



TRANSCENDENCE inc.
career and workforce development

developed by **George Tilson**
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**POSITIVE
PERSONAL**

PROFILES



POSITIVE PERSONAL PROFILE®

Helping all students become active participants in the post-high school transition planning process

Helping high school students determine their future is a very challenging business. These students often do not know how to plan for what will happen after *today*, let alone after high school or college. Often times, students will make dozens of visits to the school guidance or career counselor in order to begin strategizing life plans. Guidance and career counselors, in turn, ask students many questions, take many notes, and offer goal setting assistance as best as they possibly can.

It is with **goal setting** in mind that George Tilson created the Positive Personal Profile. Dr. Tilson has worked with hundreds of students (and their teachers) on career planning and preparation skills. Over and over again, it was apparent that students found it difficult to keep and retain all of the information gathered, *and* remember what it was that they needed to do next. The Positive Personal Profile is a generic tool that can be used effectively and efficiently by guidance counselors, transition teachers, parents, individual students, small groups, or in a classroom environment.

The following information is obtained upon completion of the Positive Personal Profile:

- Student focused dreams and aspirations, skills and talents, hobbies, personality traits, and basic learning styles.
- A "how to help me" guide relating to needs in the following areas: academic challenges, work habits, interpersonal skills, extracurricular activities, civic responsibilities, independent living, physical/mental health, self-determination, and career development.
- A self-rating system for Basic Skills for Career Success in the 21st Century and post high school goals: communication, team work, problem solving and employability skills, as well as employment-related skills in the areas of math, reading and computer knowledge.
- A Career Development Checklist denoting particular goals for the following post-secondary conditions: employment, 2-year college, technical/trade school, 4-year college, and military careers.

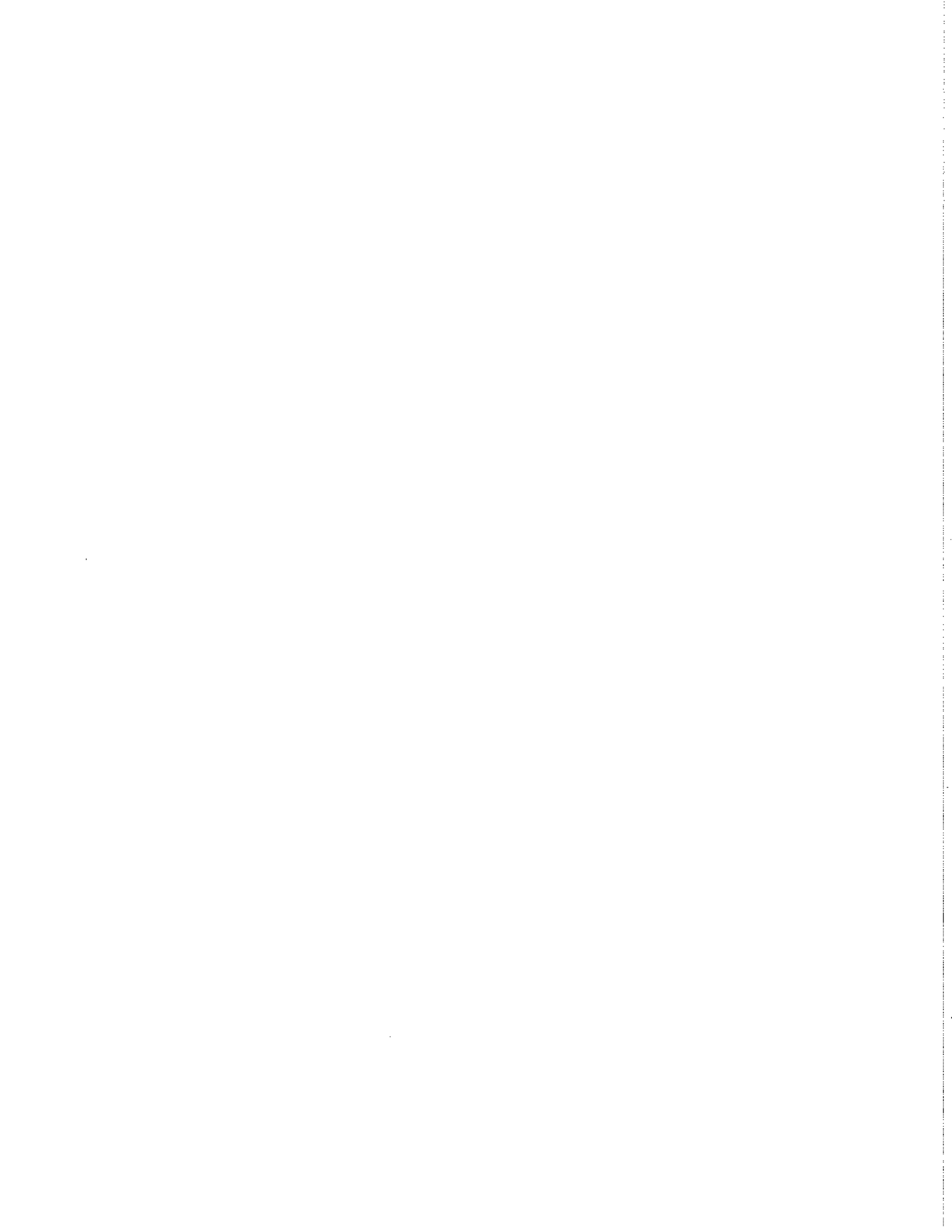
The Positive Personal Profile is the first step in helping students create a complete and thorough career and transition portfolio. Place the Profile into a 3-ring binder with sections for research activities, a learning styles assessment, and any other materials pertaining to career exploration and job training. By employing the suggested uses of the Profile and using your own creativity, your students can't help but meet with transitional success!



HOW TO USE THE POSITIVE PERSONAL PROFILE

The Positive Personal Profile is **not** a tool intended to be completed in one sitting. Rather, this instrument should be used with young people at several points in their educational career, starting as early as 7th grade. The document can be used as part of portfolio development and/or the IEP, so long as the student plays an *active* role in preparation. It is imperative that those working with the student have direct knowledge of the student's skills and abilities, as well as their areas needing improvement. Some **suggestions** for implementation follow:

| Topic | Page(s) | Who? | When/How? | Outcome |
|---|----------|--|---|--|
| Dreams and Aspirations | 1 | Student - along with classroom teacher, guidance counselor, or parent. | This page can be completed once or yearly, over the course of middle and high school. Try to complete it at the beginning and end of the same school year to see if goals change based on educational/occupational experiences. Possibilities include: after vocational assessment or informal assessments. Ideally, this page should be completed early on, and revisited yearly. | Brief interview format to determine personal goals and ambitions. |
| Skills and Talents | 2 | Student - along with classroom teacher, guidance counselor, parent or other professional. | | While working with a knowledgeable adult, the student will delineate their strengths - the beginnings of a resume. |
| Hobbies and Interests | 3 | Student and parent | At any time over the course of middle or high school. | The student and his/her parent will identify extracurricular activities - many of which can assist with occupational planning. |
| Positive Personality Traits | 3 | Student | At some time during the course of his/her high school career, the student can interview a variety of adults. | Many students have a difficult time finding positive things to say about themselves. This interview will allow them to hear positive remarks/statements from adults important in their lives. |
| Learning Styles | 4 | Student - along with a classroom teacher, guidance counselor, or other professional. | This brief assessment should be completed early on (possibly in addition to your school's own inventory), in order to allow as much time as possible for career exploration. | After determining how the student feels most confident working, career exploration can begin by researching jobs that match those particular areas of comfort. |
| Specific Challenges and Accommodations | 4 - 7 | Student - along with different classroom teachers, parents, and friends. | This brief assessment should be completed after 10 th grade - once the student has a better understanding of "self." | Once completed, this tool is an incredible interview preparatory device. It helps students view their areas of need in a reverse fashion - as I can do this when... |
| 21st Century Skills | 7-9 | Student with Guidance Counselor or other support personnel | Completed in 9 th grade, and revisited one-year prior to exiting. | Once completed, this evaluation helps the student (and counselor) focus on and better determine ideal employment situations in which to be involved. |
| Post High School Goals | 10 | Student, along with a person of his/her choice | This goal should ideally be determined by grade 10 - so that planning and preparation for transition needs will be useful. | This very brief question/answer format will help to determine a starting point for transition planning |
| Career Development Checklist | Addendum | Student and classroom teacher, transition specialist, parent, media specialist, and/or mentor. | This checklist is an on-going reference tool and inventory to be used when researching the post high school goal determined above. | By completing each section under the specified goal area, students will better determine if a specific situation is right for them. It is also a point at which to review whether or not goals are appropriate and obtainable. |



POSITIVE PERSONAL PROFILE[©]

Name: _____ Date: _____

School: _____ Age: _____

MY CAREER DREAMS AND ASPIRATIONS

In my life, three careers I would really like to pursue:

These careers are found in the following fields:

_____ field
_____ field
_____ field

(check one) I know don't know people who work in these fields. They are:

OTHER LIFE DREAMS AND ASPIRATIONS

In my life, I would really like to accomplish the following:

SKILLS AND TALENTS

In my school work, I am good at these subjects or activities:

At home I know how to do these things well:

In my neighborhood and community, I know how to do these things well:

I have these manual and physical skills:

I have these artistic talents:

I have had these work experiences (paid and volunteer):

These are my best work habits:

HOBBIES AND INTERESTS

For fun, I really enjoy these activities:

POSITIVE PERSONALITY TRAITS

People who know me would say these positive things about my personality:

I am: _____

I would say these positive things about my own personality:

I am: _____

LEARNING STYLES

After completing an in-depth learning styles assessment, put a checkmark next to those statements that describe you.

I seem to learn best when I can:

- use my math or science skills a lot -- or when I can analyze a problem and find patterns and solutions. When solving a problem, logic and facts are more important to me than feelings.
 - use my writing and language skills a lot. I really enjoy reading and writing stories, and poems. I like using words to express myself.
 - use my visual sense and my manual dexterity together -- to create art or to design and build things, to assemble things, or to develop new inventions.
 - listen to music and create musical compositions and sounds to express myself.
 - be physically active. I like to participate in such things as working out, sports, dancing. I like to be in motion.
 - spend time with other people -- working, playing, helping, learning, and sharing ideas. I can usually tell how people are feeling.
 - work independently. I take lots of time to quietly think about things. I usually know when I'm feeling a certain way and I am able to use this understanding to make decisions and solve problems in a positive manner. I am very comfortable being by myself.
-

SPECIFIC CHALLENGES AND ACCOMMODATIONS

Here are some things in my life that are challenges for me.
Here are also some ideas that would help me in these areas.

SCHOOL WORK • ACADEMICS

I need support in these subjects/classes

Things that would help me are:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



WORK HABITS

I need support with:

Things that would help me are:

SOCIAL LIFE • INTERPERSONAL SKILLS

I need support with:

Things that would help me are:

HOBBIES • RECREATION • EXTRACURRICULAR ACTIVITIES

I need support with:

Things that would help me are:

COMMUNITY LIFE • CIVIC RESPONSIBILITY

(Ex. Neighborhood activities, worship, community service, law-abiding behavior)

I need support with:

Things that would help me:

HOME LIFE • INDEPENDENT LIVING

(Ex. Chores, errands, family responsibilities, relationships, housing, transportation, finances)

I need support with:

Things that would help me:

PHYSICAL AND MENTAL HEALTH

I need support with:

Things that would help me:

SELF-DETERMINATION (Ex. I can identify my strengths, weaknesses, preferences, and needs; I can get help when I need it; I can speak up for myself and work positively towards achieving my goals)

I need support with:

Things that would help me:

CAREER DEVELOPMENT (Ex. Learning more about careers; Identifying my interests; Preparing for my career)

I need support with:

Things that would help me:

POSITIVE PERSONAL PROFILE[©]

I have taken the following classes related to my career field(s) of interest:

I would like to take these classes related to my career field(s) of interest:

Where do they offer these classes? (Ex. My school, a neighboring high school, community/technical college, adult education)

OTHER ESSENTIAL BASIC SKILLS FOR CAREER SUCCESS IN THE 21ST CENTURY

Following is how I would rate my own skills in these areas. (Circle a number)

COMMUNICATION

I can share my ideas with other people and exchange information in a positive and productive way.

- 1 At this time, very hard for me; I need a lot of support
- 2
- 3 At this time I can do this fairly well; I may need a little help
- 4
- 5 Very easy for me; I can usually do this without needing any help

TEAMWORK

I work well with one or more people to accomplish goals. I can usually work with people who may do things differently than me.

- 1 At this time, very hard for me to work with a team
- 2
- 3 At this time I can work with a team fairly well
- 4
- 5 I'm a very good team member; I enjoy being part of a work group

(Circle One) When given a choice, I prefer to:

WORK BY MYSELF WORK WITH A PARTNER WORK WITH A TEAM

PROBLEM-SOLVING

I can take a close look at a problem or a situation and come up with several possible solutions. I like to try different solutions until I find one that works.

- 1 Depends on the problem, but usually this is very hard for me
- 2
- 3 Depends on the problem, but usually I'm pretty good at this
- 4
- 5 Depends on the problem, but this is usually very easy for me

EMPLOYABILITY SKILLS

I demonstrate the values and habits that are important for helping me to succeed in school, on a job, and in the community.

- 1 I demonstrate some, but still need a lot of improvement
- 2
- 3 I demonstrate these most of the time; occasionally I need reminders
- 4
- 5 I demonstrate these just about all the time

[These next items are for people in the 9th grade and on up]

9TH GRADE MATH

At minimum, I can do pre-algebraic math; I can use a calculator to perform common day-to-day and work-related math problems (Ex. Balance a checkbook, figure out the square footage of a room, calculate percentages, handle money transactions); I can use simple measuring devices.

- 1 At this time, extremely difficult for me; I need a lot of support
- 2
- 3 At this time, average skill level: I may need some support
- 4
- 5 High skill level: I don't need support

9TH GRADE READING

At minimum, I can read and get the main points of newspaper articles; I can read and understand such things as a map and labels on medication; I can understand information that is on directions to everyday machinery and appliances (Ex. Car owner's manual, set up of VCR, etc.)

- 1 At this time, extremely difficult for me; I need a lot of support
- 2
- 3 At this time, average skill level: I may need some support
- 4
- 5 High skill level: I don't need support

COMPUTER KNOWLEDGE

Using a "Windows"-based computer program and a mouse, I can design, compose and produce a document with text and/or graphics.

- 1 At this time, not at all
 - 2
 - 3 At this time, I'm still learning, but I'm almost able to do this
 - 4
 - 5 Yes, this is easy for me
-

POST HIGH SCHOOL GOALS (MAJOR TRANSITION GOALS)

At this point in time, I plan to do the following when I leave high school
(Check only one):

Go immediately into a job related to my career interest area

Enlist in the military

Go to a 2-year college or technical school, full time

Go to a 2-year college or technical school while working

Go to a 4-year college, full time

Go to a 4-year college, while working

Other: _____

Attach the detailed Career Development Checklist[®] that corresponds to your post high school goal.

CAREER DEVELOPMENT CHECKLIST[®]

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POST HIGH SCHOOL GOAL:

4-YEAR COLLEGE • TECHNICAL • TRADE SCHOOL

Student's Name: _____

Career Interest(s): _____

The following are step-by-step activities to achieve your post high school goal. Put a checkmark next to each step you complete.

AWARENESS

Identify colleges and technical or trades schools that offer education and training related to your career interest areas

- Locally
- In your state
- In other parts of the U.S. and internationally

For each college or technical school, identify

- Entrance procedures and criteria
- Required tests
- Different options for courses of study leading to degree, certifications, licenses
- Costs: tuition, fees, books, materials, room and board (if applicable)
- Sources of financial assistance
- Services for career counseling and placement offered by the school
- Expected high school performance record: grades, number of credits accrued, types of courses
- Whether high school diploma is mandatory or not
- Availability of disability support services (if you are currently receiving special education assistance)

EXPLORATION

- Visit 4-year colleges and technical schools in your community and your state; observe classes and talk to instructors, students, and other staff
- Gather literature and applications
- Take the PSATs; get feedback on your strengths and weaknesses; find out how to strengthen your weak areas
- Learn more about other required exams; take practice exams, if possible

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POST HIGH SCHOOL GOAL:

4-YEAR COLLEGE • TECHNICAL • TRADE SCHOOL

PREPARATION

- Identify all courses -- available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs -- that can help you prepare for your field of interest and college study.
- Plan your entire high school course of study, with your career goals in mind
- Take available related courses; achieve your best grades and accrue maximum credits
- Get passing scores on required state academic standards tests
- Participate in extracurricular activities (in school and/or community) that relate to your field of interest
- Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)
- Acquire job seeking and keeping skills
- Maintain excellent physical and mental health
- Prepare your resume
- Gather references
- Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)
- Take SATs
- Identify the schools in which you are interested in applying
- Complete and submit required application forms and procedures

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POST HIGH SCHOOL GOAL:

2-YEAR COLLEGE • TECHNICAL • TRADE SCHOOL

Student's Name: _____

Career Interest(s): _____

The following are step-by-step activities to achieve your post high school goal. Put a checkmark next to each step you complete.

AWARENESS

Identify colleges and technical or trades schools that offer education and training related to your career interest areas

- Locally
- In your state
- In other parts of the U.S. and internationally

For each college or technical school, identify

- Entrance procedures and criteria
- Required tests
- Different options for courses of study leading to degree, certifications, licenses
- Costs: tuition, fees, books, materials, room and board (if applicable)
- Sources of financial assistance
- Services for career counseling and placement offered by the school
- Expected high school performance record: grades, number of credits accrued, types of courses
- Whether high school diploma is mandatory or not
- Availability of disability support services (if you are currently receiving special education assistance)

EXPLORATION

- Visit 2-year colleges and technical schools in your community and your state; observe classes and talk to instructors, students, and other staff
- Gather literature and applications
- Take the PSATs; get feedback on your strengths and weaknesses; find out how to strengthen your weak areas
- Learn more about other required exams; take practice exams, if possible

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POST HIGH SCHOOL GOAL:

2-YEAR COLLEGE • TECHNICAL • TRADE SCHOOL

PREPARATION

- Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest
- Plan your entire high school course of study, with your career goals in mind
- Take available related courses; achieve your best grades and accrue maximum credits
- Get passing scores on required state academic standards tests
- Participate in extracurricular activities (in school and/or community) that relate to your field of interest
- Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)
- Acquire job seeking and keeping skills
- Maintain excellent physical and mental health
- Prepare your resume
- Gather references
- Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)
- Take required tests; get feedback on strengths and weaknesses; find out how to strengthen weak areas
- Identify the schools in which you are interested in applying
- Complete and submit required application forms and procedures

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POST HIGH SCHOOL GOAL:

EMPLOYMENT

Student's Name: _____

Career Interest(s): _____

[Put a checkmark next to each completed step.]

CAREER AWARENESS

Identify companies and jobs that match your interests

- Locally
- In your state
- In other parts of the U.S. and internationally

For each job, identify required

- Level of formal education
- Specialized training and skills
- Academic skills
- Vocational-Technical skills
- Manual dexterity
- Physical abilities
- Personal attributes
- Tests
- Entrance procedures
- Certifications and licenses

For each job, identify places and methods for receiving required education and training in your field(s) of career interest,

- Locally
- In your state
- In other parts of the U.S. and internationally

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POST HIGH SCHOOL GOAL:

EMPLOYMENT

CAREER EXPLORATION

- Visit companies and observe/talk to people working in your field of interest
- Visit places (in person or on the Internet) that train and educate people in your field of interest (Ex. 2-year colleges, technical & trade schools, art/drama schools, apprenticeship programs, etc.)
- Experience community-based job shadowing in your field of interest
- Experience in-school jobs related to your field of interest
- Have part-time community-based jobs in your field of interest (paid/volunteer, after school; weekends; summer)
- Learn more about required tests, licensing procedures, and other entrance criteria related to your career field of interest
- Learn about all available services for career counseling and job search assistance (Ex. your state's department of labor, job services offices, vocational rehabilitation, etc.)

CAREER PREPARATION

- Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest
- Plan your entire high school course of study
- Take available related courses; achieve your best grades and accrue maximum credits
- Get passing scores on required state academic standards tests
- Participate in extracurricular activities (in school and/or community) that relate to your field of interest
- Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)
- Acquire job seeking and keeping skills
- Maintain excellent physical and mental health
- Prepare your resume
- Gather references
- Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)
- Take required tests, or practice tests, for your chosen career field; get feedback on strengths and weaknesses; find out how to strengthen weak areas

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POST HIGH SCHOOL GOAL:

MILITARY CAREER

Student's Name: _____

Career Interest(s): _____

[Put a checkmark next to each completed step.]

AWARENESS & EXPLORATION

- Visit all the military installations in your state
- Visit recruitment offices and learn all you can from the recruiters

For each branch of the military, identify required

- Level of formal education
 - Specialized training and skills
 - Academic skills
 - Vocational-Technical skills
 - Manual dexterity
 - Physical abilities
 - Personal attributes
 - Tests
 - Entrance procedures
- Identify the branch of service you are most interested in:
 - If offered in your school system, investigate possibility of enrolling in ROTC

PREPARATION

- Take the ASVAB and other required exams; identify your strengths and weaknesses; get feedback from teachers and recruiters
- Get your driver's license
- Identify all courses -- available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs -- that can help you prepare for your field of interest
- Plan your entire high school course of study, with your career goals in mind
- Take available related courses; achieve your best grades and accrue maximum credits
- Get passing scores on required state academic standards tests

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POST HIGH SCHOOL GOAL:

MILITARY CAREER

- Participate in extracurricular activities (in school and/or community) that relate to your field of interest
- Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)
- Acquire job seeking and keeping skills
- Maintain excellent physical and mental health
- Prepare your resume
- Gather references
- Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)