paper plates
- paper towels
- plastic bags
- plastic cutlery
- plastic wrap
- straws
- waxed paper
- _____
- _____

Cleaning

- air freshener
- bleach
- dish soap
- dishwasher detergent
- fabric softener
- floor cleaner
- glass spray
- laundry soap
- polish
- sponges
- vacuum bags
- _____

Personal Care

- bath soap
- bug repellent
- conditioner
- cotton swabs
- dental floss
- deodorant
- facial tissue
- family planning
- feminine products
- hair spray
- hand soap
- lip care
- lotion
- makeup
- mouthwash
- razors/blades
- shampoo
- shaving cream
- sunscreen
- toilet tissue
- toothbrush
- toothpaste
- _____
- _____

Misc. Items

- batteries
- charcoal
- greeting cards
- light bulbs
- _____

Rules for Kitchen Safety

1. Wash hands often. To do this properly use warm water, and lather up with hand soap. Scrub the back and front of your hands, between the fingers and your fingernails. Wash for at least 20 seconds. Rinse under running water and dry with a clean towel.
2. Rinse all fresh fruits and vegetables before eating using clear, clean water-no soap.
3. Don't put cooked food on same plate, tray or cutting board as raw or ready to eat food to prevent cross contamination and the spread of bacteria.
4. When you finish measuring perishable foods, put the extra back in the refrigerator or ice chest.
5. If you spill something, take the time to clean it up properly.
6. Keep paper towels, dish towels and pot holders away from stovetops and oven doors so they won't catch fire.
7. Turn pot handles toward back where no one will knock them off the heating element or table.
8. Never add water to a pan that contains hot oil or fat in it since hot fat will splatter out of the pan and could cause a burn.
9. Never put water on a cooking fire. Quickly ask an adult to put out the fire. Don't try to move a burning object to another place.
10. Use knives safely.
 - a. If you don't feel comfortable with the knife ask for help.
 - b. When using a knife to cut your food, always cut away from your body and toward a cutting board.
 - c. If the cutting board moves when in use, secure it by putting a damp towel between it and the counter or table.
 - d. Use the knife for cutting, not gesturing or pointing.
 - e. Stand still while holding knives. If you must move from one place to another, hold the knife blade downward, tell people you are coming through with a knife and walk carefully. Never run.
 - f. Put knives down away from the edge of the table and placed so the blade is facing down or on its side.
 - g. Don't put knives or other sharp objects into full sink where someone could reach in and get hurt.
11. Dress for safety. Wear shoes that cover your feet (no sandals). Avoid loose fitting clothing. Take off jewelry including earrings, necklaces, bracelets and rings (it or pieces of it could fall into the food).
12. Keep hair out of the food. Wear some kind of clean head covering such as a ball cap, bandana, chef's hat or hairnet. If you have long hair, tie it back, then cover your head with a clean head covering.
13. Be careful not to get burned.
 - a. Open pan lids away from you to safely vent steam.
 - b. Turn off burners, ovens and other hot equipment as soon as you finish with them.
 - c. Keep hands out of hot pans.
 - d. Let people know you are coming with something hot.
 - e. Walk slowly when you carry something hot.
 - f. Use dry pot holders.
14. Electricity is not a friend of water. Keep electric appliances and cords away from water. Use dry hands to plug something in or out.
15. Turn off appliances and unplug them as soon as you finish with them.
16. If you have oil or pan drippings that need to be disposed of, contact a Food Showdown adult volunteer, and they will provide you with a metal can and turkey baster for proper disposal.



Name _____ Date _____ Period _____

Source: https://caehs.buncombeschools.org/UserFiles/Servers/Server_94795/File/Staff/Rice,%20Kady%20-%20CTE-%20Family%20&%20Consumer%20Science/Foods%20I/kitchen-safety-worksheet.pdf

Being Safe in the Kitchen



Directions: Identify the following practices as “safe” or “unsafe” on the lines provided. For those that are unsafe, explain why on the lines provided as well.

1. Janet pulled her long hair out of her face and up into a pony tail before she started cooking.

2. Kimberly started preparing dinner while wearing flip flops.

3. Tonya finished washing her hands and went immediately back to chopping the vegetables. Since her hands were wet, she dropped the knife and tried her best to keep it from cutting her foot or hitting the floor.

4. After cooking, John cleaned the stove top and oven to keep anything left over crumbs or spills from catching on fire.

5. Sonya baked potato had gotten cold even though it was still in the aluminum foil, so she put it in the microwave to quickly reheat it.

6. Corey decided to let his younger brother use a dull knife to cut his sandwich instead of a sharp one since he was younger.

7. Shanti went to the restroom and washed her hands immediately upon re-entering the kitchen before she began her food preparation.

8. Betty tilted the lid away from her face to let the steam out before looking in to check on her soup.

9. Robert had only put the roast in the oven for about 5 minutes and decided to take it out quickly with his hands to finish seasoning it.

10. Clifford hung the paper towels above the oven so that they would be in easy reach in case of a spill.

11. Since the food had dried on the knives, Kandi put them in the soapy dishwater to soak.

12. Steve always remembers to turn the pan handles toward the back of the stove while cooking.

13. Sharon took the fire extinguisher out of the kitchen to keep her baby from playing with it like it was a toy.

14. Justin immediately stopped what he was doing to clean up a spill on the floor.

15. Sandra was in such a rush that she used the same cutting board for her vegetables that she had just used to cut and season her chicken.

16. Clara dropped a glass and it shattered and she decided to pick up the big pieces with her hand and then she would come back later with a broom to clean up the remaining pieces.

17. Jamie wanted to taste her mix real quick to see if it needed any more seasoning, but suddenly had to sneeze. After wiping her hands on her apron, she stuck her finger in the bowl to taste it and sure enough, it needed more salt.

18. Haley was in the kitchen cooking when she noticed that the red light was not lit on the smoke alarm. She checked the fire alarm to see if the batteries needed to be changed and they did, however, the phone rang and she went to answer it in the other room and left her food on the stove cooking.

19. Chris made sure to unplug all appliances before starting to wash dishes.

20. After dinner, Dana's mom told her to put up the leftovers. However, Dana received a phone call and left them out all night. The next morning before Dana's mom got up, Dana put the leftovers in the refrigerator.

Being Safe in the Kitchen



Directions: Identify the following practices as “safe” or “unsafe” on the lines provided. For those that are unsafe, explain why on the lines provided as well.

1. Janet pulled her long hair out of her face and up into a pony tail before she started cooking.

Safe

2. Kimberly started preparing dinner while wearing flip flops.

Unsafe, you should always wear closed toe shoes.

3. Tonya finished washing her hands and went immediately back to chopping the vegetables. Since her hands were wet, she dropped the knife and tried her best to keep it from cutting her foot or hitting the floor.

Unsafe, you should never try to catch a falling knife and always make sure your hands are dry when working in the kitchen.

4. After cooking, John cleaned the stove top and oven to keep anything left over crumbs or spills from catching on fire.

Safe

5. Sonya baked potato had gotten cold even though it was still in the aluminum foil, so she put it in the microwave to quickly reheat it.

Unsafe, you should never put aluminum foil or any metals inside the microwave.

6. Corey decided to let his younger brother use a dull knife to cut his sandwich instead of a sharp one since he was younger.

Unsafe, you should never use a dull knife and should always monitor kids in the kitchen.

7. Shanti went to the restroom and washed her hands immediately upon re-entering the kitchen before she began her food preparation.

Safe

8. Betty tilted the lid away from her face to let the steam out before looking in to check on her soup.
Safe
-
-
9. Robert had only put the roast in the oven for about 5 minutes and decided to take it out quickly with his hands to finish seasoning it.
Unsafe, you should always use oven mitts or a pot holder when taking anything out of the oven.
-
-
10. Clifford hung the paper towels above the oven so that they would be in easy reach in case of a spill.
Unsafe, you should never place anything flammable above the stove, it could easily catch on fire.
-
-
11. Since the food had dried on the knives, Kandi put them in the soapy dishwater to soak.
Unsafe, you should never place knives in soapy dishwater where they cannot be seen.
-
-
12. Steve always remembers to turn the pan handles toward the back of the stove while cooking.
Safe
-
-
13. Sharon took the fire extinguisher out of the kitchen to keep her baby from playing with it like it was a toy.
Unsafe, you should always have the fire extinguisher in the kitchen in case of an emergency.
-
-
14. Justin immediately stopped what he was doing to clean up a spill on the floor.
Safe
-
-
15. Sandra was in such a rush that she used the same cutting board for her vegetables that she had just used to cut and season her chicken.
Unsafe, you should always use separate cutting boards for vegetables and meat to prevent cross contamination.
-
-
16. Clara dropped a glass and it shattered and she decided to pick up the big pieces with her hand and then she would come back later with a broom to clean up the remaining pieces.
Unsafe, you should never clean up broken glass with your bare hands, and should always make sure to clean up broken glass immediately.
-
-
17. Jamie wanted to taste her mix real quick to see if it needed any more seasoning, but suddenly had to sneeze. After wiping her hands on her apron, she stuck her finger in the bowl to taste it and sure enough, it needed more salt.
Unsafe, you should always wash your hands after sneezing and never use your finger to taste foods.
-
-

18. Haley was in the kitchen cooking when she noticed that the red light was not lit on the smoke alarm. She checked the fire alarm to see if the batteries needed to be changed and they did, however, the phone rang and she went to answer it in the other room and left her food on the stove cooking.

Unsafe, you should never leave food on the stove unattended and always need to keep your fire alarm working.

19. Chris made sure to unplug all appliances before starting to wash dishes.

Safe

20. After dinner, Dana's mom told her to put up the leftovers. However, Dana received a phone call and left them out all night. The next morning before Dana's mom got up, Dana put the leftovers in the refrigerator.

Unsafe, you should always store food safely within 2 hours.

Reconocer las señales y los símbolos en la comunidad

Habilidades enseñadas:

Los estudiantes aprenderán a reconocer e interpretar las señales y los símbolos de la comunidad.

Objetivo(s):

El estudiante aprenderá a reconocer y entender las señales y los símbolos esenciales o qué medidas de seguridad deben tomar al desplazarse en su comunidad.

Actividades



Actividades para apoyar a su hijo en casa

Repase con su hijo las señales y los símbolos del conjunto de fichas proporcionadas. Las fichas se encuentran en las siguientes páginas.
Pida a su hijo que identifique las señales y los símbolos que aparecen en las fichas.
Explique a su hijo el significado de las señales y los símbolos de su comunidad.
Señale las señales y los símbolos cuando salga a la comunidad con su hijo.
Pídale a su niño que señale las señales y los símbolos mientras estén por la comunidad y hablen sobre qué significan.
Pídale a su niño que lea las señales y los símbolos mientras estén por la comunidad

Academia

Community Signs Matching



Suggestions:

1. Print out pages 2 and 3
2. Cut out signs (p.2) and glue them to individual index cards
3. Laminate the cards and place a piece of velcro on the bottom of each one
4. Laminate and cut out descriptions on p.3, then place velcro on them
5. Laminate a folder (app. 1/2 of a standard manila folder) and place velcro for sign descriptions
6. Glue two small containers, and the folder onto a tray for sturdiness
7. Place a stack of index cards into the left container and a "Finished" card onto the right one
8. Arrange sign descriptions in a folder
9. Modify to meet individual needs of your students!



www.handsinautism.org

hands@iupui.edu

Tel: (317)274-8162

select option "0"



Materials Needed:

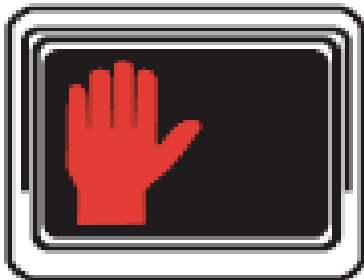
1. Printed Materials
2. Manila Folder
3. Small Containers
(2)
4. Tray
5. Velcro
6. Laminate

Riley
Hospital
for Children
Christian Sarkine
Autism Treatment Center

Christian Sarkine Autism
Treatment Center
Department of Child
and Adolescent Psychiatry
702 Barnhill Dr., Rm. 4300
Indianapolis, IN 46202
For referrals, call 317-274-8162
For research, call 317-274-8162
Other resources: call 317-274-8162
option "0"
www.iupui.edu/~psycdept/autism/

rileyhospital.org

Materials provided are **samples only!**
They may need to be individualized to meet the particular needs of a person with an ASD!



Caution	Slippery
Bike Lane	Railroad Crossing
Playground Area	School Crossing
Bus Station	Telephone
Hospital	Disability Access
Walk	Do Not Walk
Wrong Way	Traffic Signal Ahead
Pedestrian Crossing	Fire Station Ahead
Do Not Enter	Stairs
Restroom	No Food or Drink in the Area
Do Not Swim	Do Not Dive