

## The Grinch Case Study

The Grinch is a 17 year old junior at Whooville High. He qualifies for special education under the category of autism spectrum disorder. The Grinch is on grade level in mathematics (11.3 grade level) and written expression (11.1 grade level). He is above grade level in word reading and reading comprehension (12.1 grade level). The Grinch produces on-level work and completes grade level tasks without prompting. He is not involved in the school or community at this time—and often does not interact with peers or adults. The Grinch has expressed an interest in college and would like to work in math related field. He prefers to live alone after he graduates.



# MY NEXT MOVE



## Treasurers & Controllers

**Also called:** Chief School Finance Officer, Controller, Finance Director, Treasurer

[Watch Career Video](#)

### What they do:

Direct financial activities, such as planning, procurement, and investments for all or part of an organization.

### On the job, you would:

- Supervise employees performing financial reporting, accounting, billing, collections, payroll, and budgeting duties.
- Coordinate and direct the financial planning, budgeting, procurement, or investment activities of all or part of an organization.
- Develop internal control policies, guidelines, and procedures for activities such as budget administration, cash and credit management, and accounting.

## Knowledge

### Business

- accounting and economics
- management

### Math and Science

- arithmetic, algebra, geometry, calculus, or statistics

### Arts and Humanities

- English language

### Safety and Government

- law and government

## Skills

### Basic Skills

- thinking about the pros and cons of different ways to solve a problem
- reading work related information

## Problem Solving

- noticing a problem and figuring out the best way to solve it

## People and Technology Systems

- thinking about the pros and cons of different options and picking the best one
- figuring out how a system should work and how changes in the future will affect it

# Abilities

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## Verbal

- communicate by speaking
- listen and understand what people say

## Math

- choose the right type of math to solve a problem
- add, subtract, multiply, or divide

## Ideas and Logic

- make general rules or come up with answers from lots of detailed information
- use rules to solve problems

## Visual Understanding

- quickly know what you are looking at

# Personality

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People interested in this work like activities that include **data, detail**, and regular routines.

They do well at jobs that need:

- **Integrity**
- **Analytical Thinking**
- **Leadership**
- **Initiative**
- **Attention to Detail**
- **Dependability**

# Technology

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You might use software like this on the job:

## Enterprise resource planning ERP software 🔥

- Oracle JD Edwards EnterpriseOne 🔥
- SAP 🔥

## Accounting software

- Hyperion Enterprise
- Intuit QuickBooks 🔥

### Data base user interface and query software

- Microsoft Access 🔥
- Yardi 🔥

## Education



**master's degree** or  
**bachelor's degree**  
usually needed

## Job Outlook



New job opportunities are **very likely** in the future.



## Explore More

- [Accountants](#)
- [Auditors](#)
- [Financial Examiners](#)
- [Logisticians](#)
- [Sales Agents, Securities & Commodities](#)

You might like a career in one of these industries:

- [Finance & Insurance](#)
- [Professional, Science, & Technical](#)
- [Management](#)



# MY NEXT MOVE



## Tax Examiners & Collectors, & Revenue Agents

**Also called:** Revenue Agent, Revenue Officer, Tax Examiner

[Watch Career Video](#)

### What they do:

Determine tax liability or collect taxes from individuals or business firms according to prescribed laws and regulations.

### On the job, you would:

- Collect taxes from individuals or businesses according to prescribed laws and regulations.
- Maintain knowledge of tax code changes, and of accounting procedures and theory to properly evaluate financial information.
- Maintain records for each case, including contacts, telephone numbers, and actions taken.

## Knowledge

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### Business

- customer service
- accounting and economics

### Arts and Humanities

- English language

### Safety and Government

- law and government

### Math and Science

- arithmetic, algebra, geometry, calculus, or statistics

## Skills

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### Basic Skills

- listening to others, not interrupting, and asking good questions
- reading work related information

## Problem Solving

- noticing a problem and figuring out the best way to solve it

## Social

- understanding people's reactions
- changing what is done based on other people's actions

# Abilities

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## Verbal

- communicate by speaking
- listen and understand what people say

## Ideas and Logic

- make general rules or come up with answers from lots of detailed information
- notice when problems happen

## Math

- add, subtract, multiply, or divide
- choose the right type of math to solve a problem

# Personality

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People interested in this work like activities that include **data, detail**, and regular routines.

They do well at jobs that need:

- **Integrity**
- **Self Control**
- **Attention to Detail**
- **Independence**
- **Analytical Thinking**
- **Dependability**

# Technology

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You might use software like this on the job:


## Accounting software

- Automated tax system software
- Intuit QuickBooks 🔥

## Electronic mail software

- Email software
- Microsoft Outlook 🔥

## Data base user interface and query software

- Microsoft Access 
- Online databases

## Education



**bachelor's degree** or  
**high school diploma/GED**  
usually needed

## Job Outlook



New job opportunities are **less likely** in the future.



## Explore More

- [Claims Examiners, Property & Casualty Insurance](#)
- [Human Resources Specialists](#)
- [Insurance Adjusters, Examiners, & Investigators](#)
- [New Accounts Clerks](#)
- [Wholesale & Retail Buyers](#)

You might like a career in one of these industries:

- [Government](#)

Grinch looked on College Board College search using the following filters:

Location: Alaska, Idaho, and Washington

Majors: Finance accounting/ general business/economics

The results showed 30 different colleges.

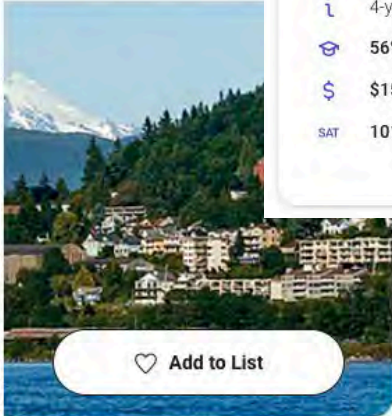
He filtered those results again by choosing a 4 year, public university which brought the number down to 14 colleges.

Below are his top 3 choices:

**Western Washington University →**  
 Bellingham, WA

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**i** 4-year • Public • Large • Suburban  
**🎓** 68% graduation rate  
**\$** \$18K average per year after aid  
**SAT** 1060–1280




[Add to List](#)

**University of Idaho →**  
 Moscow, ID

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**i** 4-year • Public • Medium • Rural  
**🎓** 56% graduation rate  
**\$** \$15K average per year after aid  
**SAT** 1010–1240




[Add to List](#)

**Central Washington University →**  
 Ellensburg, WA

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**i** 4-year • Public • Large • Rural  
**🎓** 58% graduation rate  
**\$** \$16K average per year after aid  
**SAT** 950–1170



[Add to List](#)



# A Guide to Assessing College Readiness

For Parents of College-Bound Children with Learning Disabilities or AD/HD



**LANDMARK**  
COLLEGE

[www.landmark.edu](http://www.landmark.edu)

Putney, Vermont

# Landmark College's Guide to Assessing College Readiness

**For Parents of College-Bound Children with  
Learning Disabilities or AD/HD**

Does your son or daughter aspire to attend college? To help parents assess college readiness, Landmark College has identified five essential foundations that are particularly critical for students with learning disabilities or AD/HD in order to succeed in a traditional higher education setting. Understanding these core areas can help students recognize the challenges that they will face in college and identify areas where additional support and development may be needed.

This guide is designed as a first step in helping students understand the complex sets of skills, abilities and practices associated with these five foundation areas. Scores obtained using this guide provide an opportunity for discussion; they are not intended to predict or limit a student's potential, or provide a diagnosis.

At the end of the questions, you will find a brief discussion about each of the five foundations and steps a student can take to improve in that area, based on Landmark College's nearly quarter-century of experience focusing exclusively on educating students with learning disabilities and AD/HD.

**DIRECTIONS**

For each of the foundation areas, you will find five questions. If your college-bound son or daughter answers "yes," mark the "yes" box adjacent to the question with a check (✓). Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total."

<b>Academic Skills</b>	YES
1. Can you read up to 200 pages in a week?	✓
2. Do you have a system for taking notes?	✓
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?	✓
4. Do you have a system for preparing for tests and exams?	✓
5. Can you clearly summarize a college-level reading assignment?	✓
<b>Total from this section</b>	<b>5</b>
<b>Self-Understanding (Metacognition)</b>	YES
1. Can you define and describe your diagnosis of a learning disability?	
2. Have you read your psychoeducational testing?	
3. Do you know your academic strengths?	✓
4. Do you know which academic tasks give you the most difficulty?	
5. Can you identify the academic supports you need to be successful?	
<b>Total from this section</b>	<b>1</b>
<b>Self-Advocacy</b>	YES
1. Do you know your legal rights as a student with a learning disability or AD/HD?	
2. When you run into difficulty, do you ask for help?	
3. Do you schedule your own appointments with doctors, advisors and counselors?	✓
4. Do you have access to your psychoeducational testing?	
5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?	✓
<b>Total from this section</b>	<b>2</b>
<b>Executive Function</b>	YES
1. Do you have a system for keeping track of your projects, books and papers?	✓
2. Do you have a system for scheduling and managing your time?	✓
3. Are you able to ignore difficulties and focus on the task at hand?	
4. Are you able to complete all the steps of a project in a timely manner?	✓
5. Do you have a strategy for completing tasks that you find boring?	✓
<b>Total from this section</b>	<b>4</b>
<b>Motivation and Confidence</b>	YES
1. Do you have an academic subject that you find interesting?	✓
2. Do you know what you want to get out of your first year of college?	
3. Do you know that you can succeed?	
4. When you think about what you have to do in college are you excited?	
5. Can you imagine your life in 10 years?	
<b>Total from this section</b>	<b>1</b>

## HOW TO SCORE THE GUIDE

- Transfer the total for each foundation area into the spaces provided below. (Students may have significant strengths in some foundation areas, yet still struggle in one or more.)
- These totals together and record that number in the box at the bottom for "Total number of questions marked yes."
- Multiply the total number of answers marked "yes" by four (4) to get the foundation percentile.

Foundation Area	Indications	Score
<p><b>Academic Skills</b></p> <p><i>A student must be able to read and write with a high level of independence.</i></p>	<p>Scoring below three in this area indicates that a student would benefit from explicit instruction (including direct explanation, guided practice and feedback) in Academic Skills. Further testing can help identify specific skills needing development.</p> <p>At Landmark College, students must take a battery of achievement tests, including one of the following: Nelson Denny, Woodcock Johnson, Gray Oral Reading or Wechsler Individual Achievement Test. Landmark accepts students reading below a sixth-grade level as well as students entering from some of the most selective colleges and universities in the country. Testing helps us meet our goal of ensuring that every student has the academic skills needed to work independently at the college level. Explicit instruction techniques are an integral part of Landmark College's approach to teaching.</p>	5
<p><b>Self-Understanding (Metacognition)</b></p> <p><i>A student must be intimately aware of his or her strengths and challenges in learning.</i></p>	<p>A score lower than three in Self-Understanding suggests that a student would benefit from further development of metacognition – a student's awareness and understanding of his own learning profile. The first step is for the student to meet with the psychologist or neuropsychologist who conducted the testing – or another qualified provider – for a thorough explanation of test results.</p> <p>At Landmark, first semester students are required to engage in an in-depth research project involving their testing. Our staff neurophysiologist works closely with students as well as their advisors and professors to help them understand the results. Students are often retested to clarify any gaps.</p>	1
<p><b>Self-Advocacy</b></p> <p><i>A student must independently ask for – and at times even fight for – services and support.</i></p>	<p>Scoring less than three in Self-Advocacy indicates that a student would benefit from instruction in the laws and regulations regarding individuals with disabilities and higher education. Because college students are adults, they cannot be compelled to use services and accommodations and, therefore, are required to advocate for themselves. This means college students must personally request any required accommodations.</p> <p>At Landmark College, first semester students are required to study the laws pertaining to disabilities in higher education and practice self-advocacy under the guidance of advisors and professors.</p>	2
<p><b>Executive Function</b></p> <p><i>A student must be able to keep track of assignments, organize books/materials and manage time independently.</i></p>	<p>A score below three in this area suggests that a student would benefit from focused instruction on executive function skills.</p> <p>At Landmark College, students are required to practice a variety of techniques intended to externalize executive functions. Beginning in their first semester, students learn the Master Notebook System – a weekly planner and e-mail calendar system designed to build new pathways for self-management, time management and organization. Many Landmark students benefit from explicit instruction in executive function from their advisor or a coach. An ADD coach can help students establish clear structures and strategies for managing various projects and determine the next actions required to move each project forward.</p>	4

Foundation Area	Indications	Score
<b>Motivation and Confidence</b>  <i>A student must have clear set goals and believe that he or she can succeed.</i>	<p>Scoring below three in Motivation and Confidence suggests a student cannot clearly visualize successfully completing a college education. College students who would rather be somewhere else – working for a living, attending trade or technical school, pursuing dreams such as sailing around the world – are unlikely to take advantage of the resources necessary to complete a college degree. Furthermore, students who do not believe they are capable of doing the required work are likely to give up, even skipping classes or finals.</p> <p>For many Landmark students, engaging in studies at the level needed for college involves a constant struggle with self-doubt and insecurity. We know the best antidote is success, but many students need a great deal of encouragement to complete that first semester. Landmark students often benefit from individual coaching to visualize their own success, establish goals and create a plan they can use to achieve those goals.</p>	1
<b>Skills Total</b>	Total number of questions marked "yes."	13
<b>Foundation Percentile</b>	Multiply the above Skills Total by four (4) to get the overall percentile.	52

### UNDERSTANDING THE RESULTS

This guide is intended for use as a starting point for discussion. Understanding the areas where a student might struggle can help determine the appropriate supports. Scores developed through the questionnaire should provide a good sense of the various challenges the student faces.

For each Foundation Area, there is a brief definition followed by an explanation of implications associated with the score. These scoring implications for each Foundation Area are considered more important and informative than the overall percentile.

However, scoring 80 percent or higher suggests a student is likely to succeed independently in a traditional college environment. Scoring below 50 percent suggests a student is likely to struggle in a traditional college setting. For these students, the kind of specialized strategies and skills-building offered at Landmark College may be beneficial before pursuing a traditional college experience.

**If you have any questions about this guide, contact Landmark College at 802-387-6718.**



# SCHOOL VERSION RATING FORM: 13-18 YEARS

Stephen B. McCarney

Grinch

## RATING GUIDELINES

- The student should be rated by school personnel who interact directly with the student in the school environment.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the school environment.
- If the rater has no knowledge of the student's ability to perform a particular item on the scale, it is recommended that the rater consult another person in the school environment to provide information for that item. No boxes are to be left blank.
- It is recommended that each quantifier is read with the item, before rating the item. Using item 14 as an example, the rater would first read, "Is not developmentally appropriate for age to tie or fasten shoes," then "Does not display tying or fastening shoes," "Is developing tying or fastening shoes," "Displays tying or fastening shoes inconsistently," "Displays tying or fastening shoes most of the time," and finally "Displays tying or fastening shoes consistently."
- It is not necessary to complete the rating for a student in one day. Several days may elapse before the rater is able to complete the scale.
- If the behavior/skill is one that the student would not be expected to display at his/her age, the rating should be **0**  
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.
- If the behavior/skill has not been observed because the student has not yet developed the behavior/skill or chooses not to display the behavior/skill, the rating should be **1**  
DOES NOT DISPLAY THE BEHAVIOR/SKILL.
- If the student is beginning to develop/display the behavior/skill, but it is not yet developed to the point where the student is successful; the rating should be **2**  
IS DEVELOPING THE BEHAVIOR/SKILL.
- If the student has developed the behavior/skill but does not display the behavior/skill on a regular basis, the rating should be **3**  
DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY.
- If the student successfully displays the behavior/skill the majority of the time except in a few instances, the rating should be **4**  
DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME.
- If the student is consistently successful in all situations relative to the behavior/skill, the rating should be **5**  
DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY.

### IMPORTANT \*\*\* PLEASE NOTE: \*\*\* IMPORTANT

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800 Gray Oak Drive

Columbia, MO 65201



H A W T H O R N E

Phone: (800) 542-1673 FAX: (800) 442-9509

www.hawthorne-ed.com

TO RATER: Rate every item using the quantifiers (0-5) provided.  
Every item (1-103) must be rated. **Do not leave any boxes blank.**

NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0	1	2	3	4	5
4	1. Comprehends typical verbal communications (e.g., verbal directions, conversations, questions, etc.)		1	19. Displays appropriate grooming habits (e.g., appropriate hair length, beard trimmed, fingernails trimmed, etc.)	
2	2. Provides relevant verbal responses to conversations, questions, etc.		5	20. Turns on faucet, flushes toilet, operates light switch, etc.	
2	3. Adequately expresses opinions, feelings, emotions, needs, choices, etc., with spoken word, sign language, graphic symbols, etc.		3	21. Takes care of personal property (e.g., clothing, toys, books, pencils, etc.)	
1	4. Adequately expresses information through various facial expressions, body movements, touches, and gestures		2	22. Displays appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)	
5	5. Communicates name, address, and phone number		5	23. Is ready for an activity at the specified time (e.g., learning and following a daily routine, schedule, etc.)	
2	6. Uses verbal skills to maintain positive relationships with others		2	24. Displays appropriate social interaction skills (e.g., maintains appropriate distance from others, greets others appropriately, etc.)	
3	7. Has an adequate expressive vocabulary		4	25. Completes simple housekeeping tasks (e.g., cleaning desktops, dusting, clearing table, etc.)	
5	8. Comprehends written communication (e.g., understands written directions, signs, symbols, warnings, etc.)		4	26. Uses a broom, mop, vacuum, etc., to keep an area clean	
3	9. Expresses complete sentences or complete thoughts in legible handwriting		4	27. Completes simple maintenance activities or calls attention to maintenance needs (e.g., changing lightbulb, leaking faucet, toilet repair, broken window, etc.)	
5	10. Comprehends graphic symbols, sign language, etc.		3	28. Prepares a simple meal (e.g., can operate a stovetop, oven, microwave, etc.)	
2	11. Comprehends the meaning of various facial expressions, body movements, touches, and gestures		3	29. Plans and budgets for shopping	
5	12. Applies functional academics to communication (e.g., reads a letter, writes a letter, reads and fills out a job application form, etc.)		4	30. Uses potentially hazardous items in a safe manner (e.g., electrical appliances, knives, cleaning supplies, medications, matches, tools, etc.)	
5	13. Takes care of toileting needs		4	31. Plans a daily routine (e.g., school day, work day, weekend)	
5	14. Ties or fastens shoes		1	32. Accesses assistance for such areas as communication from the IRS, billings from utilities, insurance forms, social services, food stamps, etc.	
3	15. Fastens articles of clothing (e.g., zips, buttons, snaps, etc.)		4	33. Uses money to make purchases (e.g., knows how much things cost, knows the amount of money to give a cashier, knows approximately how much change there should be, etc.)	
1	16. Displays appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)		4	34. Applies functional academics to home living situations (e.g., using a telephone book, developing and using a budget, following a simple recipe, paying bills, applying concepts of time and measurement, etc.)	
1	17. Displays appropriate mealtime behavior (i.e., skills involved in eating, drinking, disposing of trash, etc.)				
1	18. Chooses clothes appropriate for the weather and occasion				

<b>NOT DEVELOPMENTALLY APPROPRIATE FOR AGE</b>	<b>DOES NOT DISPLAY THE BEHAVIOR/SKILL</b>	<b>IS DEVELOPING THE BEHAVIOR/SKILL</b>	<b>DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY</b>	<b>DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME</b>	<b>DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b> 35. Responds appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)			<b>1</b> 51. Adjusts his/her behavior to the social situation (e.g., at a party, lunch with a friend, lunch with adults, etc.)		
<b>1</b> 36. Responds appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)			<b>2</b> 52. Is truthful (i.e., honestly reports events, situations, facts, etc.)		
<b>1</b> 37. Interacts appropriately in a group situation (e.g., at a table with several peers, at a desk with peers nearby, standing in line, walking with a group, etc.)			<b>2</b> 53. Makes appropriate choices for the situation (e.g., purchases, employment, etc.)		
<b>1</b> 38. Displays the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)			<b>1</b> 54. Is socially accepted by others		
<b>3</b> 39. Makes appropriate use of free time			<b>1</b> 55. Assists others		
<b>1</b> 40. Responds appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)			<b>1</b> 56. Makes and keeps friends		
<b>1</b> 41. Interacts appropriately with one other person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)			<b>1</b> 57. Conforms to the requirements of various situations (i.e., rules, regulations, expectations, laws, etc.)		
<b>1</b> 42. Shares with others			<b>5</b> 58. Finds necessary locations in the community (e.g., department store, grocery store, convenience store, etc.)		
<b>1</b> 43. Adjusts behavior to expectations of different situations (e.g., classrooms, recess, etc.)			<b>1</b> 59. Conducts business with community services (e.g., contact repair services, cable company, medical services, etc.)		
<b>1</b> 44. Displays appropriate behavior in group games (e.g., follows existing rules, shows good sportsmanship, etc.)			<b>1</b> 60. Adjusts behavior to the expectations of community situations (e.g., sitting quietly in a movie theater, standing in a line, etc.)		
<b>3</b> 45. Functions appropriately in the presence of verbal and physical stimuli in the classroom (i.e., impulse control)			<b>6</b> 61. Applies functional academics to community situations (e.g., uses appropriate change for bus fare; reads informational signs; shares name, address, phone number; etc.)		
<b>1</b> 46. Responds appropriately to the feelings of others (e.g., with humor, with seriousness, with sympathy, etc.)			<b>5</b> 62. Accesses available forms of transportation (e.g., public bus, taxi, etc.) to travel to necessary locations in the community (e.g., physician, dentist, entertainment, employment, shopping, etc.)		
<b>1</b> 47. Displays the appropriate social interaction for the occasion (e.g., complimentary, empathy, expresses sympathy when appropriate, etc.)			<b>4</b> 63. Shops for personal needs		
<b>2</b> 48. Displays the appropriate interaction with strangers, acquaintances, close friends, family, etc. (i.e., displays varying degrees of familiarity)			<b>4</b> 64. Uses public or private facilities to serve a need or interest (e.g., recreational areas such as pools, parks, etc.; theaters, museums, amusements, etc.)		
<b>1</b> 49. Displays the ability to determine the appropriate duration of interaction for the situation (i.e., greetings tend to be of short duration, while conversations are longer)			<b>2</b> 65. Seeks assistance when appropriate		
<b>2</b> 50. Uses communication skills to initiate positive interpersonal relationships with others (e.g., uses "please" and "thank you," is not demanding, uses appropriate tone of voice, etc.)			<b>3</b> 66. Initiates activities appropriate for the situation (e.g., cleans up work area at the end of the day, makes appropriate use of free time by engaging in a personal interest/hobby, etc.)		
			<b>4</b> 67. Completes assignments or tasks during the time provided		
			<b>3</b> 68. Displays problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)		



NOT DEVELOPMENTALLY APPROPRIATE FOR AGE	DOES NOT DISPLAY THE BEHAVIOR/SKILL	IS DEVELOPING THE BEHAVIOR/SKILL	DISPLAYS THE BEHAVIOR/SKILL INCONSISTENTLY	DISPLAYS THE BEHAVIOR/SKILL MOST OF THE TIME	DISPLAYS THE BEHAVIOR/SKILL CONSISTENTLY
0	1	2	3	4	5
2					
2					
2					
2					
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2					
3					
3					
2					
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4					
1					
5					
5					
4					
4					
3					
5					
4					
4					
3					
4					
3					
4					
1					

Name of Student: Grinch Gender: M  
 School: Whoville High  
 Class: \_\_\_\_\_ Grade: Soph(10)  
 City: Whoville State: AK  
 Date of rating: 19 (year) 11 (month) 25 (day)  
 Date of birth: 04 (year) 04 (month) 01 (day)  
 Age at rating: 15 (years) 87 (months) 24 (days)  
 Rated by (observer's name): M. Deardorff  
 Dates during which observation of student occurred:  
 From Aug. 2019 To Nov. 2019  
 Amount of time spent with student:  
 Per day 5 hrs Per week: 25 hrs.

**SUMMARY OF SCORES**

CONCEPTUAL DOMAIN		SOCIAL DOMAIN		PRACTICAL DOMAIN	
Raw Score	Standard Score SEM (Appendix A)	Raw Score	Standard Score SEM (Appendix A)	Raw Score	Standard Score SEM (Appendix A)
Communication	<u>39</u> <u>6</u>	Social	<u>32</u> <u>1</u>	Functional Academics	<u>62</u> <u>9</u>
Self-Care	<u>29</u> <u>5</u>	Leisure	<u>22</u> <u>2</u>	Home Living	<u>45</u> <u>8</u>
		Self-Direction	<u>37</u> <u>6</u>	Community Use	<u>29</u> <u>9</u>
				Health & Safety	<u>30</u> <u>9</u>
				Work	<u>26</u> <u>8</u>
Sum of Subscale SS	<u>11</u> <u>84</u> <u>15</u>	Sum of Subscale SS	<u>9</u> <u>71</u> <u>3</u>	Sum of Subscale SS	<u>43</u> <u>92</u> <u>30</u>
Domain Quotient (Appendix B)		Domain Quotient (Appendix B)		Domain Quotient (Appendix B)	
Percentile (Appendix B)		Percentile (Appendix B)		Percentile (Appendix B)	

**TOTAL SCORE**

Total Sum of Subscale Standard Scores

63

Adaptive Behavior Quotient (Appendix C)

86

Adaptive Behavior Quotient SEM (Appendix D)

18

Confidence Interval (Chapter 2)

\_\_\_\_\_ %

Standard Scores	SUBSCALES										QUOTIENTS				PERCENTILE RANKS					
	Communication	Self-Care	Social	Leisure	Self-Direction	Functional Academics	Home Living	Community Use	Health & Safety	Work	Quotients	Conceptual Domain	Social Domain	Practical Domain	Adaptive Behavior	Percentiles	Conceptual Domain	Social Domain	Practical Domain	Adaptive Behavior
20	•	•	•	•	•	•	•	•	•	•	150	•	•	•	•	>99	•	•	•	•
19	•	•	•	•	•	•	•	•	•	•	145	•	•	•	•	95	•	•	•	•
18	•	•	•	•	•	•	•	•	•	•	140	•	•	•	•	90	•	•	•	•
17	•	•	•	•	•	•	•	•	•	•	135	•	•	•	•	85	•	•	•	•
16	•	•	•	•	•	•	•	•	•	•	130	•	•	•	•	80	•	•	•	•
15	•	•	•	•	•	•	•	•	•	•	125	•	•	•	•	75	•	•	•	•
14	•	•	•	•	•	•	•	•	•	•	120	•	•	•	•	70	•	•	•	•
13	•	•	•	•	•	•	•	•	•	•	115	•	•	•	•	65	•	•	•	•
12	•	•	•	•	•	•	•	•	•	•	110	•	•	•	•	60	•	•	•	•
11	•	•	•	•	•	•	•	•	•	•	105	•	•	•	•	55	•	•	•	•
10	•	•	•	•	•	•	•	•	•	•	100	•	•	•	•	50	•	•	•	•
9	•	•	•	•	•	•	•	•	•	•	95	•	•	•	•	45	•	•	•	•
8	•	•	•	•	•	•	•	•	•	•	90	•	•	•	•	40	•	•	•	•
7	•	•	•	•	•	•	•	•	•	•	85	•	•	•	•	35	•	•	•	•
6	•	•	•	•	•	•	•	•	•	•	80	•	•	•	•	30	•	•	•	•
5	•	•	•	•	•	•	•	•	•	•	75	•	•	•	•	25	•	•	•	•
4	•	•	•	•	•	•	•	•	•	•	70	•	•	•	•	20	•	•	•	•
3	•	•	•	•	•	•	•	•	•	•	65	•	•	•	•	15	•	•	•	•
2	•	•	•	•	•	•	•	•	•	•	60	•	•	•	•	10	•	•	•	•
1	•	•	•	•	•	•	•	•	•	•	55	•	•	•	•	5	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	50	•	•	•	•	≤1	•	•	•	•

Important: Before using this scale, read the Rating Guidelines on page one.

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# SCORING FORM ABES-3: 13-18 SV

<b>CONCEPTUAL</b>		<b>SOCIAL</b>		<b>PRACTICAL</b>		
<p><b>Communication</b></p> <p>1. <u>4</u></p> <p>2. <u>2</u></p> <p>3. <u>2</u></p> <p>4. <u>1</u></p> <p>5. <u>5</u></p> <p>6. <u>2</u></p> <p>7. <u>3</u></p> <p>8. <u>5</u></p> <p>9. <u>3</u></p> <p>10. <u>5</u></p> <p>11. <u>2</u></p> <p>12. <u>5</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">39</span></p>	<p><b>Social</b></p> <p>6. <u>2</u></p> <p>22. <u>2</u></p> <p>24. <u>2</u></p> <p>35. <u>1</u></p> <p>36. <u>1</u></p> <p>37. <u>1</u></p> <p>38. <u>1</u></p> <p>40. <u>1</u></p> <p>41. <u>1</u></p> <p>42. <u>1</u></p> <p>43. <u>1</u></p> <p>44. <u>1</u></p> <p>45. <u>3</u></p> <p>46. <u>1</u></p> <p>47. <u>1</u></p> <p>48. <u>2</u></p> <p>49. <u>1</u></p> <p>50. <u>2</u></p> <p>51. <u>1</u></p> <p>52. <u>2</u></p> <p>54. <u>1</u></p> <p>55. <u>1</u></p> <p>56. <u>1</u></p> <p>57. <u>1</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">32</span></p>	<p><b>Leisure</b></p> <p>39. <u>3</u></p> <p>87. <u>1</u></p> <p>88. <u>2</u></p> <p>90. <u>2</u></p> <p>91. <u>1</u></p> <p>92. <u>1</u></p> <p>93. <u>3</u></p> <p>94. <u>2</u></p> <p>95. <u>4</u></p> <p>96. <u>5</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">22</span></p>	<p><b>Self-Direction</b></p> <p>3. <u>2</u></p> <p>23. <u>5</u></p> <p>53. <u>2</u></p> <p>65. <u>2</u></p> <p>66. <u>3</u></p> <p>67. <u>4</u></p> <p>68. <u>3</u></p> <p>69. <u>2</u></p> <p>98. <u>4</u></p> <p>99. <u>3</u></p> <p>100. <u>4</u></p> <p>101. <u>3</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">37</span></p>	<p><b>Functional/Academics</b></p> <p>10. <u>5</u></p> <p>75. <u>3</u></p> <p>12. <u>5</u></p> <p>80. <u>5</u></p> <p>33. <u>4</u></p> <p>81. <u>5</u></p> <p>34. <u>4</u></p> <p>82. <u>4</u></p> <p>61. <u>5</u></p> <p>83. <u>4</u></p> <p>70. <u>2</u></p> <p>84. <u>3</u></p> <p>73. <u>2</u></p> <p>85. <u>4</u></p> <p>74. <u>3</u></p> <p>86. <u>4</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">62</span></p>	<p><b>Community Use</b></p> <p>33. <u>4</u></p> <p>61. <u>5</u></p> <p>58. <u>5</u></p> <p>62. <u>5</u></p> <p>59. <u>1</u></p> <p>63. <u>4</u></p> <p>60. <u>1</u></p> <p>64. <u>4</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">29</span></p>	<p><b>Work</b></p> <p>29. <u>3</u></p> <p>32. <u>1</u></p> <p>53. <u>2</u></p> <p>62. <u>5</u></p> <p>65. <u>2</u></p> <p>89. <u>1</u></p> <p>97. <u>4</u></p> <p>101. <u>3</u></p> <p>102. <u>4</u></p> <p>103. <u>1</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">26</span></p>
<p><b>Home Living</b></p> <p>25. <u>4</u></p> <p>32. <u>1</u></p> <p>26. <u>4</u></p> <p>34. <u>4</u></p> <p>27. <u>4</u></p> <p>58. <u>5</u></p> <p>28. <u>3</u></p> <p>74. <u>3</u></p> <p>29. <u>3</u></p> <p>83. <u>4</u></p> <p>30. <u>4</u></p> <p>94. <u>2</u></p> <p>31. <u>4</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">45</span></p>		<p><b>Health and Safety</b></p> <p>70. <u>2</u></p> <p>76. <u>2</u></p> <p>71. <u>2</u></p> <p>77. <u>4</u></p> <p>72. <u>2</u></p> <p>78. <u>4</u></p> <p>73. <u>2</u></p> <p>79. <u>1</u></p> <p>74. <u>3</u></p> <p>80. <u>5</u></p> <p>75. <u>3</u></p> <p style="text-align: right;"><b>Raw Score</b> <span style="border: 1px solid black; padding: 2px 10px;">30</span></p>				

APPENDIX C

# Employability/Life Skills Assessment

**Ages 14-21 years**

developed by  
Roberta Weaver  
And Joseph R. DeLuca

**STUDENT INFORMATION**

Name: Grinch Birthdate: 4/1/04

**RATIONALE**

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

**GENERAL DIRECTIONS**

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. **Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.**

**EXAMPLE (for a 14 year old student)**

**I. SELF HELP SKILLS**

AGE

AGE

A. *Demonstrates personal hygiene and grooming by:*

- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.)
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

	14	15	16	17	18	19	20	21
2								
1								
1								
<b>T</b>	<b>4</b>							

B. *Dresses appropriately by:*

- choosing and wearing clothes that are appropriate for the weather/activity/social custom.
- identifying when clothes should not be worn (dirty, ill fitting, etc.).
- wearing clothes that are in good condition, clean and pressed with detail given to appearance.

	14	15	16	17	18	19	20	21
2								
3								
1								
<b>T</b>	<b>6</b>							

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

SCORE	SELF-HELP SKILLS				WORK HABITS		TASK RELATED		WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERVISOR		RELATIONS: PEERS		WORK ATTITUDES			SCORE	AGE				
	HYGIENE GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS STAMINA	ADAPTS TO DEMANDS	CHOICES, DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE MANNERS			PERSONAL GOALS	SHOWS INITIATIVE	VALUES REWARDS	PRIDE IN WORK
9																									9	
8																										8
7																										7
6																										6
5																										5
4																										4
3																										3
2																										2
1																										1
0																										0

**OHIO'S EMPLOYABILITY SKILLS PROJECT**

**KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER**

**I. SELF HELP SKILLS**

AGE

A. *Demonstrates personal hygiene and grooming by:*

- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.).
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

14	15	16	17	18	19	20	21
1	1						
0	1						
1	1						
2	3						

T

B. *Dresses appropriately by:*

- choosing and wearing clothes that are appropriate for the weather/activity/social custom.
- identifying when clothes should not be worn (dirty, ill fitting, etc.).
- wearing clothes that are in good condition, clean and pressed with detail given to appearance.

14	15	16	17	18	19	20	21
1	1						
1	1						
1	1						
3	3						

T

C. *Travels independently by:*

- walking or riding to school, following safety rules.
- getting around the school building or grounds.
- getting around the community.

14	15	16	17	18	19	20	21
2	3						
2	3						
2	3						
6	9						

T

D. *Communicates effectively by:*

- demonstrating effective listening skills, including eye contact.
- expressing self, answering and asking questions.
- demonstrating expected conversational skills (turn taking, choice of appropriate topic, etc.).

14	15	16	17	18	19	20	21
1	1						
0	0						
1	1						
2	2						

T

**II. GENERAL WORK HABITS**

A. *Attends regularly/arrives on time by:*

- having no unexcused absences.
- arriving at class, school, or work on time.
- following school procedures when tardy or absent.

14	15	16	17	18	19	20	21
1	2						
1	2						
1	2						
3	6						

T

B. *Stays on task by:*

- meeting teacher expectations regarding length of time on task.
- completing a task without being distracted.
- returning to task if distracted.

14	15	16	17	18	19	20	21
3	3						
1	2						
2	2						
0	7						

T

AGE

C. *Works independently by:*

- locating materials.
- beginning work promptly.
- asking peers/teachers questions about a given task at the appropriate time.

14	15	16	17	18	19	20	21
2	3						
2	2						
2	2						
6	7						

T

**III. TASK RELATED SKILLS**

A. *Cares for tools, materials, and work area by:*

- meeting expectations for the use of tools and materials (scissors, paste, screwdriver, etc.).
- locating and returning work materials and belongings to the proper storage area.
- maintaining and caring for work and living area.

14	15	16	17	18	19	20	21
2	3						
2	2						
2	3						
6	8						

T

B. *Practices safety rules by:*

- stating and using safety rules appropriate to grade level and situation.
- using tools and materials only for their specified purpose.
- demonstrating correct safety procedures in simulated emergency situations.

14	15	16	17	18	19	20	21
1	2						
0	1						
0	1						
1	4						

T

**IV. QUANTITY OF WORK**

A. *Completes work on time by:*

- completing work on time with teacher prompts.
- completing work on time without teacher prompts.
- working at an acceptable speed for a given task.

14	15	16	17	18	19	20	21
2	3						
3	3						
2	3						
7	9						

T

B. *Exhibits stamina by:*

- finishing age-appropriate tasks without a break.
- maintaining an acceptable level of speed without tiring.
- completing new tasks without diminishing the level of performance of former tasks.

14	15	16	17	18	19	20	21
2	3						
3	3						
2	3						
7	9						

T

C. *Adapts to increased demands in workload by:*

- responding to additional tasks with teacher prompts.
- attempting new tasks without demonstrating frustration.
- responding to additional tasks without teacher prompts.

14	15	16	17	18	19	20	21
3	3						
2	2						
1	2						
0	7						

T

**KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER**

**V. QUALITY OF WORK**

A. *Makes appropriate choices and decisions by:*

- choosing an appropriate solution when given options.
- making age-appropriate decisions without teacher intervention.
- responding to a problem situation with reasonable alternative solutions.

		AGE							
		14	15	16	17	18	19	20	21
T		1	1						
		1	1						
		1	1						
		3	3						

B. *Shows respect for the rights and property of others by:*

- taking turns.
- asking permission to use another's property.
- treating borrowed property with respect.

		AGE							
		14	15	16	17	18	19	20	21
T		1	1						
		0	0						
		0	1						
		1	2						

B. *Recognizes and corrects mistakes by:*

- examining work for errors before submitting it.
- using self-check methods to evaluate work.
- making corrections once an error has been identified.

		AGE							
		14	15	16	17	18	19	20	21
T		1	2						
		1	2						
		1	2						
		3	6						

C. *Uses appropriate language and manners with peers by:*

- using everyday manners (please, thank you).
- avoiding teasing/ridiculing others.
- using language appropriate for a given situation.

		AGE							
		14	15	16	17	18	19	20	21
T		1	1						
		0	0						
		0	1						
		1	2						

**VI. RELATIONSHIP TO SUPERVISOR/TEACHER**

A. *Accepts constructive criticism from supervisor/teacher by:*

- listening to constructive criticism without making inappropriate gestures or comments.
- making specified changes based on constructive criticism.
- identifying that changes have been made and that performance has improved.

		AGE							
		14	15	16	17	18	19	20	21
T		0	0						
		0	1						
		1	1						
		1	2						

B. *Follows directions from supervisor/teacher by:*

- correctly completing tasks following verbal directions.
- correctly completing tasks following written directions
- communicating and accepting consequences for not following directions.

		AGE							
		14	15	16	17	18	19	20	21
T		2	2						
		3	3						
		0	0						
		5	5						

C. *Seeks help when needed by:*

- identifying when help is needed.
- asking for assistance when help is needed.
- using requested information to remedy the problem.

		AGE							
		14	15	16	17	18	19	20	21
T		1	1						
		1	1						
		1	1						
		3	3						

**VII. RELATIONSHIP TO PEERS**

A. *Works cooperatively with peers by:*

- working well with others.
- seeking help from co-workers.
- directing co-workers without being overbearing.

		AGE							
		14	15	16	17	18	19	20	21
T		0	0						
		0	0						
		0	0						
		0	0						

**VIII. WORK ATTITUDES**

A. *Develops and seeks personal goals by:*

- demonstrating short term personal goals such as completing daily work.
- explaining planned activities for after school, weekend or vacation.
- seeking and developing personal goals that are viable and consistent with abilities and limitations.

		AGE							
		14	15	16	17	18	19	20	21
T		1	2						
		2	2						
		2	2						
		5	6						

B. *Shows initiative by:*

- beginning a task as soon as requested to do so.
- beginning a task without prompting.
- asking for additional work or directions once a task is complete

		AGE							
		14	15	16	17	18	19	20	21
T		2	2						
		1	2						
		0	0						
		3	4						

C. *Accepts societal values and rewards by:*

- acknowledging various types of rewards for work well done (stickers, free time, etc.).
- recognizing when good work has been done.
- responding appropriately when praised for doing a good job.

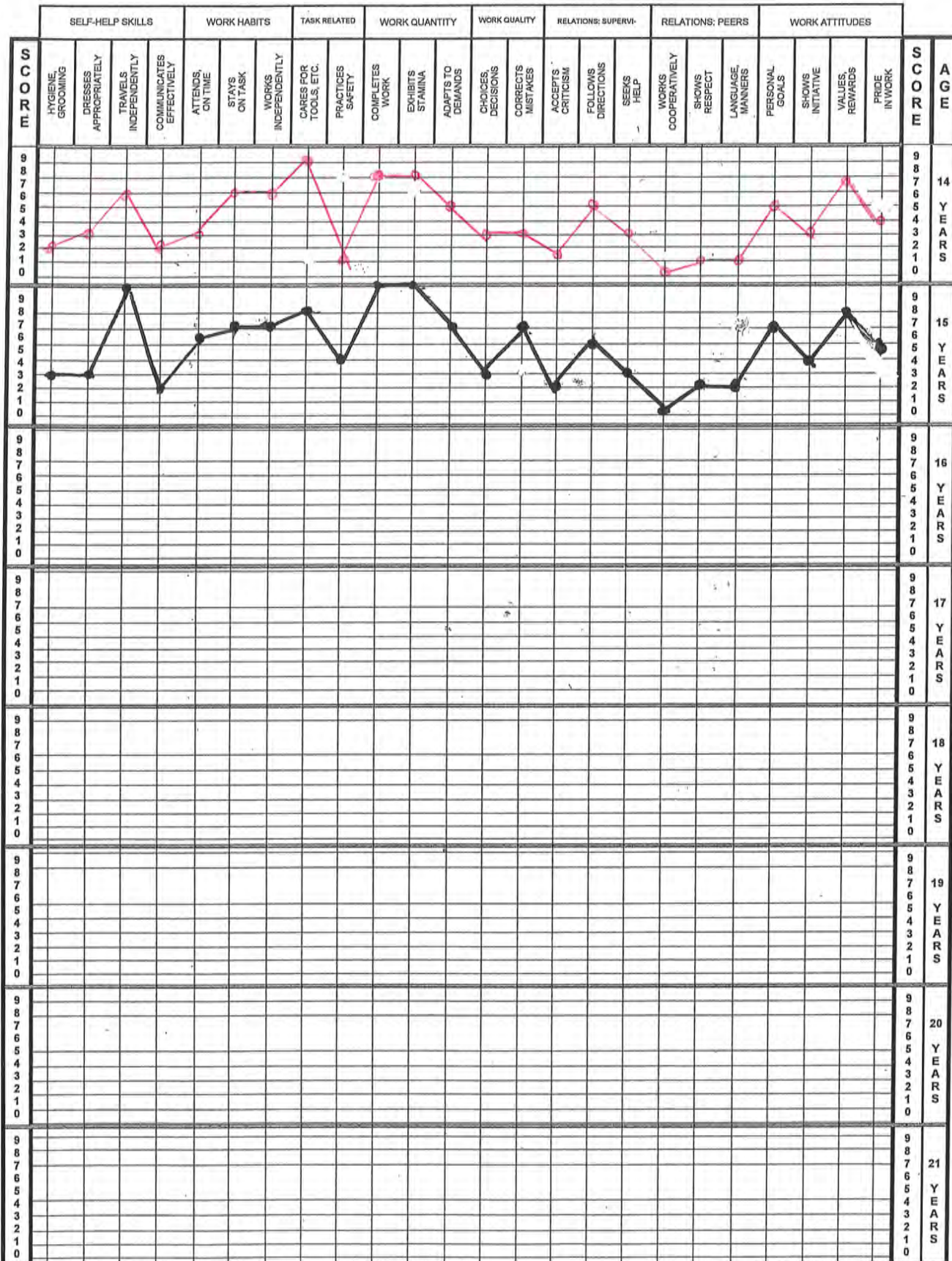
		AGE							
		14	15	16	17	18	19	20	21
T		2	3						
		3	3						
		2	2						
		6	8						

D. *Takes pride in working by:*

- sharing accomplishments with others (takes papers home, collects stickers, responds to point systems/grades).
- working for positions requiring improvement in skills.
- contributing to the common good of the group.

		AGE							
		14	15	16	17	18	19	20	21
T		2	3						
		2	2						
		0	0						
		4	5						

## CHILD PROFILE OF EMPLOYABILITY SKILLS



IEPTeam  
Completed by  
11/20/18  
Date Administered

IEPTeam  
Completed by  
11/25/19  
Date Administered

Completed by \_\_\_\_\_

Date Administered \_\_\_\_\_

Completed by \_\_\_\_\_

Date Administered \_\_\_\_\_

Completed by \_\_\_\_\_

Date Administered \_\_\_\_\_

Completed by \_\_\_\_\_

Date Administered \_\_\_\_\_

Completed by \_\_\_\_\_

Date Administered \_\_\_\_\_

Completed by \_\_\_\_\_

Date Administered \_\_\_\_\_