



## **Phase 2: Refining**

The purpose of this “phase” is for students to begin narrowing their future options based on what they have learned about themselves, their responsibilities, and their opportunities. Students begin the process of refining their options for education/training, employment, and independent living, which will allow them to identify and write their own Postsecondary goals.

### **Sample Phase 2 Activity:**

In the “Identifying Work Environment Preferences” activity, students evaluate their preferences for work related variables (like working outside vs. inside), which can greatly impact a person’s satisfaction with a job. There are a variety of these types of activities in the program. Students use what they learn to select better fitting options for their education/training, employment, and independent living goals – **see the sample activity below.**

# Identifying Work Environment Preferences



## **Inez Information**

Now that you've started learning more about yourself and your strengths when it comes to making decisions - another important thing to consider when thinking about possible jobs is the environment that you will be working in. Your work environment includes things like:

1. Working with people or working alone
2. Quiet or noisy
3. Work from home or away from home
4. Work during the day or work at night

There are many things that are part of your work environment and they will affect how you feel about your job.

## **Vocabulary for this Activity:**

Salary – In certain jobs, employers will offer to pay an employee a specific amount of money each year for the work the person is doing.

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## **Tim Task**

The goal of this activity is to help you learn about some of the things you would like Or not like when thinking about work environments. Thinking about these things is an important step in identifying the types of jobs you might be interested in learning more about. Here is a quick explanation of the steps in this activity:

### **Step 1:**

For each group in this activity, place a "B" next to the statement that represents your best choice.

### **Step 2:**

For each group in this activity, place a "W" next to the statement that represents you worst choice.

### **Step 3:**

Circle your "Top 2 Best Choices".

### **Step 4:**

Put an "X" over your "Top Two Worst Choices".

### **Step 5**

Go to your "Activity Tracker" on page 97 and find the section for page 59. Then, write down your "Top 2 Best Choices" and your "Top 2 Worst Choices".

## Work Environment Preferences Survey

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

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

**Step 1:** In each group, place a "B" next to the option that you think is your best choice.

**Step 2:** In each group, place a "W" next to the option that you think is your worst (last) choice.

**Step 3:** Review all the groups in this activity and circle your top 2 "Best" options.

**Step 4:** Review all the groups in this activity and put an "X" over your top 2 "Worst" options.

**Step 5:** Go to your "Phase 1: Unit 1 Activity Tracker" and find the section for page 59. Then, write your "Top 2 Best" and "Top 2 Worst" choices in the section for page 59.

Work around people	Be away from home often
Work alone	Be at home every night
Work where you have to think a lot	Opportunity for overtime
Work where you physically do a lot	No opportunity for overtime
Doing tasks that constantly change	Work full time
Doing repetitive tasks	Work part time
Work where I complete tasks	Work at a job I enjoy
Work where I use my creativity	Work to make more money
Work inside	Work with animals
Work outside	Work without animals
Get paid a salary	Focus on helping people
Get paid by the hour	Focus on completing tasks
Get paid based on how much I sell	Complete tasks as a group
Get paid a set wage	Complete tasks on my own
Work at home	Work around noise
Work away from home	Work where it is quiet
Work for myself	Work where things change a lot
Work for someone else	Work where things are constant
Work where you could advance	Work with people who are like me
Work in the same position for years	Work with people different from me
Work days	Work in a smaller town
Work nights	Work in a city
Work consistent schedule	Work as a driver
Work varied schedule	Work in an office

Download a Program Summary PDF (includes sample activities, assessments, and tasks):



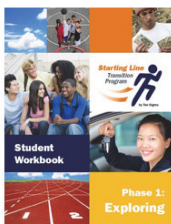
**Click Here to Receive Your Free Starting Line Summary PDF Which Includes:**

- *Transition Assessments*
- *Transition Activities*
- *Transition Tasks*

### How to Begin the Starting Line Program:

This program is designed to be used as a Four Year Program or as a condensed version called the **Fast Track**. Students or young adults with Mild to Moderate disabilities (who are likely to live independently as adults) will benefit tremendously from this program.

- **Four Year Program:** To begin the program with your current freshman, purchase one Phase 1 workbook for each freshman. Over the next three years, purchase Phases 2, 3, and 4 workbooks as your current freshmen move through high school.
- **Fast Track:** To begin the program with your current sophomores, juniors, and seniors, purchase one **Fast Track workbook** for each student, which is the only workbook they will need. The **Fast Track** can also be used in programs for 18 to 22 year olds, alternative programs, and correctional institutions.



Click Here to Order Phase 1 Workbooks



**Order Now**



Click Here to Order Fast Track Workbooks



**Order Now**

Review All Four Phases:

<http://tensigma.org/starting-line-transition-program>

Have Questions:

- Contact (800) 657-3815
- Email – [info@tensigma.org](mailto:info@tensigma.org)