

DOCUMENT RESUME

ED 341 774

CE 060 154

AUTHOR White, Warren J.  
 TITLE Kansas Career Development Competencies and Life Skills for Transition.  
 PUB DATE 90  
 NOTE 10p.  
 PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.  
 DESCRIPTORS \*Career Development; Career Education; Check Lists; \*Competence; Curriculum Development; \*Daily Living Skills; \*Developmental Disabilities; \*Education Work Relationship; Guidelines; \*Job Skills; Needs Assessment; Occupational Information; Special Education; State Standards; Values; Vocational Education; Work Attitudes  
 IDENTIFIERS Kansas; National Career Development Guidelines

ABSTRACT

This document lists the competencies and skills necessary for the successful transition of special education students into the work force and the community. When fully implemented by a school, these competencies and skills assist the school and the Kansas Department of Rehabilitation Services in meeting the requirements of the state law on transition planning for developmentally disabled persons. Directions are provided for use of these guidelines as a needs assessment by teachers, administrators, parents, and local business owners on the steering committee. Two blank lines precede each statement. On the first, the evaluator indicates, by a letter according to a given scale, whether the students develop the competency/skill in the current curriculum. On the second line, the evaluator indicates, by a number according to a given scale, a priority level for the competency/skill. Career development competencies and life skills are divided into these categories under the general heading of attitudes, values, and habits: unspecified, human relationships, occupational information, and acquisition of actual job and daily living skills. (YL5)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

## *Kansas Career Development Competencies and Life Skills for Transition*

The Career Development Competencies and Life Skills for Transition were compiled from Clark (1989), NOICC (1988) and Brolin (1978). These competencies and skills are those necessary for the successful transition of Special Education students into the workforce and the community. When fully implemented by a school, the competencies and skills assist the school and the Kansas Department of Rehabilitation Services to meet the state law entitled, "Transition planning for developmentally disabled persons."

The implementation of these competencies and skills is a three-stage model.

**Planning.** The planning process includes 1) forming committees, 2) conducting needs assessments, 3) establishing program standards and 4) initial evaluation planning.

**Development.** The development process encompasses 1) directing committees in program development, 2) a review of the current program, 3) revising the program, 4) designing the evaluation and 5) identifying staff development needs.

**Implementation.** This process includes 1) involving committees in program implementation, 2) conduct staff development, 3) monitor program implementation, 4) evaluate and use results for program improvement.

These stages emphasize the importance of a total commitment from the school or special education program staff, an intent to involve all staff and administrators in the program improvement process and the importance of evaluation as a continuing obligation of the program.

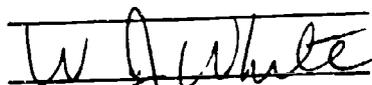
U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY



TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

*Local Needs Assessment*

*for the*

*Kansas Career Development Competencies*

*and Life Skills for Transition*

**To use this needs assessment:**

Have each teacher, administrator, parent and local business owner on your steering committee do the following:

1. Assign each statement a letter according to the scale below. Place the letter on the first line preceding the statement.

A = students already get this competency/skill from our current curriculum

B = students do not get all of this competency/skill from our current curriculum

2. On the second, indicate your priority level for the competency/skill.

1 = High priority, all of our students need this competency/skill.

2 = Moderate priority, many of our students need this

3 = Low priority, few of our students need this

## Attitudes, Values, and Habits

- \_\_\_ \_\_\_ 1. Identify and appreciate personal interest, abilities, and skills.<sup>1</sup>
- \_\_\_ \_\_\_ 2. Demonstrate the ability to use peer feedback.<sup>1</sup>
- \_\_\_ \_\_\_ 3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.<sup>1</sup>
- \_\_\_ \_\_\_ 4. Demonstrate an understanding of environmental influences on one's behaviors.<sup>1</sup>
- \_\_\_ \_\_\_ 5. Demonstrate an understanding of the relationship between personal behavior and self-concept.<sup>1</sup>
- \_\_\_ \_\_\_ 6. Describe how developmental changes affect physical and mental health.<sup>1</sup>
- \_\_\_ \_\_\_ 7. Describe the effect of emotional and physical health on career decisions.<sup>1</sup>
- \_\_\_ \_\_\_ 8. Describe healthy ways of dealing with stress.<sup>1</sup>
- \_\_\_ \_\_\_ 9. Describe behaviors that maintain physical and mental health.<sup>1</sup>
- \_\_\_ \_\_\_ 10. Demonstrate a positive attitude toward work.<sup>1</sup>
- \_\_\_ \_\_\_ 11. Demonstrate learning habits and skills that can be used in various educational situations.<sup>1</sup>
- \_\_\_ \_\_\_ 12. Demonstrate positive work attitudes and behaviors.<sup>1</sup>
- \_\_\_ \_\_\_ 13. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).<sup>1</sup>
- \_\_\_ \_\_\_ 14. Describe ways in which occupational choices may affect lifestyle.<sup>1</sup>
- \_\_\_ \_\_\_ 15. Describe the contribution of work to a balanced and productive life.<sup>1</sup>
- \_\_\_ \_\_\_ 16. Describe ways in which work, family, and leisure roles are interrelated.<sup>1</sup>
- \_\_\_ \_\_\_ 17. Describe different career patterns and their potential effect on family patterns and lifestyle.<sup>1</sup>

### Human Relationships

- \_\_\_ \_\_\_ 1. Demonstrate effective interpersonal skills.<sup>1</sup>
- \_\_\_ \_\_\_ 2. Demonstrate interpersonal skills required for working with and for others.<sup>1</sup>
- \_\_\_ \_\_\_ 3. Describe appropriate employer and employee interactions in various situations.<sup>1</sup>
- \_\_\_ \_\_\_ 4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.<sup>1</sup>
- \_\_\_ \_\_\_ 5. Respond appropriately to praise and criticism.<sup>2</sup>

### Occupational Information

- \_\_\_ \_\_\_ 1. Demonstrate how to apply academic and vocational skills to achieve personal goals.<sup>1</sup>
- \_\_\_ \_\_\_ 2. Describe the relationship of academic and vocational skills to personal interests.<sup>1</sup>
- \_\_\_ \_\_\_ 3. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.<sup>1</sup>
- \_\_\_ \_\_\_ 4. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.<sup>1</sup>
- \_\_\_ \_\_\_ 5. Describe how learning skills are required in the workplace.<sup>1</sup>
- \_\_\_ \_\_\_ 6. Describe the educational requirements of various occupations.<sup>1</sup>
- \_\_\_ \_\_\_ 7. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).<sup>1</sup>
- \_\_\_ \_\_\_ 8. Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).<sup>1</sup>
- \_\_\_ \_\_\_ 9. Describe the concept of career ladders.<sup>1</sup>
- \_\_\_ \_\_\_ 10. Describe the advantages and disadvantages of self-employment as a career option.<sup>1</sup>
- \_\_\_ \_\_\_ 11. Identify individuals in selected occupations as

possible, information resources, role models, or mentors.<sup>1</sup>

- \_\_\_ \_\_\_ 12. Describe how society's needs and functions affect the supply of goods and services.<sup>1</sup>
- \_\_\_ \_\_\_ 13. Identify how employment trends relate to education and training.<sup>1</sup>
- \_\_\_ \_\_\_ 14. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.<sup>1</sup>
- \_\_\_ \_\_\_ 15. Describe the effect of work on lifestyles.<sup>1</sup>
- \_\_\_ \_\_\_ 16. Describe the influence of change in supply and demand for workers in different occupations.<sup>1</sup>
- \_\_\_ \_\_\_ 17. Identify the positive contributions workers make to society.<sup>1</sup>
- \_\_\_ \_\_\_ 18. Describe how occupational and industrial trends relate to training and employment.<sup>1</sup>
- \_\_\_ \_\_\_ 19. Demonstrate an understanding of the global economy and how it affects each individual.<sup>1</sup>
- \_\_\_ \_\_\_ 20. Demonstrate responsibility for making tentative educational and occupational choices.<sup>1</sup>
- \_\_\_ \_\_\_ 21. Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.<sup>1</sup>
- \_\_\_ \_\_\_ 22. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.<sup>1</sup>
- \_\_\_ \_\_\_ 23. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.<sup>1</sup>
- \_\_\_ \_\_\_ 24. Identify steps to apply for and secure financial assistance for postsecondary education and training.<sup>1</sup>
- \_\_\_ \_\_\_ 25. Identify alternatives in given decision-making situations.<sup>1</sup>
- \_\_\_ \_\_\_ 26. Describe how skills developed in academic and vocational programs relate to career goals.<sup>1</sup>
- \_\_\_ \_\_\_ 27. Demonstrate knowledge of the social significance of

various occupations.<sup>1</sup>

- \_\_\_ \_\_\_ 28. Identify factors that have influenced the changing career patterns of women and men.<sup>1</sup>
- \_\_\_ \_\_\_ 29. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.<sup>1</sup>
- \_\_\_ \_\_\_ 30. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.<sup>1</sup>
- \_\_\_ \_\_\_ 31. Identify courses appropriate to tentative occupational choices.<sup>1</sup>
- \_\_\_ \_\_\_ 32. Describe the advantages and problems of nontraditional occupations.<sup>1</sup>
- \_\_\_ \_\_\_ 33. Describe career plans that reflect the importance of lifelong learning.<sup>1</sup>
- \_\_\_ \_\_\_ 34. Demonstrate knowledge of postsecondary vocational and academic programs.<sup>1</sup>
- \_\_\_ \_\_\_ 35. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.<sup>1</sup>
- \_\_\_ \_\_\_ 36. Demonstrate knowledge that changes may require retraining and upgrading of employee's skills.<sup>1</sup>
- \_\_\_ \_\_\_ 37. Describe school and community resources to explore educational and occupational choices.<sup>1</sup>
- \_\_\_ \_\_\_ 38. Describe the costs and benefits of self-employment.<sup>1</sup>
- \_\_\_ \_\_\_ 39. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.<sup>1</sup>
- \_\_\_ \_\_\_ 40. Demonstrate skills necessary to compare education and job opportunities.<sup>1</sup>
- \_\_\_ \_\_\_ 41. Describe skills to locate, interpret, and use information about job openings and opportunities.<sup>1</sup>
- \_\_\_ \_\_\_ 42. Demonstrate an understanding that job opportunities often require relocation.<sup>1</sup>
- \_\_\_ \_\_\_ 43. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).<sup>1</sup>

\_\_\_ \_\_\_ 44. Identify specific job openings.<sup>1</sup>

*Acquisition of Actual Job and Daily Living Skills*

\_\_\_ \_\_\_ 1. Demonstrate academic or vocational skills required for a full or part-time job.<sup>1</sup>

\_\_\_ \_\_\_ 2. Demonstrate skills and behaviors necessary for a successful job interview.<sup>1</sup>

\_\_\_ \_\_\_ 3. Demonstrate skills in preparing a resume and completing job applications.<sup>1</sup>

\_\_\_ \_\_\_ 4. Demonstrate employability skills necessary to obtain and maintain jobs.<sup>1</sup>

\_\_\_ \_\_\_ 5. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.<sup>1</sup>

\_\_\_ \_\_\_ 6. Identify money and make change.<sup>2</sup>

\_\_\_ \_\_\_ 7. Demonstrate ability to make wise expenditures.<sup>2</sup>

\_\_\_ \_\_\_ 8. Demonstrate ability<sup>2</sup> to obtain and use bank and credit card facilities.<sup>2</sup>

\_\_\_ \_\_\_ 9. Demonstrate ability to construct a personal budget and keep basic financial records.<sup>2</sup>

\_\_\_ \_\_\_ 10. Demonstrate ability to calculate and pay taxes or identify sources for assistance with taxes.<sup>2</sup>

\_\_\_ \_\_\_ 11. Identify personal or family housing requirements and procedures to satisfy these requirements.<sup>2</sup>

\_\_\_ \_\_\_ 12. Demonstrate routine cleaning procedures for maintaining a home.<sup>2</sup>

\_\_\_ \_\_\_ 13. Exhibit proper grooming and hygiene.<sup>2</sup>

\_\_\_ \_\_\_ 14. Demonstrate knowledge of physical fitness, nutrition, and weight control.<sup>2</sup>

\_\_\_ \_\_\_ 15. Dress appropriately.<sup>2</sup>

\_\_\_ \_\_\_ 16. Demonstrate knowledge of common illness prevention and treatment.<sup>2</sup>

\_\_\_ \_\_\_ 17. Identify adjustments and responsibilities in marriage, including family planning and

contraception.<sup>2</sup>

- \_\_\_ \_\_\_ 18. Identify parent responsibilities and child needs in raising a family.<sup>2</sup>
- \_\_\_ \_\_\_ 19. Identify aspects of family safety in the home.<sup>2</sup>
- \_\_\_ \_\_\_ 20. Demonstrate appropriate eating skills.<sup>2</sup>
- \_\_\_ \_\_\_ 21. Demonstrate ability to plan, purchase food for, prepare, and clean up after balanced meals.<sup>2</sup>
- \_\_\_ \_\_\_ 22. Demonstrate wise purchase of and appropriate care of clothing.<sup>2</sup>
- \_\_\_ \_\_\_ 23. Demonstrate general understanding of local and federal laws and government.<sup>2</sup>
- \_\_\_ \_\_\_ 24. Identify citizenship rights and responsibilities.<sup>2</sup>
- \_\_\_ \_\_\_ 25. Identify registration and voting procedures.<sup>2</sup>
- \_\_\_ \_\_\_ 26. Identify Selective Service procedures.<sup>2</sup>
- \_\_\_ \_\_\_ 27. Identify civil rights and responsibilities when questioned by the law.<sup>2</sup>
- \_\_\_ \_\_\_ 28. Identify activities and available community resources.<sup>2</sup>
- \_\_\_ \_\_\_ 29. Demonstrate knowledge of traffic rules and safety practices.<sup>2</sup>
- \_\_\_ \_\_\_ 30. Demonstrate knowledge and use of various means of transportation.<sup>2</sup>
- \_\_\_ \_\_\_ 31. Recognize emergency situations.<sup>2</sup>
- \_\_\_ \_\_\_ 32. Read at a level needed for future goals.<sup>2</sup>
- \_\_\_ \_\_\_ 33. Write at a level needed for future goals.<sup>2</sup>
- \_\_\_ \_\_\_ 34. Speak adequately for understanding.<sup>2</sup>
- \_\_\_ \_\_\_ 35. Demonstrate understanding of the subtleties of communication.<sup>2</sup>
- \_\_\_ \_\_\_ 36. Demonstrate satisfactory balance and coordination.<sup>2</sup>
- \_\_\_ \_\_\_ 37. Demonstrate satisfactory manual dexterity.<sup>2</sup>
- \_\_\_ \_\_\_ 38. Demonstrate satisfactory stamina and endurance.<sup>2</sup>
- \_\_\_ \_\_\_ 39. Demonstrate satisfactory sensory discrimination.<sup>2</sup>

- \_\_\_ \_\_\_ 40. Work at a satisfactory rate.<sup>2</sup>
- \_\_\_ \_\_\_ 41. Demonstrate recognition of importance of punctuality  
and attendance.<sup>2</sup>
- \_\_\_ \_\_\_ 42. Demonstrate occupational safety.<sup>2</sup>
- 

The four component model was adapted from:  
Clark, G.M. & Kolstoe, O. P. (1989). Career development and  
transition education for adolescents with disabilities.  
Boston: Allyn and Bacon Publishing Co.

Skill statements ending with <sup>1</sup> are from:  
The National career guidance and counseling guidelines: High  
schools. (1988). Washington, D.C.: National Occupational  
Information Coordinating Committee.

Skill statements ending with \* are from:

Brolin, D. E. (Ed.). (1978). Life centered career education: A  
competency based approach. Reston, VA: The Council for  
Exceptional Children.

Prepared by Warren J. White, Kansas State University 1990