

Youth: _____

Employment Specialist: _____

Date: _____

ASSET-BASED INVENTORY

Interviewee: _____

Relationship to Youth: _____

What do you like?

Interests and Preferences

This section allows you to get to know and learn about what motivates the youth. You learn about the youth's dreams, aspirations, what holds their interest and how they respond to different situations.

	<i>Why do you (does the youth) want to work?</i>
	<i>What is your (the youth's) dream job?</i>
	<i>What are some activities you (the youth) enjoy (e.g., sports, hobbies, passions, etc.)? What does the youth do in their free time?</i>
	<i>Who do you (does the youth) spend time with and what do you (they) do together?</i>
	<i>In what environmental conditions do you (does the youth) do best? (indoors/outdoors, noisy/quiet, many people/few people, slow/fast pace, time of day, routine tasks/variety, etc.)</i>
	<i>How do you (does the youth) best learn a new task (e.g., model/demonstrate, step-by-step, written check list)?</i>

Notes:

What have you done?	
<p style="text-align: center;">Life & Work Experiences</p> <p><i>This section allows you to learn about social activities and experiences through which the youth enjoyed or disliked and has learned transferrable skills that can be used at a well-matched work experience.</i></p>	<p><i>Are you (is the youth) currently employed and earning wages? If so, where? What accommodations are in place, if any?</i></p>
	<p><i>Have you (the youth) had any previous paid or unpaid work experiences? What tasks did you (the youth) perform in these experiences? What accommodations were needed?</i></p>
	<p><i>What types of household chores are completed regularly (both assigned and voluntary)?</i></p>
	<p><i>In what community or social activities do you (does the youth) participate? (e.g., sports, clubs, church, interest organizations, etc.)</i></p>
<p>Notes:</p>	



What can you do?	
<p>Skills, Knowledge & Abilities</p> <p><i>This section allows you to learn about the youth's natural and current skills. You will learn about the things they are naturally good at, which will give you a baseline of the youth's skills and</i></p>	<p><i>What are some of your (the youth's) talents, things you (the youth) do well?</i></p>
	<p>Describe your (the youth's) abilities and academic skills:</p>
	<p><i>Dexterity</i></p>
	<p><i>Lifting</i></p>
	<p><i>Standing</i></p>
	<p><i>Math</i></p>
	<p><i>Money</i></p>
	<p><i>Reading</i></p>
	<p><i>Writing</i></p>
	<p><i>Computers (Data entry, software programs, formatting, social media)</i></p>
	<p><i>Basic Office Skills (ability to file, alphabetical, numeric indexing, scanning)</i></p>
	<p><i>Customer Service & Social skills</i></p>
	<p><i>Communication/Speech</i></p>
<p><i>Other?</i></p>	

<i>abilities for a starting point when negotiating tasks and duties.</i>		
	<i>Have you (the youth) been involved in any specific vocational training? If so, where and when?</i>	

What don't you like?	
<p style="text-align: center;">Dislikes & Preferences</p> <p><i>This section allows you to learn about situations that would make a work experience miserable for the youth. Through learning about dislikes, you will learn the youth's true preferences.</i></p>	<i>Are there particular situations you recommend we avoid when searching for work experiences and job opportunities?</i>
	<i>What is a job or job setting that you (the youth) do NOT want to do?</i>
	<i>Are there particular activities that the youth is "known" to dislike?</i>

Notes:

What help do you need to do well?

Accommodations & Support Needs

This section will allow you to learn and understand what the youth needs to have in place to be successful on the job. Learning if the youth needs a "distraction-free work space or assistive technology,

What accommodations or supports are currently being provided in school or other settings?

What accommodations might be needed in the workplace (e.g., physical accessibility, assistive technology, special schedule, job coaching, etc.)?

What supports might need to be maintained beyond the initial placement?

What do I need to know about you (the youth) so I can help you (them) identify necessary supports once they are in the workplace?

<i>this section will paint the picture of the day-to-day work environment.</i>	
Notes:	

How do you get around?	
Transportation Resources	<i>How do you (does the youth) get to places you want to go? (e.g., bus, relative, neighbor, car service, etc.)</i>
	<i>Do you have a bus pass, mobility sharing pass, or access to other public transportation?</i>
	<i>Have you had travel training? Is it necessary?</i>
	<i>Does the school or employment agency provide transportation to work experience locations?</i>

<p><i>This section will allow you to learn about the transportation resources that are in place for the youth and what is needed.</i></p>	
	<p><i>What needs to be considered in planning how to get to work? (e.g., family schedules, accessibility, proximity to home, etc.)</i></p>
<p>Notes:</p>	

<p>Who helps and encourages you at home and at school?</p>	
<p>Other Available Supports</p>	<p><i>Are there people who support and encourage you (the youth)? How do they provide support and encouragement?</i></p> <p><input type="checkbox"/> Family member: _____</p> <p><input type="checkbox"/> Friend: _____</p> <p><input type="checkbox"/> Neighbor: _____</p>

<p><i>This section will allow you to learn about other people who can provide support, encouragement and/or resources for the youth as they look for and succeed in their work experience.</i></p>	<p><input type="checkbox"/> Teacher: _____</p> <p><input type="checkbox"/> Job Coach: _____</p> <p><input type="checkbox"/> Social Service Agency or personnel: _____</p> <p><input type="checkbox"/> Other: _____</p>
<p>Notes:</p>	

What else should we know?	
	<p><i>Do you (does the youth) have any geographical preferences? (e.g., certain areas of the community, close to home, etc.)</i></p>
	<p><i>Do you (the youth) have a preference or need to work certain days/hours? An ideal work schedule?</i></p> <p><input type="checkbox"/> Part-time <input type="checkbox"/> Full-time <input type="checkbox"/> Mornings <input type="checkbox"/> Afternoons <input type="checkbox"/> Evenings <input type="checkbox"/> Ideal work schedule: _____</p> <p><input type="checkbox"/> Days not available: _____ <input type="checkbox"/> Hours not available: _____</p>

<p>Searching for the Work Experience</p> <p>&</p> <p>Other General Observations</p> <p><i>This section provides any additional information about logistical preferences and general observations that may be helpful in planning and pursuing a work experience.</i></p>	<p><i>Do you (does the youth) have any ideas about the employers or types of employers we should talk to?</i></p>
	<p><i>How would you describe your (the youth's) temperament? (e.g., easy going, easily frustrated, easily distracted, etc.)</i></p>
	<p><i>Can you describe any habits, routines or idiosyncrasies you (the youth) do that may stand out to others?</i></p>
	<p><i>Do you have any ideas about employers or types of employers we should talk to? Contacts in your network who may be open to creating a work experience?</i></p>
	<p><i>Do you know people who might suggest or have contacts with particular employers or types of employers?</i></p>

Where should we look?	
	<i>Employer leads?</i>

<p>Possibilities and Ideas</p> <p><i>This section will allow you to record your thoughts and brainstorm on work possibilities or any matter related to planning for the work experience</i></p>	
	<p><i>Things to explore?</i></p>
	<p><i>Action steps?</i></p>
<p>Notes:</p>	