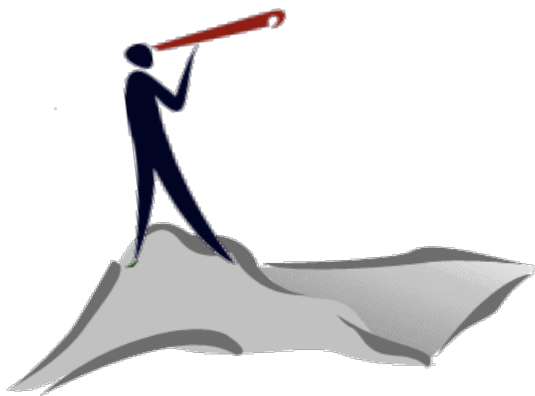
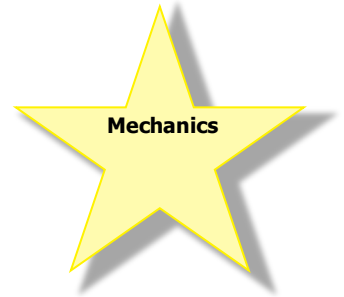
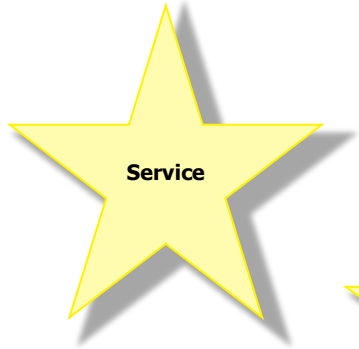


# I Explore My Child's Employment Project



Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

## Members of the Eastern Townships TÉVA Committee

- Marie-Lyne Courchesne, Educational Counsellor, Engagement jeunesse Estrie
- Danielle Dunberry, Resource Person, Services régionaux de soutien et d'expertise de l'Estrie
- Nancy Gravel, Development Officer, Trav-Action (SSMO)
- Nancy Guillette, Program Manager, CRDITED Estrie
- Gaétane Lacroix, Director General, Han-Droits
- Marie-Andrée Lemieux, Counsellor, intervention collective régionale de la région de l'Estrie, Office des personnes handicapées du Québec
- Julie Morel, Occupational Therapist, Clinical Coordinator, Centre de réadaptation Estrie
- Sara-Anne Hébert-Leclerc, Project Officer, Sphère-Québec
- Manon Lessard, Eastern Townships School Board Special Education Consultant
- Kymberley Morin, Coordinator, Centre of Excellence for the Physically, Intellectually and Multi-challenged
- Karyne Blanchette, Counsellor and Project Agent, TÉVA



Hello!

It is a pleasure to accompany you with your child's transition from school to adult life. During this second year of the process, the work life of your child will be the focus. A resource person from Trav-Action\* will accompany you for the 2 years of this transition.

In order to get a good profile of your child's employability, we are asking you to fill in the attached questionnaire. Certain sectors were addressed in the first year of this process. This new information will focus on your child's attitudes and abilities that could influence the quality of their integration into the workforce. It may happen that you are unable to answer some of the questions, just let us know.

Your collaboration, coupled with your knowledge of your child, will provide us with very valuable information that will help in the process. All the information will be put together and shared at a meeting of all concerned and will serve to define the employment project of your child.

\* Trav-Action: Integration to employment service for persons with handicaps

# Employment



## My child would like to work

- Yes, this is the work he/she would like to do: \_\_\_\_\_
- Yes, but I am not sure what he/she would like to do
- No
- I am not sure

## My child would like to work for the following reasons:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> To make money      | <input type="checkbox"/> To make others happy       | <input type="checkbox"/> To have a love relationship |
| <input type="checkbox"/> To help others     | (eg.: parents, teachers)                            | <input type="checkbox"/> To live in an apartment     |
| <input type="checkbox"/> To be independent  | <input type="checkbox"/> To be proud of him/herself |  |
| <input type="checkbox"/> To meet challenges | <input type="checkbox"/> To be part of a group      | <input type="checkbox"/> Other _____                 |

## The job of my child's dreams would be in this area:

(refer to the list of occupations included in the semi-skilled program at your child's school)

- Administration and Commerce
- Agriculture and Fishing
- Food Services and Tourism
- Construction and Public Works
- Woodworking and Building Materials
- Electronics
- Maintenance of Motorized Equipment
- Environment and Landscaping
- Machining
- Social Services, Education or Judicial
- Beauty Care
- Other \_\_\_\_\_



# Employment



**My child needs help or information to learn about the workplace and to plan for his/her job search:**

- Knowledge of him/herself (interests, strengths, weaknesses)
- Areas of work that match his/her interests and abilities
- Skills necessary for the different occupations
- Advantages and disadvantages of different occupations
- Attitudes towards work
- Opportunities for training
- Writing his/her curriculum vitae (CV)
- Job offers
- Job search
- Knowledge of the "Black Market"
- Preparation for an interview
- Importance of good references
- Information on his/her limitations to give to the employer
- Resources available when working (CLE, CJE, SEMO)
- Other \_\_\_\_\_



# Professional Skills

Check all the skills that correspond to your child's profile

Legend:

- (1) Can do easily
- (2) Can do with difficulty
- (3) Cannot do

<b>Posture</b>	1	2	3
Able to do for a long time			
• Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Stand and sit alternately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to do			
• Bend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Squat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Kneel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Use of limbs</b>			
• Hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Legs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Limbs on one side only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fine Motor</b>			
Coordinate movements			
• Of the hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Of the upper body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Of the lower body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Of the upper and lower body together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pick up objects			
• In 1 hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• In 2 hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Between thumb and index finger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform precise tasks			
• Screw in and out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Turn buttons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pick up with fingers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•			
<b>Moving from place to place</b>			
• Move on flat ground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Move quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Move short distances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Move long distances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Climb/descend a hill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Climb/descend stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Climb/descend a ladder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Keep his/her balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Handling objects</b>	1	2	3
• Lift objects less than 5 kg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Lift object more than 5 kg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carry objects more than 5 kg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Push loads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pull loads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use power tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Drive a motorized vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vision</b>			
• See far	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• See close	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Distinguish details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use complete visual range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Perceive distances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Distinguish colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hearing</b>			
• Hear sounds clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognize voices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Locate sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Senses</b>			
• Distinguish tastes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Distinguish smells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Distinguish textures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identify forms and objects by touching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tolerances</b>			
• Work in the cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work in the heat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work in presence of dust, gas or fumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work in a noisy environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work in a wet environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tolerate physical effort for a short time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tolerate physical effort for a long time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Professional Skills

Check all the skills that correspond to your child's profile

Legend:

- (1) Can do easily
- (2) Can do with difficulty
- (3) Cannot do

## Intellectual

	1	2	3
• Sustain attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Memorize in the short term (less than 30 minutes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Memorize in the long term (more than 1 day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Learn new things and apply them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carry out repetitive work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carry out simple instructions (less than 4 steps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carry out complex instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Follow a design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Distinguish different sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Classify objects by category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• File papers and documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organize his/her work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Make judgments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Be creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Make associations between ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Write a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carry out simple mathematical operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carry out complex mathematical operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Measure distances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Measure liquids, weights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tell the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understand the notion of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Behaviour

	1	2	3
• Make choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Able to start tasks on his/her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Take initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Persevere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adapt to changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Handle competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Take responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Follow rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Respect time limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Have a positive self image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Handle stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Be rigorous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Be on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work in a safe manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Respect the standards for the quantity of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Respect the standards for the quality of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Social Relations

• Socialize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Work alone (autonomy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Listen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Hold a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collaborate with superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collaborate with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Communication

• Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicate his/her ideas (speaking, non-verbal, signing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use the telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Guide de soutien à la gestion des ressources humaines dans les entreprises adaptées, Direction régionale d'Emploi-Québec du Centre-du-Québec

# My Child's Dreams



**My child's dreams about his/her working life**

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**The main skills he/she will need for this work**

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**His/her abilities and qualities that will help him/her realize these dreams**

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**His/her challenges and limitations that may interfere with realizing these dreams**

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**His/her plan to realize these dreams**

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# Life Skills



## Housing

For my child to live his/her adult life, he/she will need information and help about the choice and maintenance of his/her housing:

- Choose housing that is appropriate to his/her situation
- Compare different housing (eg.: price, cleanliness, services)
- Identify the ways to find housing (eg.: advertisements, communication with the owner)
- Sign a lease or contract
- Understand the advantages of home insurance
- Use electronic appliances and other basic tools
- Organize his/her personal space
- Perform interior maintenance
- Perform exterior maintenance
- Other: \_\_\_\_\_

## Nutrition

For my child to live his/her adult life, he/she will need information and help about good nutrition:

- Plan well-balanced meals
- Buy good food
- Use a shopping list
- Prepare meals, including the use of electronic appliances
- Follow a recipe
- Use restaurants
- Other: \_\_\_\_\_

My child's worries and difficulties with respect to housing and nutrition:

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Solutions and things he/she will need to reassure him/her:

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# Life Skills



## Clothing

For my child to live his/her adult life, he/she will need information and help buying and taking care of his/her clothing:

- Buy clothes
- Read the tags on the clothes that describe the care needed
- Wash and dry his/her clothes
- Iron his/her clothes
- Use the right cleaning materials and follow directions
- Use a washing machine and dryer
- Other: \_\_\_\_\_

## Personal Care and Health

For my child to live his/her adult life, he/she will need information and help with his/her personal care and health:

- Take care of his/her personal hygiene
- Dress appropriately for the occasion
- Keep physically fit (eg.: practice physical activity, sleep well)
- Understand the risks associated with illegal substance use
- Recognize the signs of sickness and the need to ask for help
- Use the services of the local health and social service agencies (hospital, medical clinics, re-adaptation agencies)
- Treat minor injuries (eg.: cuts, bites, stings, splinters)
- Take his/her medication
- Know where to get help if he/she needs it (eg.: parent, friend, agency worker)
- Identify an emergency
- Know the emergency procedures (eg.: 911, fire extinguishers)
- Identify dangerous situations (house, community, work)
- Behave in a safe way (house, community, work)
- Other: \_\_\_\_\_

His/her worries and difficulties with respect to clothing, personal care and health:

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---

Solutions and things he/she will need to reassure him/her:

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# Life Skills



## Money

For my child to live his/her adult life, he/she will need information and help with handling money:

- Recognize the value of money
- Use different bills and change
- Be careful when paying for something
- Buy items (eg.: choice of products, method of payment, buying online)
- Count money less than 20 dollars
- Make sure he/she receives the right change
- Use a vending machine
- Make a budget (eg.: calculate essential monthly expenses, pay bills, outings)
- Use a bank card and an automatic teller (eg.: payments, cheques, deposits, withdrawals)
- Understand different ways to save money
- Calculate discounts
- Know the places to get help filling in a tax form
- Other: \_\_\_\_\_

His/her worries and difficulties with respect to handling money

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Solutions and things he/she will need to reassure him/her

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# Life Skills



## Transportation

To accomplish his/her various activities, my child can travel in the following ways:

- |   |  |                                      |
|---|--|--------------------------------------|
| <input type="checkbox"/> On foot              | <input type="checkbox"/> alone                         | <input type="checkbox"/> accompanied |
| <input type="checkbox"/> On bicycle           | <input type="checkbox"/> alone                         | <input type="checkbox"/> accompanied |
| <input type="checkbox"/> In a taxi            | <input type="checkbox"/> alone                         | <input type="checkbox"/> accompanied |
| <input type="checkbox"/> On public transport  | <input type="checkbox"/> alone                         | <input type="checkbox"/> accompanied |
| <input type="checkbox"/> On adapted transport | <input type="checkbox"/> alone                         | <input type="checkbox"/> accompanied |
| <input type="checkbox"/> By car               | <input type="checkbox"/> he/she has a driver's license |                                      |

Comments:

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What he/she needs when he/she is traveling:

- |  |                                      |  |                                   |
|--|--------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> Public transportation:        | <input type="checkbox"/> Information | <input type="checkbox"/> Accompaniment | <input type="checkbox"/> Training |
| <input type="checkbox"/> Other: _____                  |                                      |  |                                   |
| <input type="checkbox"/> Adapted transportation:       | <input type="checkbox"/> Information | <input type="checkbox"/> Accompaniment | <input type="checkbox"/> Training |
| <input type="checkbox"/> Other: _____                  |                                      |  |                                   |
| <input type="checkbox"/> Knowledge of the Driving Code |                                      |  |                                   |
| <input type="checkbox"/> Planning itineraries          |                                      |  |                                   |
| <input type="checkbox"/> Other: _____                  |                                      |  |                                   |

Comments:

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His/her worries and difficulties with respect to transportation:

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Solutions and what he/she will need to reassure him/her:

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# Social Relations



For my child to live his/her adult life, he/she will need help and information about social relations:

- Enter into relationships with others
- Know the rules of etiquette when he/she is addressing others:  parents  
 friends  teachers  employers
- Show respect for others:  parents  friends  teachers  employers
- Follow instructions
- Respect the opinion of others
- Give and receive compliments and criticisms
- React appropriately to different situations:  emotion  behaviour
- Identify problems and conflicts in different situations
- Know his/her rights and responsibilities:  individual  employee  renter
- Have him/herself respected
- Know the rules of etiquette in different milieus
- Respect the rights and property of others
- Understand that his/her behaviour may influence others
- Understand that others may influence his/her behaviour
- Identify helpful resources in his/her environment
- Use the helpful resources in his/her environment
- Other: \_\_\_\_\_

His/her worries and difficulties with respect to social relations:

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Solutions and things he/she will need to reassure hm/her:

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