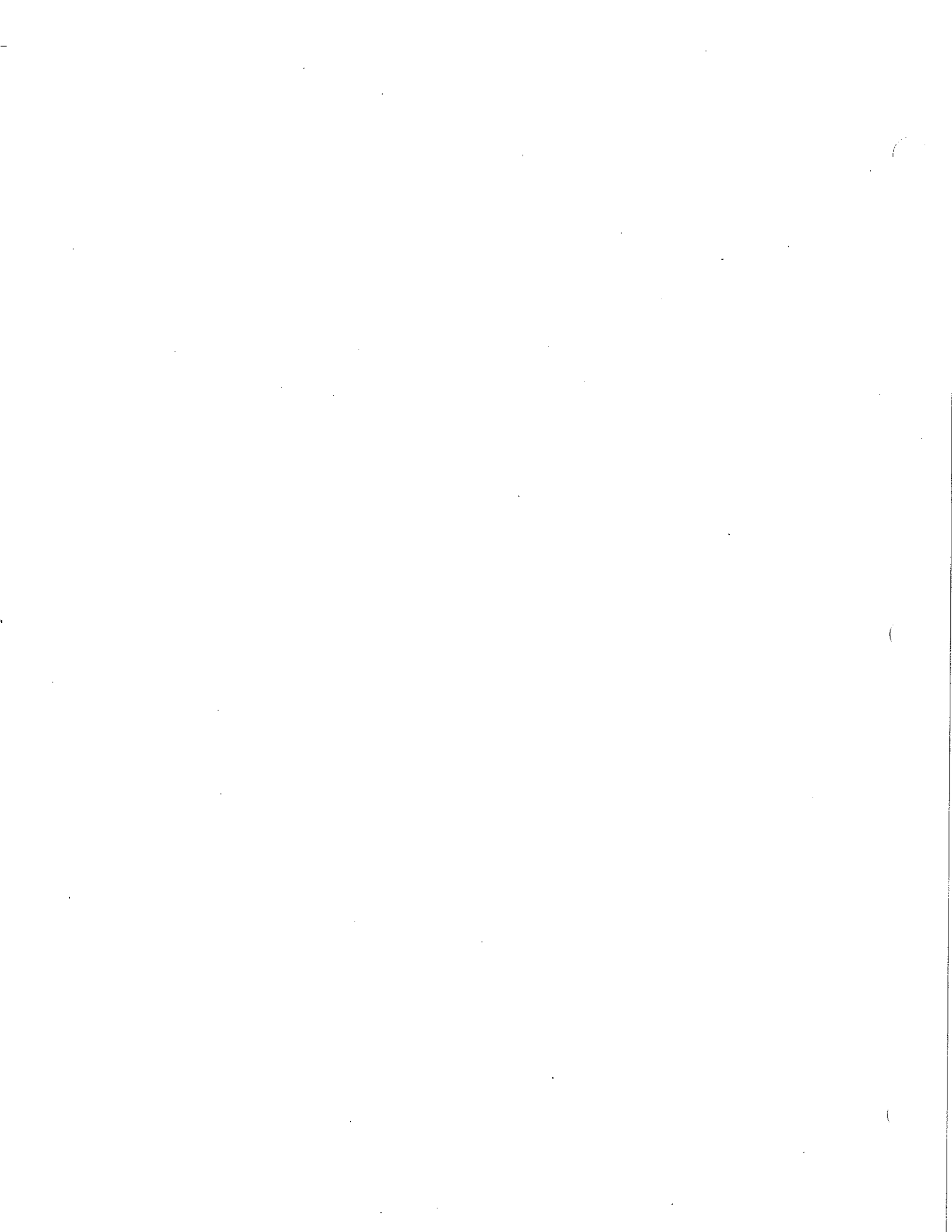


# Skill Builder's Toolkit Book 3

- ❖ Health & Wellness
- ❖ Job Seeking Skills
- ❖ Job Maintenance Skills
- ❖ Knowledge of  
Community Resources
- ❖ Emergency & Safety  
Skills



## Childproof Containers Activity- Instructors Guide

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**Preparation:** Collect a few common types of childproof containers (specifically prescription pill containers). Make sure they are emptied and clean. Place them in a zip lock bag to keep with Health & Wellness curriculum/materials.

**Demonstration:** show group how to open each type of container.

**Practice:** allow group to practice opening the various containers, and provide cues as needed.

## The Dangers of Taking Someone Else's Medication

*Angie overheard her parents talking about how her brother's ADHD medicine was making him less hungry. Because Angie was worried about her weight, she started sneaking one of her brother's pills every few days.*

*Todd found an old bottle of painkillers that had been left over from his dad's operation. He decided to try them. Because a doctor had prescribed the pills, Todd figured that meant they'd be OK to try.*

*Both Todd and Angie are taking risks. Prescription painkillers and other medications help lots of people live more productive lives, freeing them from the symptoms of medical conditions like depression or attention deficit hyperactivity disorder (ADHD). But that's only when they're prescribed for a particular individual to treat a specific condition.*

*Taking prescription drugs in a way that hasn't been recommended by a doctor can be more dangerous than people think. In fact, it's drug abuse. And it's just as illegal as taking street drugs.*

### **Why Do Some People Abuse Prescription Drugs?**

Some people experiment with prescription drugs because they think they will help them have more fun, lose weight, fit in, and even study more effectively. Prescription drugs can be easier to get than street drugs: Family members or friends may have them. But prescription drugs are also sometimes sold on the street like other illegal drugs.

A 2009 survey from the Centers for Disease Control and Prevention shows that prescription drug abuse is on the rise, with 20% of teens saying they have taken a prescription drug without a doctor's prescription.

Why? Some people think that prescription drugs are safer and less addictive than street drugs. After all, these are drugs that moms, dads, and even kid brothers and sisters use. To Angie, taking her brother's ADHD medicine felt like a good way to keep her appetite in check. She'd heard how bad diet pills can be, and she wrongly thought that the ADHD drugs would be safer.

But prescription drugs are only safe for the individuals who actually have prescriptions for them. That's because a doctor has examined these people and prescribed the right dose of medication for a specific medical condition. The doctor has also told them exactly how they should take the medicine, including things to avoid while taking the drug — such as drinking alcohol, smoking, or taking other medications. They also are aware of potentially dangerous side effects and can monitor patients closely for these.

Other people who try prescription drugs are like Todd. They think they're not doing anything illegal because these drugs are prescribed by doctors. But taking drugs without a prescription — or sharing a prescription drug with friends — is actually breaking the law.

### **What Are the Dangers of Abusing Medications?**

Whether they're using street drugs or medications, drug abusers often have trouble at school, at home, with friends, or with the law. The likelihood that someone will commit a crime, be a victim of a crime, or have an accident is higher when that person is abusing drugs — no matter whether those drugs are medications or street drugs.

Like all drug abuse, using prescription drugs for the wrong reasons has serious risks for a person's health. Opioid abuse can lead to vomiting, mood changes, decrease in ability to think (cognitive function), and even decreased respiratory function, coma, or death. This risk is higher when prescription drugs like opioids are taken with other substances like alcohol, antihistamines, and CNS depressants.

CNS depressants have risks, too. Abruptly stopping or reducing them too quickly can lead to seizures. Taking CNS depressants with other medications, such as prescription painkillers, some over-the-counter cold and allergy medications, or alcohol can slow a person's heartbeat and breathing — and even kill.

Abusing stimulants (like some ADHD drugs) may cause heart failure or seizures. These risks are increased when stimulants are mixed with other medicines — even OTC ones like certain cold medicines. Taking too much of a stimulant can lead a person to develop a dangerously high body temperature or an irregular heartbeat. Taking several high doses over a short period of time may make a drug abuser aggressive or paranoid. Although stimulant abuse might not lead to physical dependence and withdrawal, the feelings these drugs give people can cause them to use the drugs more and more often so they become a habit that's hard to break.

The dangers of prescription drug abuse can be made even worse if people take drugs in a way they weren't intended to be used. Ritalin may seem harmless because it's prescribed even for little kids with ADHD. But when a person takes it either unnecessarily or in a way it wasn't intended to be used such as snorting or injection, Ritalin toxicity can be serious. And because there can be many variations of the same medication, the dose of medication and how long it stays in the body can vary. The person who doesn't have a prescription might not really know which one he or she has.

Probably the most common result of prescription drug abuse is addiction. People who abuse medications can become addicted just as easily as if they were taking street drugs. The reason many drugs have to be prescribed by a doctor is because some of them are quite addictive. That's one of the reasons most doctors won't usually renew a prescription unless they see the patient — they want to examine the patient to make sure he or she isn't getting addicted.

## Independent Living Skills Module II

### HEALTH RISKS

You are in control of your personal health. While exercise, proper nutrition and regular doctor's check-ups can help you to maintain good health and may prevent health problems, certain behaviors and bad habits can negatively influence your health.

What kind of behaviors/habits could be harmful to your health?


In the following sections we will discuss some behaviors and habits which could have a negative impact on you and impose a serious risk to your health.



### SMOKING

If you are a smoker, have ever been tempted to start smoking, or know someone who smokes, the following questions and information are important to you!

Why do you think most people start to smoke? (Or why did you start to smoke?)

--

Does smoking make people more interesting, mature, or more attractive?

--

## Independent Living Skills Module II

Do you think that smokers are better liked, more respected, or make more money than non smokers?

Look over the examples below. Do you think that any of them give valid reasons to start smoking?

- Rebecca started to smoke because the boy she really liked smoked.
- Dennis doesn't know why he started. He just thought it was a cool thing to do.
- Elisabeth started because her mother, father, and older brother smoked.
- Amy started to smoke because she wanted to be part of a group of older kids who smoked.
- Chuck started because his best friend told him he should. Otherwise, he would look like a wimp and never get a girlfriend.

The truth is that there are NO valid reasons to start smoking!

What might Rebecca, Dennis, Elizabeth, Amy, and Chuck have done to avoid starting to smoke? What would you do in their individual situation?

What are the health risks and disadvantages of smoking?

## Independent Living Skills Module II

Take an inventory of your knowledge of facts and health risks related to smoking.

### Multiple Choice

\_\_\_\_\_ 1) Cigarette smokers are more likely than non-smokers to die of cancer of the

- a) pharynx or larynx
- b) lungs
- c) esophagus
- d) lips, tongue, or mouth
- e) all of the above

\_\_\_\_\_ 2) What gives cigarettes their rich country flavor?

- a) propane
- b) butane
- c) formaldehyde
- d) hydrogen cyanide

\_\_\_\_\_ 3) How many chemicals in cigarette smoke cause cancer?

- a) none
- b) 1
- c) 10
- d) 30

### True or False

\_\_\_\_\_ 1) Lung cancer can be cured very easily.

\_\_\_\_\_ 2) People who don't smoke can get lung cancer.

\_\_\_\_\_ 3) When a person stops smoking, lung tissues return to normal on their own.

\_\_\_\_\_ 4) City smog is worse for you than cigarettes.

\_\_\_\_\_ 5) Low-tar, low-nicotine cigarettes are safer than other kinds.

\_\_\_\_\_ 6) Children whose parents smoke are more likely to smoke than children of non smokers.

\_\_\_\_\_ 7) It doesn't matter if teenagers smoke because they can easily stop.

### Multiple Choice Answers

1. e) all of the above.
2. All of the answers given, and they're all deadly.
3. d) There are 30 known carcinogens in cigarette smoke, and probably more that haven't been discovered yet.

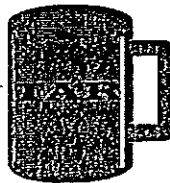


## Independent Living Skills Module II

### True or False Answers

1. FALSE. Nine out of ten cases of lung cancers are incurable.
2. TRUE. Occasionally, people who don't smoke will get lung cancer. But 80% of all lung cancers are caused by smoking.
3. TRUE. Unless the lungs are already too severely diseased, they start to repair themselves almost immediately. This happens rapidly in short-term smokers.
4. FALSE. Air pollution plays no significant role in lung cancer.
5. TRUE. However, there is no completely safe cigarette.
6. TRUE. Children who have smoking parents and older siblings are more likely to start smoking themselves.
7. FALSE. Once smoking has become a habit it is very difficult to quit.

BELIEVE IT OR NOT!



! A person who smokes one pack of cigarettes a day inhales a full cup of tar in just one year.

!! When you take one puff of a cigarette, your heart beats ten extra times per minute.

!!! There will be 93, 000 new cases of lung cancer discovered this year.

!!!! There are more than thirty million ex-smokers in the United States.



!!!!!! More than 25% of all the fires in the United States are caused by careless smokers.

## Independent Living Skills Module II

### Quitting:

The best way to deal with smoking is, of course, not starting. Once you get in the habit, it isn't easy to quit. Consider this example:

Barry is playing basketball on his local high school team. He is a really good player and might have a chance to get a scholarship to a local college. However, Barry has started smoking. Now, during the games, he is short of breath and doesn't seem to have as much energy as he used to. Barry does not believe that this is a result of smoking since he has only smoked for eight months. And anyway, he feels that it would be hard for him to quit, particularly because his girlfriend also smokes. *What do you think of Barry's dilemma? What advice would you give Barry?*



Quitting smoking takes a lot of commitment and you have got to believe that you can do it. Smokers will often think (mistakenly) that they will gain a lot of weight once they stop smoking, but studies show that the average weight gain after quitting is not more than five pounds. If you do want to stop smoking, the following organizations provide information and assistance:

American Lung Association of Boston  
1015 Commonwealth Avenue  
Brighton, MA  
(617) 787-4501

Department of Public Health  
150 Tremont Street  
Boston, MA  
(617) 727-2700

## Independent Living Skills Module II

### Summary:

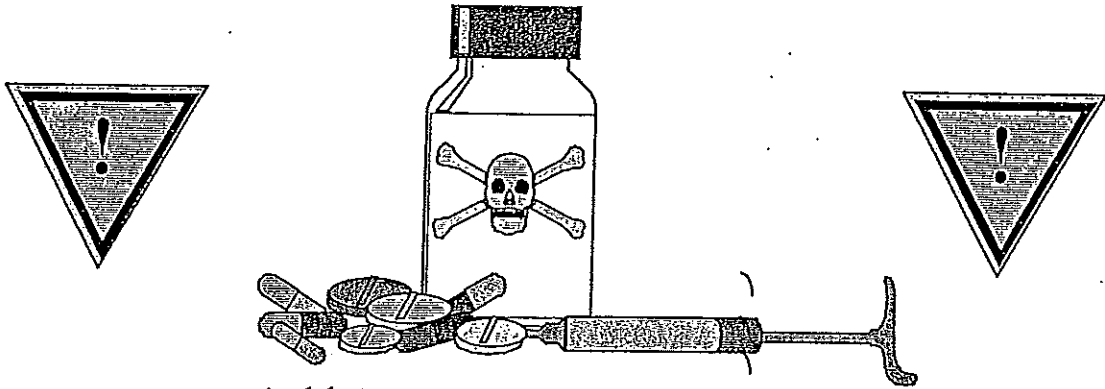
My Reasons And Strategies To Not Starting Smoking Are:

My Reasons and Strategies To Quit Smoking Are:

or

## Independent Living Skills Module II

### DRUGS



**All Drugs Are Harmful!**  
Experimenting With Drugs is Dangerous.

Do you think that anyone who experimented with drugs did so in order to:

- Become addicted?
- Ruin his/her health?
- Lose friends?
- Commit crimes?
- Hurt others?
- Go to jail?
- Get HIV/AIDS from sharing needles?
- Die of an overdose?

Cigarettes

Rum

Freebasing

Heroin

Newports

Crack

Ludes

Philly Blunts

MaryJanes

Xtasy

It's hard to say why some kids use while others don't. People are individuals and decide to use for all sorts of reasons. The main ones usually involve:

**Stress:** Family problems, changing schools [or placements], pressure to do well in school.

**Boredom:** Wanting to have fun, but with few outlets.

## Independent Living Skills Module II

**Depression:** Feeling isolated or alone, hopeless about the future and wanting to escape.

**Curiosity:** Not everyone who takes drugs is a heavy user, and many quit after the first try. But studies show that experimenting with pot and alcohol can lead to harder drugs.

For example, the Center on Addiction and Substance Abuse reports that if a person has smoked marijuana more than one hundred times, the likelihood of using cocaine goes up 70 percent.

**Fitting in:** Being popular is a key desire for most of us. Unfortunately, some take risks against their own judgement in order to hang with the cool clique.

**Learned Behavior:** Some young people who watch their parents dealing with their problems by taking drugs may follow their example during difficult times.

**Lack of Self-Esteem:** People who don't feel good about themselves are more likely to do things that are harmful. Most drug users and drinkers will admit they do it to fill up an empty feeling inside or to try to appear cool.

**Feeling Unsure about Sexuality:** Young people dealing with same-sex attractions may be drawn to drinking and drugs in order to ease fear and confusion.

(adapted from *Finding Our Way: The Teen Girls Survival Guide*. Abner and Willarosa, 1995)

### Peer Pressure:

Some youth might be goaded into experimenting with drugs by their friends or peers.

#### Consider the following:

Alexander has had the same group of friends for several years. They used to play a lot of baseball and hockey together. Now some of his friends are getting into alcohol and drugs, smoking marijuana and drinking hard liquor. Actually, that is all they seem to talk about. Alex's friends keep pressuring him to start smoking and drinking as well. They tell him that if he wants to hang with them, he will have to use too. Alex really doesn't want to get into drugs, but neither does he want to lose his friends.

Do Alex's friends still have the same qualities they had before they started to use? How have they changed?

## Independent Living Skills Module II

What would you do in Alex's situation?

**PEER PRESSURE IS NOT A REASON TO BEGIN USING DRUGS!!!**

### Curiosity:

Another reason some people start to take drugs is to check out what it is like.

### Consider:

Susan was curious to find out what it would be like to try drugs. Some of the people she knew talked about how "cool" it was. Susan thought that if you were just trying, you wouldn't become addicted and could easily stop. So Susan tried. Now six months later, Susan is hooked on crack cocaine. She dropped out of high school, lost most of her friends and is into criminal activities to support her habit.

What do you think happened?

Are you aware of the dangers of trying any drug?

### Escape:

Some people start to drink and to take drugs so that they don't have to think about painful things.

### Consider:

Jason has gone through some pretty tough times and experienced several painful events. He tries to avoid thinking about them by drinking alcohol whenever he can. He feels that drinking takes his mind off things and helps him to not care. However, he has

## Independent Living Skills Module II

to drink more and more these days to achieve that temporary effect and Jason is often depressed.

Do you think that Jason is at risk of developing a serious alcohol problem?

---

Do you think that Jason's problems and painful memories are still the same after the effects of alcohol have worn off?

---

What could Jason do to address his problems? Where could he turn for help?

Problems will not go away by drowning them in alcohol or other drugs. You will still have them when you sober up.

Remember that it is illegal for anyone under 21 to drink alcohol.

### Fitting In:

Some people start to take drugs to be a part of the crowd or to boost their self-esteem.

### Consider:

Emily's family moved to town two weeks ago. She is in her senior year in high school but doesn't know many people in her classes yet. She feels left out and thinks the other kids don't like her. This morning a couple of kids invited Lisa to go down to the park after school. Emily knows that these kids are doing drugs at the park. She thinks she would still like to go because maybe if she were to hang out with them and do the things that the other kids do, she might be accepted in her new school. Emily also believes that drugs might help her to be less shy and feel better about herself. But she is still scared. She knows that taking drugs is dangerous.

What do you think Emily should do?

---

Do you think that Emily really would be accepted by other kids in her school if she started taking drugs?

---

## Independent Living Skills Module II

Do you think she would feel better about herself if she took drugs?

---

What would you do in her situation?

---

---

What could Emily do to make friends instead of using or hanging out with drug users?

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### TRYING DRUGS IS ALWAYS DANGEROUS!!!

- There are risks involved even in trying drugs. Even a first time experience could end with a car accident, violent behavior, damage to your health, etc.
- You can become addicted to drugs a lot quicker than you might think! Certain drugs are thought to be habit-forming from the first usage.

### Possible Signs of Addiction

- ❖ You get high more than two times a week
- ❖ You do it without thinking about whether you want to do it
- ❖ You don't have any friends who don't get high
- ❖ You're using more and more drugs to get the same high
- ❖ You get high on your own
- ❖ You get high just to get high – not to socialize



## Independent Living Skills Module II

Use the following quiz to test your knowledge about drugs.

True or False

- \_\_\_\_\_ 1) Alcohol is a drug.
- \_\_\_\_\_ 2) Marijuana can cause a decrease in the male hormone, testosterone, and lower sperm production.
- \_\_\_\_\_ 3) Marijuana is psychologically addictive.
- \_\_\_\_\_ 4) Black coffee will help sober up a person who is drunk.
- \_\_\_\_\_ 5) Experimenting with "coke" for the first time is not dangerous.
- \_\_\_\_\_ 6) Sniffing glue, paint thinner, or other deliriants can cause serious brain damage.
- \_\_\_\_\_ 7) Frequent use of "coke" by injection can produce "coke bugs" - the sensation that insects or snakes are crawling under the skin.
- \_\_\_\_\_ 8) "Angel dust" is actually an animal tranquilizer.
- \_\_\_\_\_ 9) THC (the main chemical in marijuana) stays in the body for about one month after use.
- \_\_\_\_\_ 10) Drinking alcohol during pregnancy can cause birth defects in the unborn baby.

Answers:

- 1) TRUE
- 2) TRUE.
- 3) TRUE.
- 4) FALSE.
- 5) FALSE.
- 6) TRUE
- 7) TRUE
- 8) TRUE
- 9) TRUE
- 10) TRUE

## Independent Living Skills Module II

### CONCERNED?

#### CHOOSE TO BE A FORCE FOR CHANGE

“What can I do?”

If you or someone you care about needs help, there is a lot that you can do! There are a number of treatments to choose from. The form of treatment will be determined by the drug a person is using, what the user is willing to go through to ‘kick the habit’, and sometimes, even how much time and money a user has to devote to the treatment. Some outpatient programs are free, some group therapy sessions are offered on a daily basis. Using some of the numbers listed below will allow you to get help for yourself or your friend:

Alateen/ Alanon, M-F, 10-3 p.m.	(781) 843-5300
Alcoholics Anonymous	(617) 426-9444
Southeast	(508) 775-7060
Worcester	(508) 752-9000
West	(413) 532-2111
Drug & Alcohol Referral Service	(800) 999-9999
MA Drug & Alcohol Hotline, 24 hrs	(800)-327-5050
Nat’l Alcohol & Drug Hotline, 24 hrs	(800) 252-6465

What’s more, you can be a force for change in your community, your school, and in your life. Agencies exist that need YOU to get the message out about the desire to feel good without drugs, alcohol, or cigarettes. Calling some of the numbers below and getting involved will get you on your way to becoming a powerful voice for change in your own life and the lives of others!

S.A.D.D., Students Against Drunk Driving, (508) 481-3568. The only student-based activist organization dealing with underage drinking, drug abuse, and death due to drinking or drugging, and driving.

## Independent Living Skills Module II

Department of Public Health – Tobacco Control. (617) 624-5900. DPH offers community-based programs throughout Massachusetts that assist teens in their attempts to address cigarette, alcohol, and drug use in their schools, area businesses, and their communities.

**Girls Incorporated.** Girls Inc. offers a program called “friendly PEERSuasion” that teaches teens to educate each other about avoiding the hazards of alcohol, tobacco, and other drugs. It is the only substance abuse program that specifically targets girls. There are over 1, 000 affiliates throughout the country.

Girls Inc. programs in Massachusetts are located in:

Haverill		978-372-0771
Holyoke		413-532-6247
Lee	(Lee Youth Assn)	413-243-5535
Lowell		978-458-6529
Lynn		781-592-9744
Marlborough	(Boys and Girls Club)	508-485-4912
Pittsfield		413-442-5174
Springfield	(Springfield Girls Club)	413-739-4743
Springfield	(Carew Hills Girls Club)	413-736-1479
Taunton		508-824-9511
Worcester		508-755-6455

**Partnership for a Drug-Free America,** (212) 922-1560). A private, non-profit coalition organized to prevent drug use among kids. 405 Lexington Ave, 16<sup>th</sup> Flr. New York, NY 10174

**Massachusetts Prevention Centers.** Mass Prevention provides a wide range of resources to meet a variety of needs. Most notably, they offer individuals and community organizations the resource tools needed to build stronger neighborhoods as well as offer ways to address alcohol and drug abuse in schools and urban areas. Each office listed below covers more than a dozen cities and towns in its region.

Boston Region	95 Berkeley St., Boston, MA	(617) 423-4337
Greater Western Region	10 Main St., Florence, MA	(413) 584-3880
Greater Worcester Region	531 Main St., Worcester, MA	(508) 752-8083
Lower Pioneer Valley Region	110 Maple St., Springfield, MA	(413) 732-2009
Merrimack Valley Region	38 Prospect St., Lawrence, MA	(978) 688-2323
Metro/Southeast Region	942 W. Chestnut St., Brockton, MA	(508) 583-2350
Metro/ suburban Region	552 Mass Ave., Cambridge, MA	(617) 441-0700
Metrowest/ West Region	158 Union Ave., Framingham, MA	(508) 875-5419
North Shore Region	27 Congress St., Sale, MA	(978) 745-8890
Southeast Coastal Region	105 William St., New Bedford, MA	(508) 996-3147

**National Cocaine Hotline,** 1-800-COCAINE, or 800-262-2463. A referral service for drug treatment and prevention programs.

## Independent Living Skills Module II

Drug and Alcohol Hotline, 1-800-327-5050. Provides referrals for inpatient and outpatient treatment programs.

Bridge Over Troubled Waters, 617-423-9575. Offers youth assistance with referrals, counseling, short-term housing and employment.

## FACTS YOU SHOULD KNOW

### ALCOHOL AND SEDATIVE/HYPNOTICS

Drug Name	Trade Name	Street Names
<i>Barbiturates</i>		
Secobarbital	Seconal	Reds, red devils, seccies
Pentobarbital	Nembutal	Yellows, yellow jackets, yellow bullets
Amobarbital	Amytal	Blue heavens, blue dolls, blues
<i>Benzodiazepines</i>		
Diazepam	Valium	Vals
Chlordiazepoxide	Librium Xanax	Libs
Rohypnol	Same	Date rape drug, roofies, la rocha, forget pill, Mexican valium
<i>Non-Barbiturate Sedative-Hypnotics</i>		
Methaqualone	Quaalude, Sopor	Ludes, sopes, soapers, Qs
Ethchlorvynol	Placidyl	Green Weenies
Methaprylon	Noludar	Noodlelars
Gamma Hydroxybutyrate	GHB	Liquid ecstasy, Georgia Home Boy, Grievous bodily harm, scoop,

#### Somatmax

(GHB is a colorless, odorless, salty-tasting liquid used frequently at Raves. Produces a psychedelic high, a sense of relaxation, and mild euphoria. Risks include: headache, muscle stiffness, seizures, respiratory failure, coma, and death. Alcohol significantly increases the risks of the drug.)

#### Symptoms

#### Acute Use:

#### Behavioral:

- Euphoria
- Disinhibition
- Relief of anxiety

## Independent Living Skills Module II

### Physiological:

- Sedation, drowsiness to comatose
- Impaired motor coordination: slurred, staggering, sluggish, sloppy

### Chronic Use:

#### Behavioral:

- Mood swings
- Anxiety
- Aggression

#### Physiological:

- Impotence in males
- Malnutrition
- Tolerance
- Memory problems
- Fetal abnormalities

*Alcohol exclusively:* digestive ulcers, pancreatitis, gastric problems, liver and brain damage, cancer.

### Withdrawal Effects

- Anxiety
- Physical/emotional tremors
- Irregular heartbeat
- Hallucinations: visual, auditory, tactile
- Convulsions
- Coma
- Death

## STIMULANTS

Drug Name	Trade Name	Street Names
<i>Cocaine</i>		
Cocaine HCL (hydrochloride)	None	Coke, blow, toot, snow, girl, lady, C, candy cane, scorpion, Yeyo, paradise
Freebase Cocaine	None	Crack, rock, base, baseball, bazooko, beemers, bones, boulya, caviar, love, issues, Yale
<i>Amphetamines</i>		
d,1 amphetamine	Benzedrine, Obetrol, Biphphetamine	Crosstop, black beauties, whites, bennies, cartwheels, roses, turnarounds
Methamphetamine	Methadrine	Crank, Meth, Crystal, Ice, jugs, speed
Dextroamphetamine	Dexedrine	Dexies, Christmas trees, beans, brownies

## Independent Living Skills Module II

### Symptoms

#### *Acute Use:*

##### Physiological:

- Increased heart rate and blood pressure
- Dilated pupils
- Seizures

##### Behavioral:

- Euphoria, hyperstimulation
- Decreased appetite, increased wakefulness
- Enhanced feelings of control and power
- Enhanced mental and physical performance
- Sexual acting out, addiction

#### *Chronic Use:*

##### Physiological:

- Insomnia
- Alcohol or other drug use
- Skin picking/ulcerations
- Problems with memory, concentration
- Tolerance
- Bingeing or weight loss

##### Behavioral:

- Emotional and physical depression
- Craving
- Jitteriness, anxiety
- Mood swings
- Paranoia, psychosis

### Withdrawal Effects

#### *Short-Term Use:*

- Agitation
- Depression
- Extreme Drug Craving

#### *Long-Term Use:*

- Inability to Experience Pleasure
- Death

## OPIATES AND OPIOIDS

Drug Name	Trade Name	Street Names
<i>Opiates</i>		
Opium	Pantopon	"O", op, poppy
Codeine	Empirin	Number 4s, Number 3s, loads, sets, doors
Morphine	Varies	Murphy, morph, Miss Emma
Diacetyl Morphine	Heroin	Anti-freeze, bigH, boy, dooley, brown sugar, white boy, H, horse, juck, china white, smack, witch hazel, black tar
Oxycodone	Percodan, Tylox	Percs
<i>Opioids (Synthetic)</i>		
Methadone	Dolophine	Juice
Propoxyphene	Darvon, Darvocet	Pink lady, pumpkin seeds
Meperidine	Demerol	

## Independent Living Skills Module II

### Symptoms

#### Acute Use:

##### Physiological:

- Inability to feel pain
- Constricted pupils
- Nausea
- Vomiting
- Dry mouth and skin
- Decreased heart rate, blood pressure

##### Behavioral:

- Sleepiness
- Sedation

#### Chronic Use:

##### Physiological:

- Intolerance of physical/emotional pain
- Dryness of skin, mouth, digestive system (constipation)
- Tolerance
- HIV and hepatitis infection due to needle sharing
- Decreased appetite

##### Behavioral:

- Decreased sexual interest
- Emotional irritability

### Withdrawal Effects

- Biologically-based pain (physical and emotional)
- Flu-like symptoms:
  - Runny nose, watery eyes
  - Goose flesh
  - Profuse perspiration
  - Dilated pupils
  - Stomach cramps/diarrhea

## PSYCHEDELICS

Drug Name	Trade Name	Street Names
LSD	Lysergic acid diethylamide	Acid, gooney birds, Ozzie's stuff, blotter, trip, Lucy, ghost, sugar
Mushrooms	Psilocybin	Shrooms, magic mushrooms
Peyote cactus	Mescaline	Mesc, peyote, buttons
MDA, MDMA, MDM	Methylene-dioxy amphetamine	Love drug, XTC, ecstasy, Adam, Eve
Marijuana		Weed, reefer, doobie, herb, ganja, chiba, Philly blunts, J, Maryjane, snop, boo, pot, grass, bud
PCP	Phencyclidine	Angel dust, goon, whack, crazy coke, crystal T, dust joint, zoom, special K, mint leaf, killer weed, ketamine
Dimethyltryptamine	DMT	Yopa, cohoba
(Has similar effects/risks as LSD, but wears off in less than an hour and carries an increased risk of anxiety attacks)		

## Independent Living Skills Module II

### Symptoms

#### Physiological:

Drooling  
Chills  
Sweating  
Headaches  
Nausea  
Vomiting  
Flashbacks with chronic use

#### Behavioral:

Yawning  
Laughter, euphoria  
Distortion of sensory perception (time, space, light,  
sound, color, body feeling)  
Feeling of mind expansion, heightened awareness  
Rapidly changing emotional states  
Pseudohallucination  
Hallucination  
Panic

## INHALANTS

### *Volatile Solvents*

- gasoline, kerosene
- alcohol
- lighter fluid
- correction fluid
- nail polish remover
- airplane glue
- cleaning fluids
- antifreeze

### *Aerosol Sprays*

- metallic spray paints
- freon
- hairspray
- fluoride-based sprays
- vegetable oil

### *Organic Nitrates*

- amyl nitrate (Locker Room)
- butyl nitrate (Rush)

### *Street Names*

Ames, boppers, pearls  
Poppers, snappers, climax

### *Anesthetics*

- nitrous oxide ("laughing gas")
- whipped cream containers
- dry cleaning fluid

Laughing gas, buzz, bomb, whippets



## Independent Living Skills Module II

### Symptoms

#### *Acute use:*

- Numbness or "blankness"
- Chemical odor on clothes or breath
- Dried glue or ring around nose or mouth
- Runny nose, red or watery eyes
- Dilated pupils
- Dizziness, stupor
- Slobbering
- Inability to think or act clearly
- Distorted/disturbed vision
- Lack of muscle and reflex control

#### *Chronic Use:*

- Drastic weight loss
- Loss of memory
- Central nervous system damage
- Possibly permanent damage to liver, kidneys, blood, bone marrow, eyes, mucous membranes, and lungs
- Death ("Sudden sniffing death" from heart failure)

### Withdrawal

- Not physically addictive
- Psychological dependence very common
- In treatment, inhalant abusers have lowest rate of recovery

## Independent Living Skills Module II

### HERBAL DRUGS

(These drugs are unregulated by the Food and Drug Administration and their effects and proper dosages are unknown.)

Drug Name	Trade Name	Key ingredient in products found on the market:
Ma Huang	Ephedrine/ Ephedra	Cloud 9, Herbal Ecstasy, Ultimate Xphoria

Marketed as a natural energy booster. Also found in decongestants, asthma medications, herbal formulas and teas, and dietary supplements. High doses have serious side effects, including death. Combining Ephedra with decongestants or MAO inhibitor antidepressants can be fatal. Even combining it with caffeine puts a lot of strain on the heart.

Corynanthe Yohimbe                      Yohimbe

Found in health stores as a "natural" drug marketed to boost energy and sexual performance. Its major ingredient can cause fatigue, liver damage, and skin rashes. When mixed with over-the-counter drugs containing phenylpropanolamine, such as decongestants and diet aids, it can lead to seizures and death.

## Independent Living Skills Module II

### "DATE RAPE DRUGS"

Two types of drugs are currently in wide circulation and worthy of further mention in this section. They are referred to as "date-rape-drugs" because they are frequently the drugs of choice for people at raves or clubs who are trying to take advantage of unsuspecting partygoers.

GHB (a.k.a liquid ecstasy, grievous bodily harm, georgia home boy) can come in powder, tablet, capsule, and clear liquid forms. When it is slipped into an alcoholic drink, it can become even more toxic. GHB is increasingly involved in poisonings, overdoses, date rapes, and fatalities.

Rohypnol (a.k.a. roofies, La Rocha, Mexican valium, rope, forget pill) is a tranquilizer like Valium, but it is 10 times more potent. It produces amnesia, muscle relaxation, and slowing of movement. These effects can last up to 8 hours. It has been slipped into drinks at raves and nightclubs to cause a sedative effect, earning its reputation as a date rape drug. Withdrawal symptoms range from headaches, muscle pain, and confusion, to hallucinations and convulsions. Seizures can occur a week or more after one has stopped using the drug.

**BOTTOM LINE:** Be extra alert when drinking anything, even soda, with people you don't know very well, and watch for strange effects such as dizziness and confusion after a drink. And never, every, ever, leave your glass unattended

## Independent Living Skills Module II

### Alcohol

Alcohol (beer, wine and liquor) is the most commonly abused drug in the United States. Over a billion dollars are spent every year to address the ill effects of the abuse of this particular drug.

Studies show that more than half of all 8<sup>th</sup> graders and 8 out of 10 12<sup>th</sup> graders report having tried alcohol. Many teenagers also report binge drinking (defined as 5 or more drinks in a sitting). In 1998, 30% of 12<sup>th</sup> graders surveyed reported having been drunk in the past. (Source: Monitoring the Future, 1998).

The short-term effects of alcohol use can be dizziness, talkativeness, giddiness, slurred speech, hangovers, disturbed sleep, nausea, and vomiting. Long-term effects include permanent damage to vital organs such as the brain and liver. Excessive alcohol use in a single drinking episode can even cause death due to alcohol poisoning.







While alcohol may make you feel "buzzed", more relaxed and confident, in reality it is connected to several very disturbing statistics. More Americans are addicted to alcohol than all other drugs combined. In the 15-24 year age, 50% of deaths (from accidents, homicides, and suicides) involve alcohol or drug abuse. Also, children and siblings of alcoholics are *seven* times more likely to suffer from alcoholism than the children and siblings of non-alcoholics. So if you have a close relative who is an alcoholic, it is even more important that you make smart decisions about drinking.

In the state of Massachusetts, drinking is illegal for anyone under the age of 21, yet a large percentage of youth experiment with alcohol every year. The risks are very real. With alcohol and all other drugs, know the facts and make a wise choice for your life.

## Independent Living Skills Module II


As you have seen clearly in the previous pages, all drugs are harmful and often have deadly consequences. Unfortunately, drugs are available in too many places. Some people might try to pressure you to take drugs, or circumstances in your own life might make you more vulnerable to the temptation of drugs. Therefore, it is incredibly important for you to think about how you would resist and avoid drugs.



Fill out the chart below:



<p>I would say <u>no</u> to drugs by:</p> <p></p> <p></p> <p></p>
<p>My strategies to avoid drugs are:</p> <p></p> <p></p> <p></p>

Name \_\_\_\_\_

# Body Parts



Let's start with my  head. On top, you see, it is covered with




 hair. On each side of my head, I have an  ear, so I can hear you. I

also have two big  eyes. They let me see you. My  nose is for

smelling. My mouth has two  lips for kissing and licking. Inside it has



 teeth for chewing and a  tongue for tasting my food. It lets me talk,


too. My head sits on my  neck. It lets me look to my  left and

 right and up and  down. 


Inside my  chest, my  heart beats  day and

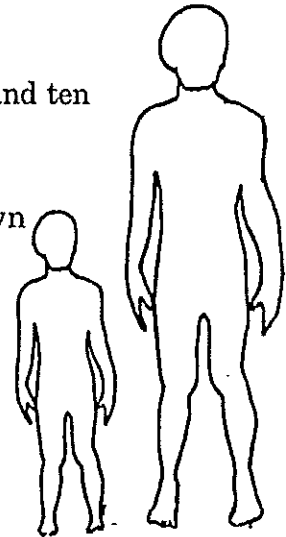
 night. When I eat, my  stomach fills with food. My two

 arms can hug you, and with my two  hands and ten

 fingers, I can catch a ball and write my name! And down

below, with those two  legs, two  feet, and ten

 toes of mine, I sure do get around!

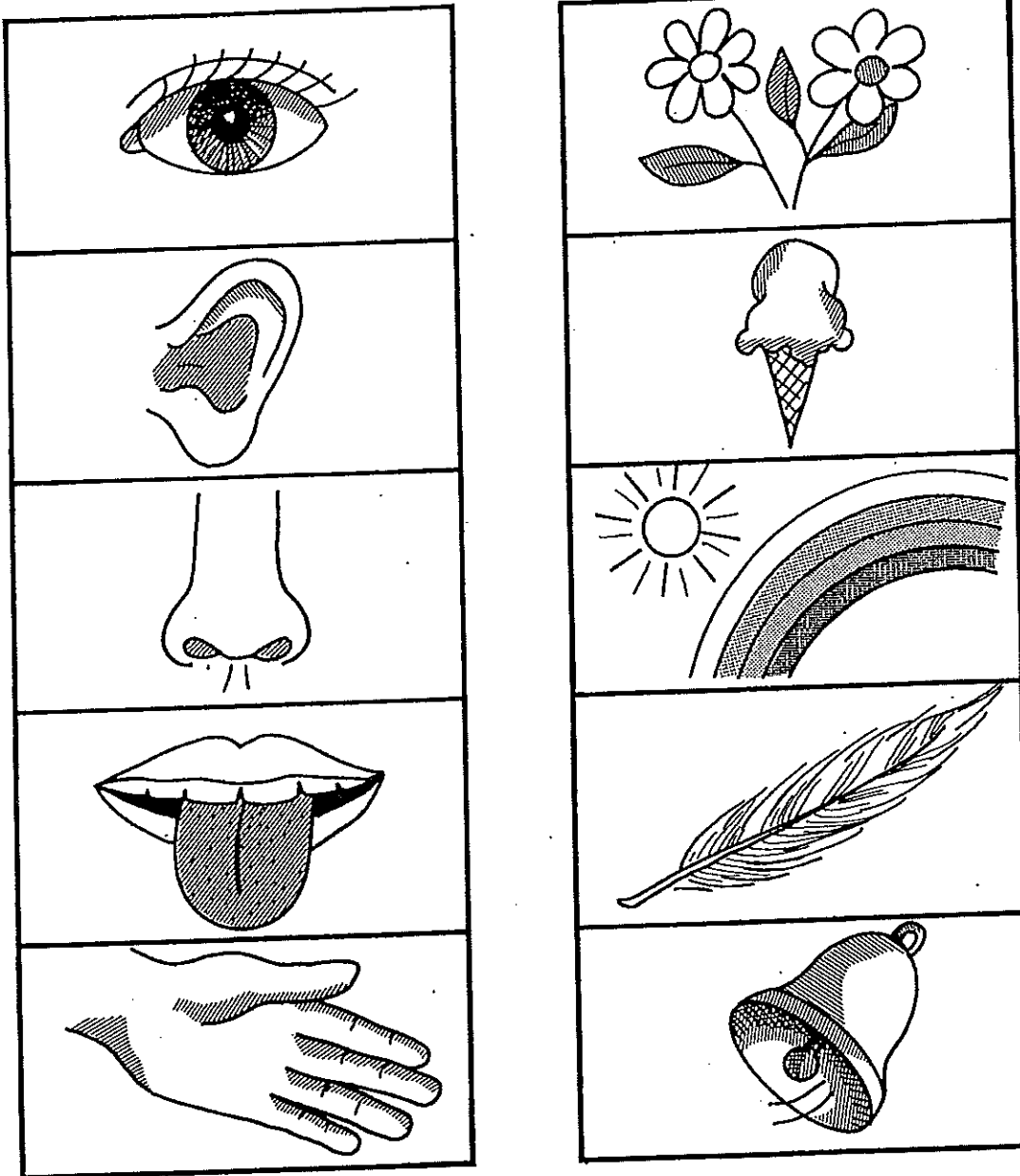


Name \_\_\_\_\_

Date \_\_\_\_\_

# Body Parts

Look at the pictures on the left and tell the body part shown. Then match each body part with the picture on the right of something it can do.



Now draw something on the back of this sheet that you can SEE, HEAR, SMELL, TASTE, or TOUCH right now!

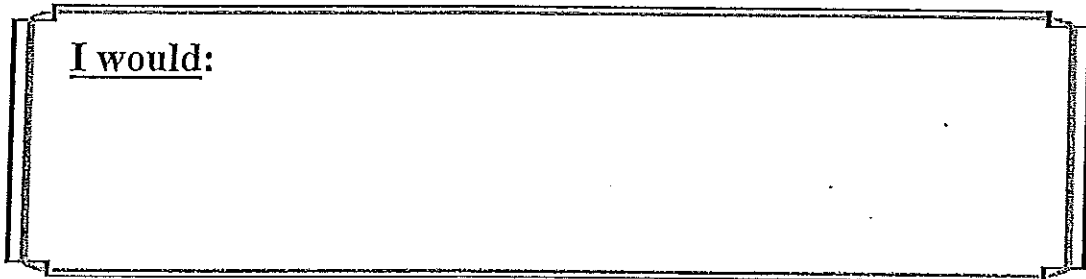
H-29



## ABSTINENCE

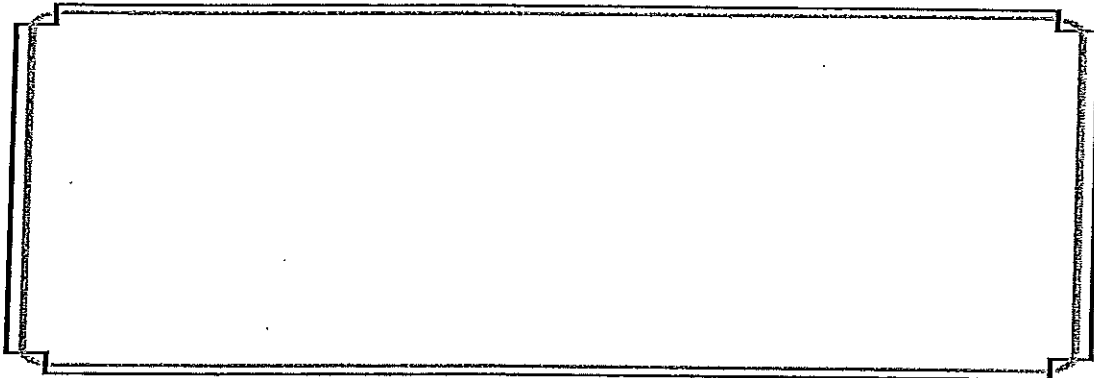
There are many different ways to show someone we like and love him or her. How would you show your affection for someone without having sex?

I would:



In most of the previous examples, the youth involved decided to say "no" to having sex. While it might not always be easy to say no and wait to have sex, it is the right decision for many of you! There are many health and personal reasons which make abstinence an important option.

Can you think of reasons to not engage in a sexual relationship at present?



Some of your reasons might include:

- Abstinence coincides with your personal values and beliefs.
- Abstinence is 100% effective in preventing pregnancy. (No other method of birth control is infallible.)
- Abstinence greatly reduces serious health risks like STD's and cervical cancer.
- Abstinence can show that you are a strong and mature person by not giving in to peer pressure. It can also show that you can exert control over your own impulses.
- Abstinence can help partners to develop a better friendship and evaluate their feelings for each other.

Abstinence might help prevent you from getting hurt emotionally. You will have the satisfaction of knowing that you have not compromised your values, that you've done nothing that you did not want to do.



## Independent Living Skills Module II

At any point in your life, your choice of whether or not to have sex should be a conscious and informed decision. It is important that you evaluate whether or not you are ready and are aware of possible consequences. You should know how to reduce risks of pregnancy and STD's. Having sex should never be circumstantial. Before engaging in any kind of sexual relationship, you should ask yourself:

- (1) Am I really ready? Is my partner ready?
- (2) How do I feel about my relationship with my partner? Do we agree on its terms?
- (3) Am I being influenced or pressured by a person or situation to make this decision?
- (4) Is there anything which might interfere with my ability to make a good decision?
- (5) Am I aware of the consequences of teen pregnancy? Am I aware of the potential risk of sexually transmitted diseases including HIV/AIDS?
- (6) Have I communicated clearly my feelings and concerns about having sex and the risks involved?
- (7) Am I knowledgeable about the various methods for preventing STD infection and pregnancy?
- (8) What other alternatives do I have?
- (9) What are my values around sexuality and how do they influence my decision-making?
- (10) Is this a good decision for me at this time?

Let's consider these questions in depth.

### (1) *Am I ready?*

Only you can determine whether or not you are ready. There are many things to be considered. Evaluate your feelings and thoughts. Are you nervous, happy, scared? Have you thought about this clearly? Have you talked to someone you trust, someone who can share an informed opinion or offer wise advice? Do you think that you have sufficient knowledge about sexuality? Do you think you might still be too young? Do you feel pressured or guilty? You should not make *any* decision until you can answer these questions to your satisfaction..

### (2) *How do I see the relationship with my boy/girlfriend? Do we agree on its terms?*

Evaluating the relationship you share with your boyfriend or girlfriend is an important part of your decision to refrain from any kind of sexual activity. Sometimes, particularly in the spirit of a moment, one might see his or her relationship differently from how it really is. It is helpful to know the following information about yourself, your boyfriend or girlfriend, and your relationship:

**Warning:**

A major obstruction to good decision making is the use of alcohol or drugs. Under the influence of any substance, you cannot think clearly and are much more likely to engage in dangerous behaviors or make unwise decisions which you will regret later.

*(5a) Am I aware of the consequences of teen pregnancy?*

**TEENAGE PREGNANCY**

Let's evaluate some of the facts associated with teenage pregnancy:

**FACT:** Most babies born to teenage mothers will grow up in poverty.

**FACT:** Many teenage mothers will drop out of high school

**FACT:** Teenage mothers will earn much less money throughout their lives than women who waited until their twenties to have children.

**FACT:** Babies born to teenage mothers are more likely to have low birth weight and birth defects.

**FACT:** Many fathers of children born to teenage mothers will not be involved in their upbringing.

**FACT:** The stress of being a teenage parent is enormous and many are not able to cope with it.

**FACT:** Many teenage parents do not have the parenting skills necessary to raise a child in a nurturing, loving, and consistent environment.

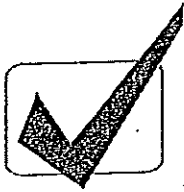
**FACT:** Many teenage parents are isolated from their peers.

Can you think about additional facts related to teenage pregnancy?

- **FACT:**
  
- **FACT:**
  
- **FACT:**
  
- **FACT:**

Imagine what your life would be like if you were pregnant or about to become a father. How would your life change?

Independent Living Skills Module II



**ACTIVITY**

Research emergency numbers in your community and write them in the Emergency list below. Post the list in a visible place nearby a telephone.

EMERGENCY NUMBERS	
FIRE	
POLICE Emergency	
POLICE Non-Emergency	
MEDICAL Emergency	
AMBULANCE	
HOSPITAL	
DOCTOR	
POISON	
GAS COMPANY Emergency	
OTHERS:	

## Independent Living Skills Module II

### MINOR ILLNESSES

If you do not have any symptoms which indicate the need for medical attention, you might be able to treat minor illnesses with over-the-counter medication. However, always evaluate carefully whether or not you should see a medical professional. If any symptoms persist, you need to get medical assistance! As with all prescription drugs, you need to read the instructions and warnings carefully before using any over-the-counter medication.



#### ACTIVITY

Visit your local pharmacy or drug store and research products designed to treat various minor illnesses. Record your findings in the chart below.

Minor Illness	Medication	Price	Possible Side Effects/ Warning Signs
Upset stomach			
Fever			
Common cold			
Headache			
Allergies			
Heartburn			
Others:			

## Independent Living Skills Module II

### Taking Care of Yourself

Making the right decisions about how to respond to illnesses and health problems is very important. Read the following examples and discuss with your social worker, staff, or foster parent how you would best handle the following situations.

You wake up in the morning with an upset stomach. You feel as if you have diarrhea and might vomit. What would you do?

You wake up in the middle of the night with a pounding headache. You are dizzy and have abdominal pain. You take your temperature and see that it reads 104°. What would you do?

You are on your way home from work and feel as though you are getting a cold. Though you don't have a fever, your muscles are aching and your sinuses are congested. What would you do?

You are watching TV in the early evening when, all of a sudden, you discover that you have a rash. You have a temperature of 100°. What would you do?

## First-Aid Scenarios 1—Kitchen Burn

In a small cramped kitchen, you and some friends are preparing a spaghetti dinner. The water is boiling and the pasta is now ready to be carried to the sink to drain. You pick up the pot of bubbling pasta water and start in the direction of the sink. The pot holder slips slightly, causing the water to splash on to your arm. The scalding water burns your forearm. You are experiencing a lot of pain, with a red, blistering burn on your arm. What is the appropriate first response?

What is the injury or illness you are treating? \_\_\_\_\_

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What is the appropriate first response?

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## First-Aid Scenarios 2—Tennis

You are playing tennis with your friend. You hear an older man on the court next to you say he hasn't played in quite awhile. He says his left arm and shoulder are a bit sore. Suddenly he grabs his chest. He stubbornly says he'll continue as soon as this passes. You go over to offer help. When you ask him to lie down in the shade he refuses because he says he feels nauseous. What are your next actions as first responder?

What is the injury or illness you are treating? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the appropriate first response?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### First-Aid Scenarios 3—Soccer in the Park

At a barbeque in the park, a pick-up soccer game starts up. You're having fun and really going for it at high speed. Suddenly you step in a hole and feel your ankle fold over. A burst of pain shoots through your lower left leg. The ankle joint swells and turns purple in minutes. What should the first-aid response be?

What is the injury or illness you are treating? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the appropriate first response?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### First-Aid Scenarios 4—At the Food Court

You are with friends at the mall. Everyone wants to go have short ribs at the Chinese place. During the meal there is lots of conversation and laughter. Josh starts to gag and looks panicked. He holds his throat and is not making any noise or coughing. What is the appropriate response?

What is the injury or illness you are treating? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the appropriate first response?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## First-Aid Scenarios 5—In Algebra Class

Your class has been in session for about 15 minutes. The instructor is going over homework on the board. The student in the desk next to you suddenly becomes rigid and starts to jerk violently. The student slumps to the floor and the convulsing continues. You're next to a shelf stacked with books and other supplies. What is the appropriate response?

What is the injury or illness you are treating? \_\_\_\_\_

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What is the appropriate first response?

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## Independent Living Skills Module II



Every home should have a First-Aid Emergency Kit. Do you? \_\_\_\_\_

What items do you think should be included in a first-aid kit?

In addition to the first-aid kit, what are some other items you should have in your home to care for minor medical problems or to provide emergency treatment until professional care can be obtained?

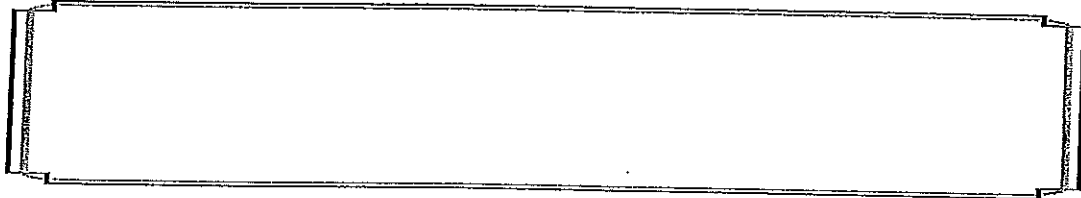
Did you think of these items for your first-aid kit:

- antiseptic cream or ointment
- Band-Aids (different sizes)
- gauze pads
- rubbing alcohol
- roll of gauze bandages
- scissors
- white tape
- cotton balls

Other important household medical care items include:

- aspirin
- Ipecac Syrup
- non-aspirin pain reliever
- tweezers
- oral thermometer

Can you think of additional invalid reasons and misconceptions regarding parenthood?



(5b) *Are we aware of the potential risks of sexually transmitted diseases including HIV/AIDS?*

## SEXUALLY TRANSMITTED DISEASES

Sexually Transmitted Diseases (STD's) are one of the risks you run when you have sex without the proper protection. There are a number of serious diseases that are spread by sexual contact - gonorrhea, syphilis, herpes, chlamydia, etc. Many of them can be quickly and efficiently cured by a doctor or clinician but become quite dangerous if they are not treated.

AIDS, which is a fatal, sexually transmitted disease, is discussed in the next section.

Here are some facts you should know about STD's:

- In America, more than 12 million people get an STD every year.
- One in eight teens will contract an STD every year.
- STD's (including the HIV virus which causes AIDS) can be spread through all manners of sexual contact. In terms of sexually transmitted diseases, sexual contact is described as any kind of intimate contact involving these four areas of the body: penis, vagina, mouth, or anus.
- You can be infected with an STD more than once and can even have more than one STD at the same time. Treatment for an STD does not make you immune from getting it again.
- You cannot develop immunity to any of these diseases, and there is no vaccine to prevent them. In the case of herpes, the disease is permanent and there is no cure.
- STD's cannot be contracted by sitting on toilet seats or touching door knobs. Most STD's need to occupy warm, moist places to survive, which is why they affect the areas they do and will not last long outside of/away from the human body.
- Statistically, the prime candidates for STD infection are between 15 and 24 years old and sexually active (often with more than one partner).
- STD's can affect men, women, and children. A pregnant woman can infect her baby.
- STD's can result in infertility or sterility if left untreated. It is important to get treatment even if the symptoms of the STD go away. The STD will remain

## Independent Living Skills Module II

transmissible and may continue to affect the body until it has been treated. NO STD will go away by itself.

- Your risk of getting an STD increases with the number of sexual partners you have.
- A person who has been diagnosed with an STD must contact all his or her sexual partners so that they, too, can get the necessary medical treatment. Symptoms of STD's may not always be noticed.
- It is important that women have regular doctor's check-ups and pap smears in order to detect pre-cancerous conditions or possible STD's.
- In Massachusetts, minors may be examined and treated for an STD without parental consent.

### Prevention of STD's:

There is only one sure way to protect yourself against the risk of infection, and that is to have no sexual contact. Abstinence is the surest, safest, and most effective method of prevention. However, if you do have sex, you must protect yourself. Here are some recommendations. These are not guaranteed methods of preventing STD's, but if you use them in combination, you will lower your risk of infection.

- A male should use a latex condom (a "rubber" or "skin") during sexual intercourse, oral sex, and other forms of foreplay. If you are allergic to latex, you can use a polyurethane ( a type of plastic ) condom.
- A female can use the vaginally – inserted female condom. OR insist that her male partner use a latex condom. The male and female condoms should not be used at the same time – they pull each other off.
- A dental dam (a square piece of latex used by dentists), or plastic food wrap should be used when performing oral sex on a female. Do not reuse these items.
- A male should urinate and wash his genitals with hot, soapy water immediately before and following sex.

**Protect yourself!** This is not the time to be shy. Young adults (under age 25) are quickly becoming the fastest growing at-risk age group, currently accounting for up to 50% of all new cases of HIV infection in the U.S. Talk beforehand with your partner about the type(s) of protection you will both use. If he or she refuses to use protection, then you refuse to have sex. Do not allow yourself to be used. The risk is too great.

H-43

## SEXUALLY TRANSMITTED DISEASES

Disease	How it is Spread	Symptoms in a Woman	Symptoms in a Man	Risks if Not Treated
<b>Gonorrhea</b> <i>Cause:</i> bacteria	Sexual contact.	Pus-like vaginal discharge, vaginal soreness, low abdominal pain, painful urination	Pus-like discharge from the penis.	Sterility, scar tissue. Women: Pelvic Inflammatory Disease (inflammation of the tubes), blindness in newborn.
<b>Syphilis</b> <i>Cause:</i> spirochete	Sexual contact congenital.	Rashes appearing almost anywhere on the body, including palms of hands and soles of feet. Chancre (lesion) on or in vagina, anus, or mouth. Loss of facial or scalp hair in patches.	Rashes or hair loss in the same pattern as in women. Chancre on or around penis.	Brain damage, paralysis, heart disease. A pregnant woman can pass syphilis to her baby causing a variety of birth defects including damage to skin, bone, eyes, liver, and teeth.
<b>Herpes Simplex II</b> <i>Cause:</i> virus	Direct contact with virus in blisters or with virus being shed and no blisters.	Painful, fluid-filled blister (or cluster of blisters) on, in, or around vagina. Often accompanied by swollen glands in groin area. Painful urination and fever.	Same as in women, only on or around penis.	Genital herpes is caused by a virus and cannot be cured. Eventually, the blisters and infection will get better. The infection will return. Flare-ups may be caused by stress and fatigue. Genital herpes may be passed from an infected pregnant woman to her newborn during birth, causing infant death or neurological damage.
<b>Non-specific urethritis (called NGU, NSU)</b> <i>Causes:</i> chlamydia, bacteria & others	Sexual contact.	Symptoms similar to those caused by gonorrhea.	Occasionally, heavy pus-like discharge. More frequently a mild watery discharge.	Women: Pelvic Inflammatory Disease. Male: Chronic urinary tract infection. Possible sterility in men and women.
<b>Trichomonas Vaginalis (called Trich)</b> <i>Causes:</i> protozoan	Sexual contact.	Heavy, frothy, often yellow, foul-smelling vaginal itching, often severe and continuous.	Most often none, occasionally mild discharge from the penis.	Skin irritation and gland infection. Cervical tissue may be damaged.
<b>Monilial Vaginitis (yeast infection)</b> <i>Cause:</i> fungal	Sexual contacts and non-sexual conditions, i.e. antibiotics, diabetes, pregnancy, birth control pills.	Women: cheesy discharge, itching, scratching.	Usually no symptoms.	Secondary bacterial infection from scratching. Infection of newborn in untreated mother.
<b>Venereal Warts</b> <i>Cause:</i> virus	Sexual contact, hands to sex organs.	Wart-like growths. Sometimes with itching and irritation.	Same.	The openings of the vagina, penis, and rectum may be blocked.
<b>Pediculosis Pubic (crabs)</b> <i>Cause:</i> louse	Sexual contact, occasionally from bedding and clothing.	Intense itching. Crabs and eggs attached to pubic hair.	Same.	Skin infection from scratching.

## Independent Living Skills Module II

### Pelvic Inflammatory Disease (PID)

PID is the most common serious infection involving a woman's reproductive system (the fallopian tubes and/or ovaries). Some sexually transmitted diseases (STD's) cause the development of PID. If it is not treated quickly, PID can damage the reproductive system, limiting or ending a woman's ability to have children.

Any of the following can be symptoms of PID (the first three are especially important):

- Abdominal pain or tenderness
- Increased menstrual cramps
- Pain in lower back
- Change in menstrual cycle (period)
- Bleeding much greater than usual during menstruation
- Vaginal bleeding at times other than menstruation.
- Nausea, loss of appetite, and vomiting
- Vaginal discharge
- Burning during urination
- Chills
- Fever

If you think you might have PID, call your doctor or go to a clinic or hospital emergency room. Don't wait! Tell the doctor what your symptoms are and what you think you might have.

### Hepatitis B

Hepatitis B, inflammation of the liver, is highly contagious virus, more prevalent than HIV, that is transmitted through exchange of bodily fluids, (including saliva), sexual activity, sharing dirty needles, razors, toothbrushes, nail clippers, and unclean tools for body piercing or tattooing. It can cause serious liver damage, and potentially death, if not treated properly.

According to statistics from the Centers for Disease Control (CDC), there are an estimated 1.25 million Americans currently chronically infected with the disease, resulting in 6,000 deaths per year from liver disease, including liver cancer.

As of October 1999, the CDC reports that the three major groups at risk for contracting Hepatitis B are:

- Sexually active heterosexuals.
- Men who have sex with men.
- Injection drug users.

## Independent Living Skills Module II

### Hepatitis B

Common symptoms are:

- Rashes.
- Jaundice
- Fatigue.
- Nausea and/or vomiting
- Bodily and/or abdominal aches
- Loss of appetite.

Less common symptoms include:

- Dark urine
- Light-colored stools.
- Jaundice.
- Generalized itching.
- Altered mental state, stupor, or coma.

However, a large number of people are infected with the disease have no symptoms at all, and are unaware of their ability to transmit it to others.

### Prevention

This disease is prevented in two ways:

Hepatitis B is prevented through consistent use of latex condoms and dental dams when engaging in sexual activity, and by refusing to share needles. In addition, choose not to share razors, toothbrushes, nail clippers, or unclean tools for tattooing and body piercing. Even kissing can place you at risk of contracting this highly contagious disease.

There is a vaccine for Hepatitis B. It is given in a series of three shots. It is effective in both preventing you from contracting the disease, as well as helping you manage with the disease should you be living with it. If you are among one or more of the high-risk groups listed above, plan to take action immediately to protect yourself from this disease.

### Treatment

After exposure to the virus, the vaccine, along with shots of immune globulin, work to strengthen your immune system and fight off the disease. Effective treatment also includes a lot of rest, a good diet, no use of alcohol or other drugs, and appropriate medical supervision of your progress.

With the right interventions, the disease may become suppressed enough that you can resume full functioning. However, Hepatitis B is considered a chronic disease that can recur. If left unmanaged or untreated, serious liver damage could result in the need for a liver transplant, or even death.



Independent Living Skills Module II

Resources -- Sexually Transmitted Diseases

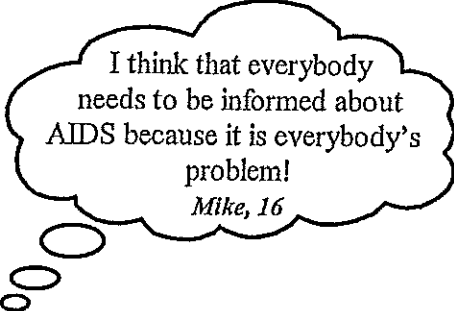
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## HIV/AIDS

Talking about HIV/AIDS might be scary for many of you. Nobody really wants to think about being sick or dying. However, it is important to talk and to learn about HIV and AIDS in order to stay healthy.

**Fact:** More than 80 percent of all AIDS cases occur among individuals under 29 years of age.

Since the incubation period between infection with HIV and the onset of AIDS averages ten years, many 20-29 with AIDS were probably infected as teenagers. Knowing about the virus, the disease, and the ways it is spread will help you prevent infection. If you utilize your knowledge about HIV/AIDS in addition to the personal skills (decision making and communication skills) we talked about earlier, you will be able to protect yourself. So, let's take a closer look at the basic facts of HIV/AIDS.



I think that everybody needs to be informed about AIDS because it is everybody's problem!

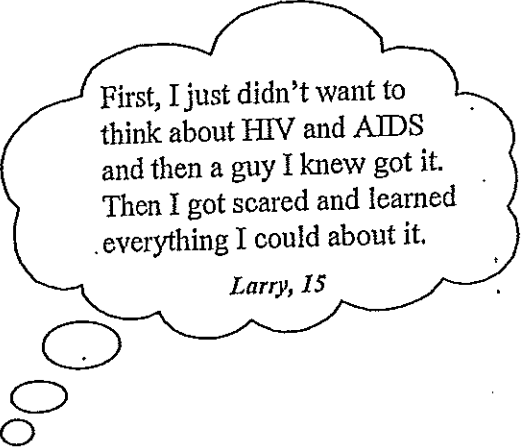
*Mike, 16*

### Basic Facts About HIV/AIDS

- AIDS (Acquired Immune Deficiency Syndrome) is caused by a virus called HIV (Human Immunodeficiency Virus).
- This virus weakens the body's immune system, destroying its ability to fight infection.
- The virus allows other infections (such as pneumonia or cancer) to attack the body.
- AIDS damages the brain and the nervous system.
- The HIV/AIDS virus is present in blood, semen, and vaginal secretions of anyone who has been infected.
- You cannot tell by anyone's appearance whether or not they have HIV or AIDS. Many people who are infected look and feel fine.
- The disease incubation period (the span of time before it becomes an active disease) can take from several months to more than ten years.

## Independent Living Skills Module II

- HIV/AIDS is not a gay disease. It affects people regardless of color, age, and sexual orientation. AIDS is a serious problem for all people of all ethnic groups. The disease has affected more than 10,000,000 people worldwide, most of them heterosexual.
- At this time, AIDS is a fatal disease. There is no known cure or vaccine. Many new drugs called protease inhibitors (a mixture of anti-virus drugs, a.k.a. the "drug cocktail") do an excellent job of suppressing the virus and slowing its ability to break down the immune system. However, these drugs do not work for all people. A sizeable number of people have found the sheer number of pills, plus the mandatory schedule for taking them, to be an extremely difficult regimen to follow. There are also a number of people who have found the drug cocktail to have little to no effect on the disease's impact to their body. **Keep In Mind:** Even if you can tolerate the mixture of drugs and suppress the presence of HIV in the blood, you can still pass the virus on to your sexual partner(s). As of this writing, a carrier of the virus cannot be cured of the disease.



First, I just didn't want to think about HIV and AIDS and then a guy I knew got it. Then I got scared and learned everything I could about it.

Larry, 15

## Stages of HIV/AIDS Infection

1. HIV infected. The virus is present in the bloodstream but does not show up in tests for up to six months. It **CAN BE TRANSMITTED** at this stage!
2. HIV positive or Seropositive: The antibodies to the virus are detectable by a blood test.
3. Symptomatic (formerly called AIDS Related Complex or ARC): The immune system weakens, allowing opportunistic diseases or infections to take hold.

**Full-blown AIDS:** A total or near-total immune system shutdown occurs which leaves the person susceptible to any disease or infection.

H-49

## Independent Living Skills Module II

Although the span of time between HIV infection and full-blown AIDS has increased dramatically in the last decade for gay men, this period is significantly shorter for populations affected later in the epidemic (IV-drug users, women, and people of color).

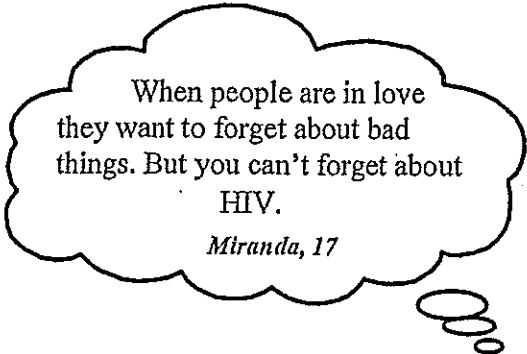
### What Are The Symptoms?

Many of the early symptoms of AIDS or AIDS-related illnesses are very similar to the symptoms of common minor illnesses, like a cold or the flu. AIDS and AIDS-related illnesses, however, are much more severe and last much longer.

Symptoms include:

- Feeling very tired every day for at least one month
- Losing your appetite and losing weight for no reason
- Swollen glands (lymph nodes) in your neck, under your ears, in your armpits, and in the groin area which last for at least one month.
- Fevers above 100 degrees, night sweats, and chills which last from several days to several weeks
- Diarrhea that lasts for more than two weeks
- Thrush, a thick white coating in the mouth (not just the tongue) which lasts for weeks.
- A dry cough (not from smoking) that lasts for more than two weeks and shortness of breath.
- Weakness in your arm and leg on one side of your body; coordination problems
- Constant headache, changes in memory or vision
- Easy bruising, purple bumps or blotches on the skin, or unexplained bleeding from any part of the body.

If you think you have any of these symptoms, call your doctor or clinic for an appointment.



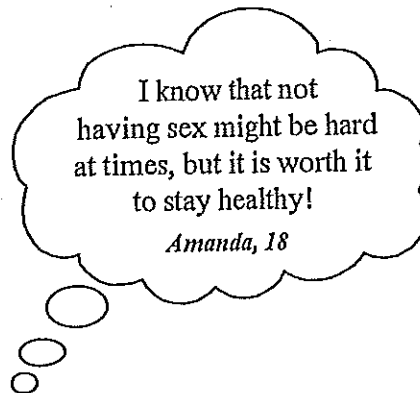
When people are in love  
they want to forget about bad  
things. But you can't forget about  
HIV.

*Miranda, 17*

## How Is HIV/AIDS Spread?

There are three ways the virus is spread:

- Having sex of any kind with a person who is infected with the virus. Any exchange of blood, semen, or vaginal discharge can spread the virus. Using condoms and dental dams significantly decrease the chance of infection, but it cannot entirely eliminate the risk of spreading the disease.
- Sharing needles, syringes, cookers, or cotton balls for drug injections.
- HIV-infected mothers can pass the virus on to their babies during pregnancy or birth. The risk to the unborn child can be significantly decreased if the pregnant mother uses AZT, an anti-virus drug.



## How To Protect Yourself Against HIV/AIDS

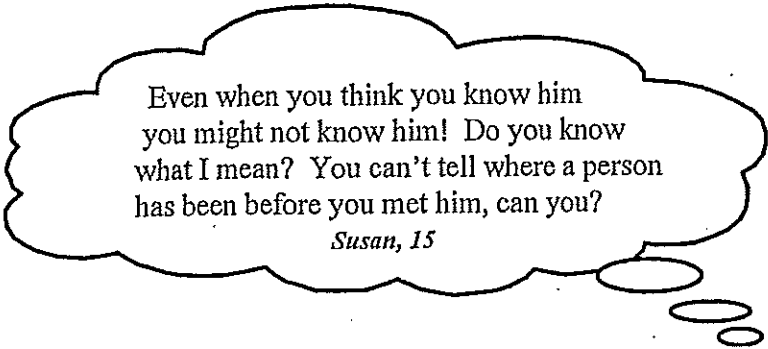
Use your communication skills, decision making skills, and values to say **NO** to sex and drugs. Abstinence is the only 100% effective way to protect yourself from getting HIV/AIDS.

If you should have sex, play it safe (or safer -- there is no such thing as safe sex). You should discuss the danger of AIDS with your partner. Talk about what you are feeling; get to know one another. You'll feel less nervous and more in-control. Talk about what protection you'll use. Remember the responsibility is not hers or his; it's yours!

- Use latex or polyurethane condoms, for men or women. They will greatly lower your risk of becoming infected with the AIDS virus. (Sheepskin condoms won't work. They cannot prevent the virus from spreading).
- Male and female condoms must not be used at the same time; they pull each other off.

Drinking alcohol and using drugs can make you do things you'll be sorry about later. They also weaken your immune system making you more vulnerable to HIV infection.

Don't share any needles or syringes. Any infected blood, even a drop left in the needle, could enter your bloodstream and, as a result, infect you with the virus.

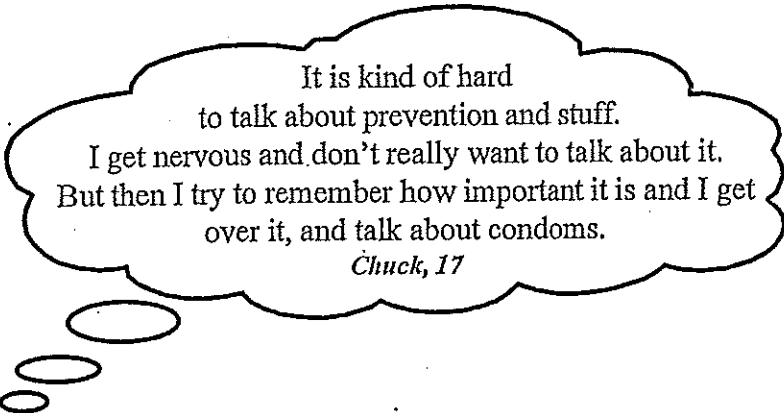


Even when you think you know him  
you might not know him! Do you know  
what I mean? You can't tell where a person  
has been before you met him, can you?

*Susan, 15*

## Gays & Lesbian Youth and HIV/AIDS

For sexual-minority youth, HIV infection is compounded by additional issues not faced by their heterosexual peers. The need to hide their orientation, the lack of positive adult role models, the low self-esteem that tends to be more severe for sexual minority youth than for their heterosexual peers, and the belief that disclosure of their orientation could lead to abandonment, abuse, and/or eviction from their homes, schools, and/or churches can all lead to sexual acting-out as a way of feeling good, needed, or loved.



It is kind of hard  
to talk about prevention and stuff.  
I get nervous and don't really want to talk about it.  
But then I try to remember how important it is and I get  
over it, and talk about condoms.

*Chuck, 17*

## HIV Testing

The way to determine whether or not someone is HIV positive or negative is through a blood test. The blood test can be administered at clinics, through doctors' offices, or at anonymous test sites. The results usually take 2 weeks. The test determines whether or not HIV antibodies are found in the blood tested. If there are antibodies present, the test is positive and the virus can be spread. However, because it can take the body up to six months (and in very rare exceptions, up to a year) to make the antibodies, the test is only accurate if administered 6 months after a possible exposure to HIV. For more information, refer to the list of Resources at the end of the section.

Independent Living Skills Module II

True or False

Take a few minutes to answer "True" or "False" to the following statements, using what you know and what you have learned about HIV and AIDS.

1. \_\_\_ Most people who are infected with the AIDS virus look and feel fine.
2. \_\_\_ You can get AIDS from even one sexual experience.
3. \_\_\_ If you donate blood, you might get AIDS.
4. \_\_\_ If you have sex using contraceptive foam, jelly, or cream without a condom (rubber), you will not be protected against the AIDS virus.
5. \_\_\_ Babies can be born with the virus if the mother is infected.
6. \_\_\_ The only way to know if a person is infected with HIV is through a blood test.
7. \_\_\_ You'll be safe from the AIDS virus if you only have sex with someone of the opposite sex.
8. \_\_\_ Working or going to school with someone who has AIDS is dangerous because you might catch the virus from him/her.
9. \_\_\_ A negative result on an HIV antibody test proves that you do not have the virus and you never will.
10. \_\_\_ You cannot get infected with the AIDS virus through swimming pools, showers, or bathrooms shared with people who have AIDS.
11. \_\_\_ Using the male and female condom at the same time increases the effectiveness of both.

Independent Living Skills Module II

BIRTH CONTROL/STD PREVENTION

METHOD	PROS	CONS	COST	EFFECTIVENESS	STD PROTECTION?
Continuous Abstinence	Only 100% safe & effective method of birth control & STD protection. No side effects.	May be affected by peer pressure	NONE	100%	YES
<b>Condoms</b>					
Unlubricated	Easy availability. Effective STD prevention.	Might tear. Ineffective if used incorrectly or with oil-based lubricant (Vaseline).	25¢/ea.	90%	YES
Lubricated	Easy availability. Effective STD prevention.	Might not stay in place. Ineffective if used incorrectly or with oil-based lubricant.	50¢/ea.	90%	YES
Sheepskin	Easy availability.	No STD prevention.	\$2.50/ea.	90%	NO
<b>Female Condom</b>	STD protection. Easy availability. Effective in STD prevention. Gives females more control.	Possible difficulty with insertion. Might not stay in place.	\$2.50/ea.	72-97%	YES
<b>Spermicidal Cream, Jelly, Foam</b>	Easy availability.	Possible irritations. Ineffective STD prevention. Should be used with a condom.	\$8.00	72-97%	NO

H-54



Independent Living Skills Module II

METHOD	PROS	CONS	COST	EFFECTIVENESS	STD PROTECTION?
Norplant	6 Capsules inserted in a females' arm that protects against pregnancy for 5 years..	Does not protect against STDs. Medical procedure is needed for insertion. Possible hormonal side effects include headaches, depression, weight gain.	\$500-\$600 Usually covered by Medicaid	99.9%	NO
Depo Provera	Hormone shot which protects against pregnancy for 12 weeks.	No STD prevention. Possible side effects include weight gain, headaches, and depression.	\$30 -75 per shot Usually covered by Medicaid	99.7%	NO
Pill	Can help protect against certain cancers, pelvic inflammatory disease and ovarian cysts. Can help menstrual cramps & acne.	No STD prevention. Must be taken daily to be effective. Rare health risks like heart attack & stroke.	\$8-25 per month Usually covered by Medicaid	99.9%	NO
Diaphragm or Cervical Cap	Can last for several years.	No STD prevention. Needs to be fitted to a women's body. Needs to be used with spermicidal jelly or cream to be an effective form of birth control. Might cause irritations. Might be difficult to use.	\$20 plus \$8 for spermicidal jelly or cream.	82 - 94%	NO

H-55

Independent Living Skills Module II

METHOD	PROS	CONS	COST	EFFECTIVENESS	STD PROTECTION?
IUD (Intrauterine Device)	Can protect against pregnancy for up to eight years after physician inserts device in the uterus.	No STD prevention. Chance of tubal infection and puncture of uterus wall. Might increase cramps. Medical procedure needed for insertion and removal.	\$150.00	98%	NO
Sterilization (Women)	Operation which blocks the tubes for permanent pregnancy prevention.	No STD prevention. Permanent procedure which should not be considered by anyone who might want to have children in the future. Chance of medical complications.	\$1,200 Usually at least partially covered by Medicaid or insurance.	99.7%	NO
Vasectomy (Men)	Operation which blocks the tubes which carry sperm for permanent pregnancy prevention.	No STD prevention. Permanent procedure which should not be considered by anyone who might want to have children in the future. Chance of medical complications.	\$300 Usually at least partially covered by Medicaid or insurance.	99.7%	NO

H-56

Source of information: Planned Parenthood, 1994, "Your Contraceptive Choices."

## Independent Living Skills Module II

### METHODS THAT DO NOT WORK

#### Occasional Abstinence

If abstinence is not practiced continually, it loses its effectiveness in preventing pregnancy and STD's. Be realistic about yourself and your behaviors. If you think you are not able to abstain 100% for any reason, you should consider other birth control/STD prevention methods..

#### Withdrawal

Withdrawal is not an effective method of birth control or STD protection.

#### Douching

Douching immediately after sex is not a method which prevents STD's or pregnancy.

#### Natural Family Planning

This highly complex system of monthly calendars and body temperature has a very high likelihood of failure and does not protect against STD's.

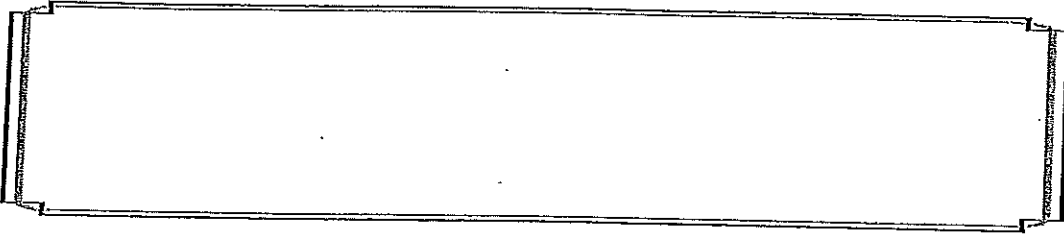
#### Chances, Wishing, and Hope

Relying on chances, wishes, or hopes will not prevent pregnancy or STD's. If you are sexually active and use no means of birth control or STD prevention, you must be prepared for pregnancy and disease. It can happen to you!

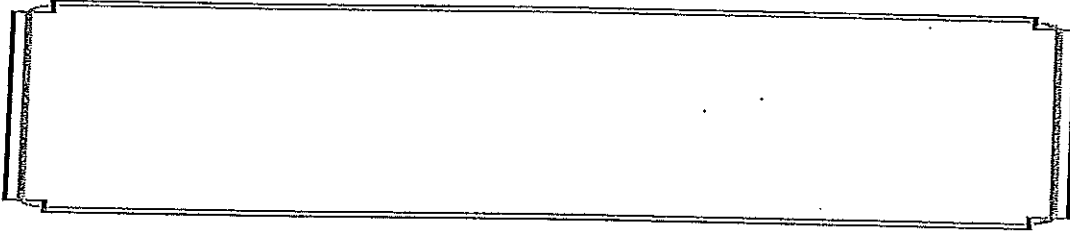
**Independent Living Skills Module II**

After evaluating the previous charts, answer the following questions.

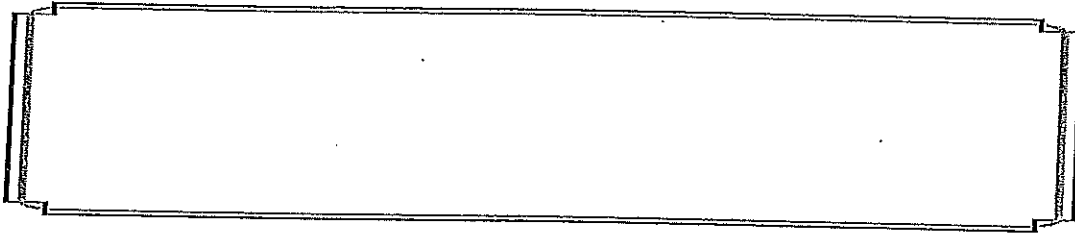
Which of the listed options prevent both pregnancy and STD's including HIV/AIDS?



Which of the listed options are easily accessible and easy to use for teens who are sexually active?



What would sexually active adolescents have to do to prepare themselves for pregnancy and STD prevention?





## Evaluate Your Risks



I am not at risk to contract a sexually transmitted disease or become pregnant/get someone pregnant because \_\_\_\_\_

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---

I am at risk to contract an STD or to become pregnant/get someone pregnant because \_\_\_\_\_

---

---

---

I will use the following steps, \_\_\_\_\_

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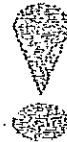
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\_\_\_\_\_ to protect myself in the future because \_\_\_\_\_

---

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---



# Making an Appointment - for your Health

*This worksheet will help you know what to say and what to expect when making appointments with health care providers.*

Fill in the blanks and rehearse at least once prior to calling.

---

You: Hi, my name is \_\_\_\_\_ (first, last).

I am calling to schedule an appointment with \_\_\_\_\_ (doctor/  
clinician's name) for/ to \_\_\_\_\_ (kind of service).

Receptionist: Okay, what time/ day are you looking for?

You: I would like an appointment for \_\_\_\_\_ (month, day) at  
\_\_\_\_\_ (time)..

Receptionist: Let me see if that time is open... Okay, I have you scheduled for  
\_\_\_\_\_ (month, day) at \_\_\_\_\_ (time). Is that correct?

You: Yes, Thank you!

Receptionist: Okay, see you then!

*If you have never been to this health care provider, they may ask you additional questions:*

Receptionist: What is your date of birth?

You: \_\_\_\_\_ (month, day, year).

Receptionist: What is your current address?

You: \_\_\_\_\_ (address & zip code)

Receptionist: What is the best number to reach you at?

You: \_\_\_\_\_ (phone number)

*The receptionist may also ask you to arrive early to fill out paperwork.*

GOOD LUCK!!

H-60


## Individual Living Skills Module II


### TAKING CARE OF YOURSELF



Prescription medicine is ordered by a doctor to treat a patient's specific condition. The label on the bottle or container will tell you how many times to take the medication each day. It will also have your name, your doctor's name, the date the prescription was filled as well as the expiration date, the name of the drug store and the prescription number. Other red, orange, or yellow labels may also be pasted to your prescription bottle. Read all labels carefully. The smaller labels will tell you about some possible side effects of the medication and specific directions about how to take the medicine.

Read the following medication labels. Describe in the box beneath each label where and how often you would take the medication as well as what possible side effects each medication might have or what precautions you would want to take.

	XXX Pharmacy 555 Main St Boston, Mass
Rx 000	Refills 0
Dr. XXXXXX	
John Smith 1243 North St Boston, MA	
Take 1 capsule 3Xday for 10 days.	
MedicNAME Orig. Date 6/1/95 Disc. After 6/1/95	
FINISH ALL MEDICATION	
TAKE WITH FOOD ONLY	

	XXX Pharmacy 555 Main St Boston, Mass
Rx 001	Refills 0
Dr. XXXXXX	
John Smith 1243 North St Boston MA	
Take 1 Tablet every four hours for one week.	
WARNING: MAY MAKE YOU DROWSY. DO NOT DRIVE AN AUTOMOBILE OR OPERATE HEAVY MACHINERY WHILE TAKING THIS MEDICATION.	
NOT TO BE TAKEN WITH DAIRY PRODUCTS.	

## Independent Living Skills Module II

Remember to ask your doctor, nurse or pharmacist the following questions before you take any medication:

- Why do I need to take this medication?
- Are there any special instructions I should follow?
- What effects will the medication have on my body?
- Does this medication react with any other substances?
- How will I know if I am allergic to this medication? What are the symptoms of an allergic reaction?



If you think you have the symptoms of an allergic reaction, stop taking the medication immediately and call your doctor.

If there is no allergic reaction or any other complication, be sure to finish all the doses of medicine prescribed for you. Do this even if you feel better and you think you are "well" before you have completed the doses.





## Proper Disposal of Prescription Drugs

### ***Federal Guidelines:***

- ❖ Do not flush prescription drugs down the toilet or drain unless the label or accompanying patient information specifically instructs you to do so. For information on drugs that should be flushed visit the FDA's website.
- ❖ To dispose of prescription drugs not labeled to be flushed, you may be able to take advantage of community drug take-back programs or other programs, such as household hazardous waste collection events, that collect drugs at a central location for proper disposal. Call your city or county government's household trash and recycling service and ask if a drug take-back program is available in your community.
- ❖ If a drug take-back or collection program is not available:
  1. Take your prescription drugs out of their original containers.
  2. Mix drugs with an undesirable substance, such as cat litter or used coffee grounds.
  3. Put the mixture into a disposable container with a lid, such as an empty margarine tub, or into a sealable bag.
  4. Conceal or remove any personal information, including Rx number, on the empty containers by covering it with black permanent marker or duct tape, or by scratching it off.
  5. Place the sealed container with the mixture, and the empty drug containers, in the trash.



H-63

Independent Living Skills Module II

## PERSONAL HEALTH CARE

Taking care of your personal health and obtaining the necessary health information and/or services is an important life-long task. You should also know your own health history (any illnesses, immunizations, allergies, etc.). Keeping yourself healthy involves not only getting proper medical treatment when you're sick, but also preventing health problems as well.

Consider the following examples:



Niklaus has a cavity and is supposed to make an appointment with the dentist. However, he does not follow through. What long-term and short-term consequences do you think Niklaus might suffer by not scheduling a dentist's appointment?

Short Term:
Long Term:



Leah is a cheerleader at her high school. There is a history of asthma in her family. Recently, she has had trouble catching her breath, oftentimes during her cheerleading practice. However, her breathing always seems to improve after a little while. Leah is afraid that if she tells someone about her problem, she won't be able to be a cheerleader anymore. She thinks that her difficulty breathing might just go away by itself. Do you think Leah is right? What would you do?

--

## Independent Living Skills Module II

Take some time and answer the questions below with a foster parent, staff, or social worker to evaluate your personal health care needs. Mark those questions that need some follow-up, and plan with your foster parent, program staff, and/or social worker how you will get the information or services you need.

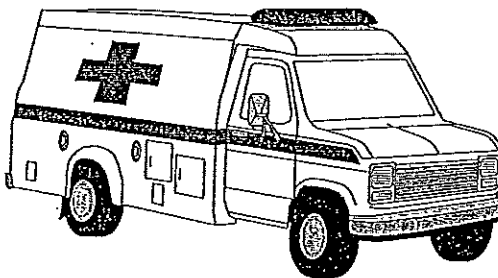
	<u>YES</u>	<u>NO</u>
Do you have a Medical Passport?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any questions about the information in the passport?	<input type="checkbox"/>	<input type="checkbox"/>
Has anyone gone over the information in the Passport with you?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know when your last medical checkup was?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know when your last dental checkup was?	<input type="checkbox"/>	<input type="checkbox"/>
Is your general health good?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a family history of any particular disease?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any allergies?	<input type="checkbox"/>	<input type="checkbox"/>
Are you taking medication or getting any regular treatments?	<input type="checkbox"/>	<input type="checkbox"/>
Did either the doctor or dentist suggest you make another appointment to have a problem followed?	<input type="checkbox"/>	<input type="checkbox"/>
Do health problems often interfere with your daily activities (keep you out of work, school, sports, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a lot accidents or injuries?	<input type="checkbox"/>	<input type="checkbox"/>
Do you think you have a problem with alcohol or drugs?	<input type="checkbox"/>	<input type="checkbox"/>
Do the people you live with or your friends think you have a problem with alcohol or drugs?	<input type="checkbox"/>	<input type="checkbox"/>
Do you use birth control?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a doctor that you feel comfortable seeing?	<input type="checkbox"/>	<input type="checkbox"/>
Is there any health problem you'd like to have checked or a question you'd like to ask if the service was free and confidential (just between you and the doctor)?	<input type="checkbox"/>	<input type="checkbox"/>
Do you see a counselor or therapist?	<input type="checkbox"/>	<input type="checkbox"/>
If not, would you like to have someone with whom you could discuss your feelings and concerns?	<input type="checkbox"/>	<input type="checkbox"/>

Independent Living Skills Module II

My Personal Health Care Needs:

<i>I need to follow up on...</i>	<i>...by getting information or services from...</i>
	→
	→
	→
	→
	→

It is important to keep track of all your medical records. Be sure to put them in a safe and easily accessible place -- maybe your document portfolio. Not even doctors are able to read your mind. They need information to treat you properly. In a medical emergency or during a regularly scheduled doctor's visit, the more information you can provide to the medical care staff, the better they will be able to care for you.



Jan knew Jack was driving too fast that day but never would have thought there might really be a car crash. Nevertheless, here they were in an ambulance on the way to the emergency room. The EMTs (Emergency Medical Technicians) asked Jan if she was allergic to a list of things, and she had no idea whether she was or not.

Why did the EMTs ask Jan that question? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What information could Jan give them that would be helpful? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Independent Living Skills Module II

### FAMILY MEDICAL HISTORY

Family medical history is very important. Your Medical Passport should include a fair amount of this information, so be sure to have a personal copy for your own records.

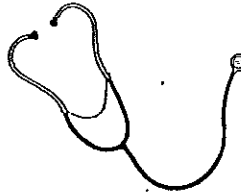
If you do not have much family health history information available to you, you should ask your social worker, foster parent, or staff to help you obtain the health history.

#### Family History

Have any of your blood relatives (brothers, sister, parents, grandparents) ever had any of the following medical problems?

- |  |   |
|--|---|
| <input type="checkbox"/> Diabetes                          | <input type="checkbox"/> Migraine headaches                 |
| <input type="checkbox"/> TB Skin test (positive results)   | <input type="checkbox"/> Alcohol or drug problem            |
| <input type="checkbox"/> High blood pressure               | <input type="checkbox"/> Epilepsy, convulsions, or seizures |
| <input type="checkbox"/> Anemia                            | <input type="checkbox"/> Psychiatric problems               |
| <input type="checkbox"/> Heart attack before the age of 60 | <input type="checkbox"/> Stroke                             |
| <input type="checkbox"/> Kidney problem                    | <input type="checkbox"/> Birth defects                      |
| <input type="checkbox"/> Mental retardation                | <input type="checkbox"/> Death at a young age               |
| <input type="checkbox"/> Learning problem                  | <input type="checkbox"/> Stomach or intestinal problems     |
| <input type="checkbox"/> Arthritis                         | <input type="checkbox"/> Asthma                             |
| <input type="checkbox"/> Other: _____                      | <input type="checkbox"/> Cancer (Type: _____)               |

Let's look at Bob's example:



Bob is 17 years old and has been in foster care for two and a half years. Recently, he has been suffering really bad headaches which aspirin doesn't seem to help. He and his foster mother are at the doctor's office now, where Bob is trying to fill out the health questionnaire the nurse has given him. Bob is having a hard time answering some of the medical history questions, especially those about his sisters, brothers, parents, and grandparents.

What should Bob do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Independent Living Skills Module II

Who could help him? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What should he tell the doctor or nurse? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What can he do for "next time" to be better prepared for this kind of thing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What section in the Medical Passport offers some information that will help? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you need to obtain more information? If so, use the chart below to plan how you will get additional information about your medical history:

<i>I need more information about...</i>		Strategy
	⇒	
	⇒	
	⇒	
	⇒	
	⇒	


## Independent Living Skills Module II



### ACTIVITY

Here is a sample Health Questionnaire, similar to one that you might be asked to fill out when visit a new doctor or clinic. Answer the questions that you know and put a question mark (?) next to those you don't know. Then review this questionnaire with your social worker and foster parent or program staff to help you find the missing information.

### Health Questionnaire

	Name :	<input type="text"/>
	Address :	<input type="text"/>
	Date of Birth :	<input type="text"/>
What questions or health problems would you like to see the doctor about today?		<input type="text"/>
Are you taking any medication? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If Yes, what medicines do you take?		<input type="text"/>

### Medical History

Where were you born?	<input type="text"/>	Hospital	
	<input type="text"/>	City	
How much did you weigh at birth?	<input type="text"/>	lbs. and <input type="text"/>	oz.
Did your mother have any problems during her pregnancy? If so, describe.	<input type="text"/>		
Did she take any medication?	<input type="text"/>		
Were there any complications with the birth?	<input type="text"/>		

## Independent Living Skills Module II

Have you ever been admitted to the hospital?  Yes  No

If yes, please list the dates, hospitals, and reasons for hospitalizations: \_\_\_\_\_

Have you ever had an allergic reaction (to medicine, food, a bee sting, etc.)?  Yes  No

If yes, list the substance to which you are allergic: \_\_\_\_\_

Have you ever had surgery (operations)?  Yes  No

If yes, please describe: \_\_\_\_\_

Have you ever had any broken bones or any serious injuries?  Yes  No

If yes, please describe: \_\_\_\_\_

Check any of the following illnesses and health problems that you have had or presently have:

- |  |  |
|--|--|
| <input type="checkbox"/> Anemia                                | <input type="checkbox"/> +TB Test (positive results)                       |
| <input type="checkbox"/> Asthma                                | <input type="checkbox"/> High blood pressure                               |
| <input type="checkbox"/> Hay fever                             | <input type="checkbox"/> Migraine headache                                 |
| <input type="checkbox"/> Chicken Pox                           | <input type="checkbox"/> Seizures (convulsion, epilepsy)                   |
| <input type="checkbox"/> Measles                               | <input type="checkbox"/> Thyroid problem                                   |
| <input type="checkbox"/> Heart murmur                          | <input type="checkbox"/> Concussion  |
| <input type="checkbox"/> Pneumonia                             | <input type="checkbox"/> Cancer  |
| <input type="checkbox"/> Illness (other than colds, flu, etc.) | <input type="checkbox"/> Back/joint pain                                   |
| <input type="checkbox"/> Stomach/intestinal problems           | <input type="checkbox"/> Pelvic infection                                  |
| <input type="checkbox"/> Kidney problem                        | <input type="checkbox"/> Uterus or ovary problem                           |
| <input type="checkbox"/> Blood clots or vein problems          | <input type="checkbox"/> Pregnancy   |
| <input type="checkbox"/> Hepatitis, jaundice                   | <input type="checkbox"/> Miscarriage or abortion                           |
| <input type="checkbox"/> Urinary tract infection               | <input type="checkbox"/> Venereal disease (VD)                             |
| <input type="checkbox"/> Vaginal infection                     | <input type="checkbox"/> Trouble seeing from a distance (near-sightedness) |
| <input type="checkbox"/> Short or tall for age                 | <input type="checkbox"/> Trouble seeing things close up (far-sightedness)  |
| <input type="checkbox"/> Overweight                            | <input type="checkbox"/> Wear glasses / contact lenses                     |
| <input type="checkbox"/> Underweight                           |  |
| <input type="checkbox"/> Mononucleosis                         |  |



## Independent Living Skills Module II

- |   |   |
|---|---|
| <input type="checkbox"/> Frequent headaches                   | <input type="checkbox"/> Sore that doesn't heal or change in wart or mole |
| <input type="checkbox"/> Frequent tiredness                   | <input type="checkbox"/> Blurred vision                                   |
| <input type="checkbox"/> Can't get to sleep easily / insomnia | <input type="checkbox"/> Constipation                                     |
| <input type="checkbox"/> Sleep too much                       | <input type="checkbox"/> Nosebleeds                                       |
| <input type="checkbox"/> Cold or heat intolerance             | <input type="checkbox"/> Gum or mouth pain                                |
| <input type="checkbox"/> Dizziness                            | <input type="checkbox"/> Recent toothache                                 |
| <input type="checkbox"/> Fainting or passing out              | <input type="checkbox"/> Breast lump                                      |
| <input type="checkbox"/> Skin problem                         | <input type="checkbox"/> Shortness of breath                              |
| <input type="checkbox"/> Severe acne                          | <input type="checkbox"/> Difficulty with bowel movements                  |
| <input type="checkbox"/> Difficulty hearing                   | <input type="checkbox"/> Infrequent bowel movements                       |
| <input type="checkbox"/> Earache                              | <input type="checkbox"/> Diarrhea   |
| <input type="checkbox"/> Wheezing                             | <input type="checkbox"/> Blood in stool                                   |
| <input type="checkbox"/> Cough                                | <input type="checkbox"/> Blood in urine                                   |
| <input type="checkbox"/> Heart skips a beat / palpitations    | <input type="checkbox"/> Frequent urination                               |
| <input type="checkbox"/> Heart races                          | <input type="checkbox"/> Pain with urination                              |
| <input type="checkbox"/> Stomach pain                         | <input type="checkbox"/> Bed wetting                                      |
| <input type="checkbox"/> Nausea                               | <input type="checkbox"/> Bleed or bruise easily                           |
| <input type="checkbox"/> Vomiting                             | <input type="checkbox"/> Excessive thirst                                 |
| <input type="checkbox"/> Ringing in ears                      |   |

List any other illnesses or health problems below:

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Independent Living Skills Module II

**Females Only:** Visit to the gynecologist

Your age when you first got your period

\_\_\_\_\_

Cycle length (How long does your period usually last?)

\_\_\_\_\_

Irregular (Does the time of your period change from month to month?)

Yes  No

On what date did your last period start?

\_\_\_\_\_

Cramps

Yes  No

Excess bleeding with period

Yes  No

Vaginal discharge

Yes  No

Have had a pelvic (internal) exam before?

Yes  No

Date of last pelvic exam

\_\_\_\_\_

History of past pregnancy: Have you ever been pregnant? Have you had a miscarriage or abortion? (List responses and dates below.)

\_\_\_\_\_

**Males and Females**

Are you sexually active?  Yes  No

Check all methods of birth control you use:

- Condoms (rubbers)
- Birth control pills
- Diaphragm and spermicidal jelly
- Contraceptive foam or suppositories
- Sponge
- IUD
- Withdrawal
- Rhythm
- Norplant
- Depo-Provera

Independent Living Skills Module II

Substance Use

Do you smoke cigarettes? Yes No

If yes, how many cigarettes do you smoke a day? \_\_\_\_\_

How many years have you been smoking? \_\_\_\_\_

Have you ever tried to stop? Yes No

Do you drink alcohol? Yes No

If yes, what kind of alcohol do you usually drink? \_\_\_\_\_

How often do you drink? \_\_\_\_\_

Why do you usually drink? \_\_\_\_\_

How much do you usually drink on those days that you do drink? \_\_\_\_\_

Do you ever drink by yourself? Yes No

Do any of your friends use alcohol? Yes No

Do you use drugs? Yes No

Have you used any of the following drugs in the past month?

Marijuana Yes No

Cocaine Yes No

Acid Yes No

Speed Yes No

Others (please list) \_\_\_\_\_

Do you use any needle drugs? Yes No

If yes, which types? \_\_\_\_\_

Are you worried about your drug or alcohol use? Yes No

If yes, please describe. \_\_\_\_\_

Is anyone else worried about your drug or alcohol use? Yes No

Would you like to talk to someone about your use of substances? Yes No

# Health Information Form-for Adults

## A. Identification

## B. Emergency Contacts

Name (Last) (First) (Middle)				In Case of Emergency, Notify: Primary Contact Name (last) (First) (Middle)			
Maiden Name							
Primary Address				Relationship			
City	State	Zip	Country	Address			
Alternate Address				City	State	Zip Code	Country
City	State	Zip Code	Country	Home Phone		Work Phone	
Home Phone		Work Phone		Cell Phone		Email Address	
Cell Phone		Email Address					
Date of Birth		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female		In Case of Emergency, Notify: Secondary Contact			
Height	Weight	Eye Color	Hair Color	Name (last)	Name (middle)	Name (first)	
Race	Birthmark/Scars			Relationship			
Blood/RH Type	Special Conditions	Marital Status		Address			
Occupation				City	State	Zip Code	Country
Company Name				Home Phone		Work Phone	
City	State	Zip Code	Country	Cell Phone		Email Address	
Phone Number		Languages Spoken		In Case of Emergency, Notify: Medical Contact			
Primary Health Insurance Carrier		Policy Number		Doctor (Indicate Specialty)			
Secondary Health Insurance Carrier		Policy Number					
				Phone Number			

H-74

# Health Information Form-for Adults

Dentist	Telephone Number
Pharmacy	Telephone Number

## C. Healthcare Provider

Healthcare Provider Specialty	Primary Care Physician <input type="checkbox"/> Yes <input type="checkbox"/> No	Phone	Emergency Phone No.(after hours)
Name		Email Address	
Group or Association		Fax	
Address		Web Address/URL	
City	State	Zip Code	Country

Healthcare Provider Specialty	Primary Care Physician <input type="checkbox"/> Yes <input type="checkbox"/> No	Phone	Emergency Phone No.(after hours)
Name		Email Address	
Group or Association		Fax	
Address		Web Address/URL	
City	State	Zip Code	Country

Healthcare Provider Specialty	Primary Care Physician <input type="checkbox"/> Yes <input type="checkbox"/> No	Phone	Emergency Phone No.(after hours)
Name		Email Address	
Group or Association		Fax	
Address		Web Address/URL	
City	State	Zip Code	Country

# Health Information Form-for Adults

Healthcare Provider Specialty	Primary Care Physician <input type="checkbox"/> Yes <input type="checkbox"/> No	Phone	Emergency Phone No.(after hours)
Name		Email Address	
Group or Association		Fax	
Address		Web Address/URL	
City	State	Zip Code	Country

## d. Insurance Providers

Insurance Provider Type				E-mail Address	Fax
Company Name				Web Address/ URL	
Address				Primary Insured Person-Name	Social Security No.
City	State	Zip Code	Country	Name of Employer	
Contact - Name		Phone		Address	
Identification-Group Number		Member(ID) Number		City	State
Contact Information-Phone		Emergency Phone No.(after hours)		Zip Code	Country
				Phone Number	

Insurance Provider Type				E-mail Address	Fax
Company Name				Web Address/ URL	
Address				Primary Insured Person-Name	Social Security No.
City	State	Zip Code	Country	Name of Employer	
Contact-Name		Phone		Address	
Identification-Group Number		Member(ID) Number		City	State
Contact Information-Phone		Emergency Phone No.(after hours)		Zip Code	Country
				Phone Number	

Insurance Provider Type	E-mail Address	Fax
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H-76

# Health Information Form-for Adults

Company Name				Web Address/ URL			
Address				Primary Insured Person-Name		Social Security No.	
City	State	Zip Code	Country	Name of Employer			
Contact-Name		Phone		Address			
Identification-Group Number		Member(ID) Number		City	State	Zip Code	Country
Contact Information-Phone		Emergency Phone No.(after hours)		Phone Number			

## E. Legal Documents/Medical Directives

<input type="checkbox"/> Living Will <input type="checkbox"/> Durable Power of Attorney for Healthcare <input type="checkbox"/> Power of Attorney				Fax			
Document Location (Physical Location)				Contact (Name of person who has access to the document)			
Location Name (for example Bank of America)				Address			
Address				City	State	Zip Code	Country
City	State	Zip Code	Country	Contact Information			
Legal Representative (Name of person who you have assigned legal authority)				Home Phone		Cellular Phone	
Address				Pager		E-mail Address	
City	State	Zip Code	Country	Work Phone		Work E-mail Address	
Contact Information				Fax			
Home Phone		Cellular Phone		Date Filed			
Pager		E-mail Address		Organ Donation:			
Work E-mail Address		Work Phone		Organ Donor <input type="checkbox"/> Yes <input type="checkbox"/> No		State Where Registered	

<input type="checkbox"/> Living Will <input type="checkbox"/> Durable Power of Attorney for Healthcare <input type="checkbox"/> Power of Attorney				Fax			
Document Location(Physical Location)				Contact ( Name of person who has access to the document)			

H-77

# Health Information Form-for Adults

Location Name (for example Bank of America)				Address			
Address				City	State	Zip Code	Country
City	State	Zip Code	Country	Contact Information			
Legal Representative (Name of person who you have assigned legal authority)				Home Phone		Cellular Phone	
Address				Pager		E-mail Address	
City	State	Zip Code	Country	Work Phone		Work E-mail Address	
Contact Information				Fax			
Home Phone		Cellular Phone		Date Filed			
Pager		E-mail Address		Organ Donation:			
Work E-mail Address		Work Phone		Organ Donor <input type="checkbox"/> Yes <input type="checkbox"/> No		State Where Registered	

## F. Medical History (Check appropriate)

	Date of Onset		Date of Onset
<input type="checkbox"/> Acquired Immunodeficiency Syndrome (AIDS) or HIV Positive:		<input type="checkbox"/> High Blood Pressure	
<input type="checkbox"/> Arthritis		<input type="checkbox"/> Hypoglycemia	
<input type="checkbox"/> Asthma		<input type="checkbox"/> Jaundice	
<input type="checkbox"/> Bronchitis		<input type="checkbox"/> Kidney Disease	
<input type="checkbox"/> Cancer		<input type="checkbox"/> Low Blood Pressure	
<input type="checkbox"/> Chlamydia		<input type="checkbox"/> Mental Retardation	
<input type="checkbox"/> Diabetes		<input type="checkbox"/> Pain or Pressure in Chest	
<input type="checkbox"/> Dizziness		<input type="checkbox"/> Palpitations	
<input type="checkbox"/> Emphysema		<input type="checkbox"/> Periods of unconsciousness	
<input type="checkbox"/> Epilepsy		<input type="checkbox"/> Rheumatic Fever	
<input type="checkbox"/> Eye Problem		<input type="checkbox"/> Rheumatism	
<input type="checkbox"/> Fainting		<input type="checkbox"/> Seizures	
<input type="checkbox"/> Frequent or Severe Headaches		<input type="checkbox"/> Shortness of Breath	
<input type="checkbox"/> Glaucoma		<input type="checkbox"/> Stomach Liver or Intestinal Problems	
<input type="checkbox"/> Gonorrhoea		<input type="checkbox"/> Syphilis	
<input type="checkbox"/> Hearing Impairment		<input type="checkbox"/> Tuberculosis	
<input type="checkbox"/> Heart Condition		<input type="checkbox"/> Tumor	
<input type="checkbox"/> Hemodialysis		<input type="checkbox"/> Thyroid Problems	

H-78



# Health Information Form-for Adults

<input type="checkbox"/> Herpes	<input type="checkbox"/> Urinary Tract Infection
<input type="checkbox"/> High Blood Cholesterol	<input type="checkbox"/> Other

## G. Infectious Diseases

Disease	Age	Date	Remarks
Chicken Pox			
Hepatitis			
Measles			
Mumps			
Pertussis /Whooping Cough			
Pneumonia			
Polio			
Rubella			
Scarlet Fever			
Other			

## H. Immunizations

Immunization for	Booster 1		Booster 2		Booster 3	
	Age	Date	Age	Date	Age	Date
Diphtheria						
Hepatitis B						
Measles						
Mumps						
Pertussis/Whooping Cough						
Polio						
Rubella						
Smallpox						
Tetanus						
Tuberculosis						

H-79

# Health Information Form-for Adults

Typhoid						
Other						

## I. Allergies/Drug Sensitivities

Allergy/Sensitivity Type <i>(include medications foods environmental or other)</i>	Reaction	Date last Occurred	Treatment

# Health Information Form-for Adults

## J. Family Member History

	Mother	Father	Sibling(s)	Grandparent(	Children
Enter ages of relatives					
If deceased, indicate age and cause of death					
Check all items that apply for their present state of health or any illnesses they have had					
Alcoholism					
Arthritis					
Asthma					
Cancer					
Diabetes					
Emphysema					
Glaucoma					
Heart Condition					
Hemodialysis					
Hepatitis					
High Blood Cholesterol					
High Blood Pressure					
Kidney Disease					
Mental Retardation					
Rheumatic Fever					
Seizures					
Smoking					
Stomach Liver or Intestinal Problems					
Stroke					
Thyroid Disorders					
Tuberculosis					
Tumor					

# Health Information Form-for Adults

Other					
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## K. Lifestyle

<input type="checkbox"/> Alcohol	Drink(s) Per Week	Number of Years
<input type="checkbox"/> Smoking	Pack(s) Per Day	Number of Years
<input type="checkbox"/> Exercise	Type(s) of Exercise	Days Per Week

## L. Health Log (Noninfectious major illnesses. Include pregnancies and childbirth)

Date Diagnosed	Doctor	Nature of Health Problems	Age at Onset	Condition Status	Remarks (Such as, medications, special tests, x-rays, length of hospital stay, surgery and so on)

# Health Information Form-for Adults

## M. Medications

Note: Include all prescription medications, (such as nitroglycerin) over-the-counter medications (taken on a regular basis), vitamin supplements, and herbal remedies

Date	Medication / Dosage	Frequency

# Health Information Form-*for Adults*

## N. Doctor Visits

Date	Doctor	Reason	Diagnosis

H-84

# Health Information Form-for Adults

## O. Hospitalizations

Hospitalization Type (includes emergency room visits)		Diagnosis
Admission Date	Discharge Date	
Doctor		
Hospital		
Reason		Complications

Hospitalization Type (includes emergency room visits)		Diagnosis
Admission Date	Admission Date	
Doctor		
Hospital		
Reason		Complications

Hospitalization Type (includes emergency room visits)		Diagnosis
Admission Date	Discharge Date	Admission Date
Doctor		
Hospital		
Reason		Complications

# Health Information Form-for Adults

## P. Surgeries

Date	Doctor	Results
Hospital		
Surgical Procedure		
Description		Comments

Date	Doctor	Results
Hospital		
Surgical Procedure		
Description		Comments

Date	Doctor	Results
Hospital		
Surgical Procedure		
Description		Comments

H-86



# Health Information Form-for Adults

## Q. Lab or Imaging (Examples: X-ray, MRI, Mammogram)

Test Type	Date	Test Type	Date
Requesting Doctor	Administered by	Requesting Doctor	Administered by
Reason		Reason	
Result		Result	

Test Type	Date	Test Type	Date
Requesting Doctor	Administered by	Requesting Doctor	Administered by
Reason		Reason	
Result		Result	

## R. Medical Devices (Examples: pacemaker, insulin pumps, breathing devices)

Device Type	Doctor	Device Type	Doctor
Hospital	Date	Hospital	Date
Reason		Reason	

H-87

# Health Information Form-for Adults

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## S. Physical/Occupation Therapy

Therapy Type	Start Date	Stop Date	Frequency	Therapist

H-88

# Health Information Form-for Adults

## T. VISION

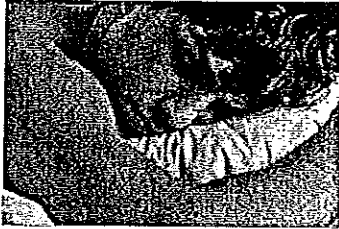
Date of Visit	Physician	Date of Visit	Physician
Vision RX		Vision RX	
Date of Visit	Physician	Date of Visit	Physician
Vision RX		Vision RX	

## U. Dental Health

Date of Visit	Dentist	Problems	Resolution

# How Much Sleep Do You Need?

## Sleep Cycles & Stages, Lack of Sleep, and Getting the Hours You Need



*When you're scrambling to meet the demands of modern life, cutting back on sleep can seem like the only answer. How else are you going to get through your neverending to-do list or make time for a little fun? Sure, a solid eight hours sounds great, but who can afford to spend so much time sleeping? The truth is you can't afford not to.*

*Sleep consists of a series of distinct cycles and stages that restore and refresh your body and mind. Even minimal sleep loss takes a toll on your mood, energy, efficiency, and ability to handle stress. If you want to feel your best, stay healthy, and perform up to your potential, sleep is a necessity, not a luxury. Learn what happens when you're sleeping, how to determine your nightly sleep needs, and what you can do to bounce back from chronic sleep loss and get on a healthy sleep schedule.*

## The power of sleep

Many of us want to sleep as little as possible—or feel like we have to. There are so many things that seem more interesting or important than getting a few more hours of sleep. But just as exercise and nutrition are essential for optimal health and happiness, so is sleep. The quality of your sleep directly affects the quality of your waking life, including your mental sharpness, productivity, emotional balance, creativity, physical vitality, and even your weight. No other activity delivers so many benefits with so little effort!

## Understanding sleep

Sleep isn't merely a time when your body and brain shut off. While you rest, your brain stays busy, overseeing a wide variety of biological maintenance tasks that keep you running in top condition and prepare you for the day ahead. Without enough hours of restorative sleep, you're like a car in need of an oil change. You won't be able to work, learn, create, and communicate at a level even close to your true potential. Regularly skimp on "service" and you're headed for a major mental and physical breakdown.

The good news is that you don't have to choose between health and productivity. As you start getting the sleep you need, your energy and efficiency will go up. In fact, you're likely to find that you actually get more done during the day than when you were skimping on shuteye.

## How many hours of sleep do you need?

### Average Sleep Needs

Age	Hours
Newborns (0-2 months)	12 - 18
Infants (3 months to 1 year)	14 - 15
Toddlers (1 to 3 years)	12 - 14
Preschoolers (3 to 5 years)	11 - 13
School-aged children (5 to 12 years)	10 - 11
Teens and preteens (12 to 18 years)	8.5 - 10
Adults (18+)	7.5 - 9

According to the National Institutes of Health, the average adult sleeps less than 7 hours per night. In today's fast-paced society, 6 or 7 hours of sleep may sound pretty good. In reality, it's a recipe for chronic sleep deprivation. While sleep requirements vary slightly from person to person, most healthy adults need between 7.5 to 9 hours of sleep per night to function at their best. Children and teens need even more (*see box at right*). And despite the notion that sleep needs decrease with age, older people still need at least 7.5 to 8 hours of sleep. Since older adults often have trouble sleeping this long at night, daytime naps can help fill in the gap.

### Sleep needs and peak performance

There is a big difference between the amount of sleep you can get by on and the amount you need to function optimally. Just because you're able to operate on 7 hours of sleep doesn't mean you wouldn't feel a lot better and get more done if you spent an extra hour or two in bed. The best way to figure out if you're meeting your sleep needs is to evaluate how you feel as you go about your day. If you're logging enough hours, you'll feel energetic and alert all day long, from the moment you wake up until your regular bedtime.

### Think six hours of sleep is enough?

Think again. Researchers at the University of California, San Francisco discovered that some people have a gene that enables them to do well on 6 hours of sleep a night. But the gene is very rare, appearing in less than 3% of the population. For the other 97% of us, six hours doesn't come close to cutting it.

## Signs and symptoms of sleep deprivation and lack of sleep

*If you're getting less than eight hours of sleep each night, chances are you're sleep deprived. What's more, you probably have no idea just how much lack of sleep is affecting you.*

*How is it possible to be sleep deprived without knowing it? Most of the signs of sleep deprivation are much more subtle than falling face first into your dinner plate. Furthermore, if you've made a habit of skimping on sleep, you may not even remember what it feels like to be wide-awake, fully alert, and firing on all cylinders. It feels normal to get sleepy when you're in a boring meeting, struggle through the afternoon slump, or doze off after dinner. But the truth is that it's only "normal" if you're sleep deprived.*

## You may be sleep deprived if you...

- Need an alarm clock in order to wake up on time
- Rely on the snooze button
- Have a hard time getting out of bed in the morning
- Feel sluggish in the afternoon
- Get sleepy in meetings, lectures, or warm rooms
  
- Get drowsy after heavy meals or when driving
- Need to nap to get through the day
- Fall asleep while watching TV or relaxing in the evening
- Feel the need to sleep in on weekends
- Fall asleep within five minutes of going to bed

*While it may seem like losing sleep isn't such a big deal, sleep deprivation has a wide range of negative effects that go way beyond daytime drowsiness.*

## The effects of sleep deprivation and chronic lack of sleep

- Fatigue, lethargy, and lack of motivation
- Moodiness and irritability
- Reduced creativity and problem-solving skills
- Inability to cope with stress
- Reduced immunity; frequent colds and infections
- Concentration and memory problems
- Weight gain
- Impaired motor skills and increased risk of accidents
- Difficulty making decisions
- Increased risk of diabetes, heart disease, and other health problems



### Is lack of sleep affecting your performance?

Lack of sleep affects your judgment, coordination, and reaction times. In fact, sleep deprivation can affect you just as much as being drunk. The BBC has a fun test to help you determine if lack of sleep is affecting your performance.

Try the **Sheep Dash** test and see how well rested you *really* are.

<http://www.bbc.co.uk/science/humanbody/sleep/sheep/>

## Tips for getting good sleep, night after night

Do you feel like no matter how much you sleep, you still wake up exhausted? Learn how to maximize your sleep quality and sleep well every night by following a regular sleep-wake schedule, developing a relaxing bedtime routine, and improving your sleep environment. Read: [Tips for Getting Better Sleep: How to Sleep Well Every Night @ http://www.helpguide.org/life/sleep\\_tips.htm](http://www.helpguide.org/life/sleep_tips.htm)

H-92

## Paying off your sleep debt

Sleep debt is the difference between the amount of sleep you need and the hours you actually get. Every time you sacrifice on sleep, you add to the debt. Eventually, the debt will have to be repaid. It won't go away on its own. If you lose an hour of sleep, you must make up that extra hour somewhere down the line in order to bring your "account" back into balance.

### **Sleeping in on the weekends isn't enough!**

Many of us try to repay our sleep debt by sleeping in on the weekends. But as it turns out, bouncing back from chronic lack of sleep isn't that easy. One or two solid nights of sleep aren't enough to pay off a long-term debt. While extra sleep can give you a temporary boost (for example, you may feel great on Monday morning after a relaxing weekend), your performance and energy will drop back down as the day wears on.

### **Tips for getting and staying out of sleep debt**

While you can't pay off sleep debt in a night or even a weekend, with a little effort and planning, you can get back on track.

- **Aim for at least 8 hours of sleep every night.** Make sure you don't fall farther in debt by blocking off a minimum of 8 hours for sleep each night. Consistency is the key.
- **Settle short-term sleep debt with an extra hour or two per night.** If you lost 10 hours of sleep, pay the debt back in nightly one or two-hour installments.
- **Keep a sleep diary.** Record when you go to bed, when you get up, your total hours of sleep, and how you feel during the day. As you keep track of your sleep, you'll discover your natural patterns and get to know your sleep needs. [Click here](#) to download Helpguide's sleep diary.
- **Take a sleep vacation to pay off a long-term sleep debt.** Pick a two-week period when you have a flexible schedule. Go to bed at the same time every night and allow yourself to sleep until you wake up naturally. No alarm clocks! If you continue to keep the same bedtime and wake up naturally, you'll eventually dig your way out of debt and arrive at the sleep schedule that's ideal for you.
- **Make sleep a priority.** Just as you schedule time for work and other commitments, you should schedule enough time for sleep. Instead of cutting back on sleep in order to tackle the rest of your daily tasks, put sleep at the top of your to-do list.

## Independent Living Skills Module II

### HEALTH INSURANCE

Taking good care of your health is very important. However, health care costs are rising steadily and the cost of medical care for a serious injury or illness can be extremely expensive if you are not covered by health insurance. Once you leave the Department's care, you will no longer be insured through Mass Health. You can reapply for coverage through your local Office of Transitional Assistance, but you have to be income eligible and certain other restrictions apply.

Most people obtain health insurance (coverage for ongoing and unexpected medical expenses) through their employers. Most often, you will be eligible for employee health insurance if you work full time.



Most employers require co-payments, depending on the type of coverage or insurance plan. In addition to those monthly co-payments, which range from \$30 to \$100, most insurance providers require co-payments for each doctor's visit and pharmacist's prescription. These usually range from \$5 to \$10 dollars. Emergency room co-payments have an average cost of \$25.

Some employers offer dental insurance, again with co-payments required. Dental insurance often pays for 80% of needs, while you would be responsible for the remaining 20%.

Colleges will often offer basic health insurance to students, sometimes included in tuition. If you are planning to go to college, inquire about the specific details.



If you are not eligible for Mass Health, don't go to college, or don't work for full-time for one employer, private insurance is available through provider companies such as Blue



## Independent Living Skills Module II

Cross/Blue Shield. This might be an option for you. Private insurance costs an average of \$2500 a year, cover 80% of costs, and have deductibles (a certain amount of money you are required to pay before the insurance covers the rest).

You are aware by now that health insurance can be expensive. However, having no insurance is very risky and could end up being far more expensive than insurance.

If none of the options listed above are viable possibilities for you at this time, you will have to pay for doctor's visits and health care facilities from your own pocket. Thankfully, many community health programs offer medical care services on a sliding fee basis. That means that the fee for services is based on your income. Some even provide free check-ups and emergency care in certain locations. However, these services are not available in all communities.



### ACTIVITY

Research lower cost or free health care options in your community and list their location and phone numbers below.

## Independent Living Skills Module II

Responding to medical emergencies quickly and efficiently could save your life. What kind of circumstances would lead you to immediately seek medical care at the emergency room of your local hospital?

EMERGENCY

Sometimes symptoms of illnesses might be mistakenly identified as harmless when they actually may indicate serious health problems. Therefore, it is important to always seek medical help if you have any questions. It is better to be safe than sorry.

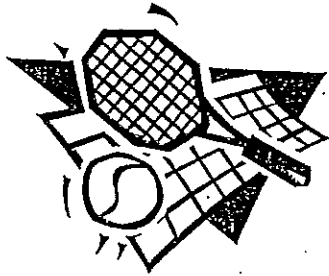
For example, various cancers can have the following seven warning signals:

- 1) Change in bowel or bladder habits.
- 2) A sore that does not heal.
- 3) Unusual bleeding or discharge.
- 4) Thickening or lump in breast or elsewhere.
- 5) Indigestion or difficulty in swallowing.
- 6) Obvious change in a wart or mole.
- 7) Nagging cough or hoarseness.

If you have a warning signal or any medical concerns, see your doctor.

Independent Living Skills Module II

EXERCISE



Exercising regularly is an important part of keeping physically fit and can prevent certain health risks.

Test your knowledge of fitness by answering TRUE or FALSE to the following statements. (Answers are listed below.)

1. Exercising gives you more energy. \_\_\_\_\_
2. Exercising slows down the aging process. \_\_\_\_\_
3. Exercising regularly can give you more self confidence. \_\_\_\_\_
4. Exercising is a very important part of a good weight loss program. \_\_\_\_\_
5. Even walking for twenty minutes twice a day will improve your physical fitness. \_\_\_\_\_


Answers

1. TRUE. If you exercise on a regular basis, you feel more energetic and will be more fit.
2. TRUE. Exercising helps strengthen your body - your bones, muscles, ligaments, and tendons. It helps you improve your cardiovascular system so that your body works more efficiently while it strengthens your heart.
3. TRUE. Setting a goal for exercising three or four times per week and achieving that goal will give you a real sense of accomplishment as well as renewed confidence in yourself and your abilities. Your exercise schedule doesn't have to be like that of an Olympic star; it just needs to be a realistic and attainable goal that you can set for yourself and stick to.

## Independent Living Skills Module II

4. TRUE. Exercise will not only help you burn calories, but it will keep your body in great shape as well.
5. TRUE. Even walking just twice a day for twenty minutes will improve your physical fitness.

Do you want to exercise regularly but find you have a hard time getting going or sticking with it? Use the activity chart below to help you plan your fitness schedule for a week. Use the comments section to record how things went.

Date	Time	Exercise/Activity	Comments
			

Exercise is not only healthy, but it can also be a lot of fun! Many communities offer a variety of free or low cost sports activities you can participate in. In addition, the YMCA offers access to their facilities and classes for a low fee.



### ACTIVITY

Research your community for free or low cost exercise/sports opportunities which reflect your interest.

Independent Living Skills Module II

NUTRITION



Good nutrition and a balanced diet are important to keep us healthy.

What kind of foods do you think are healthy and why?

Food	Reason
<i>Vegetables</i>	<i>Vitamins, low calories</i>

What kind of foods do you think are not so healthy? Why?

Food	Reason
------	--------

Test your knowledge of nutrition by answering TRUE or FALSE to the following statements.  
(Answers are below.)

1. One cup of canned peas contains about 300 times more sodium (salt) than one cup of fresh peas. \_\_\_\_\_
2. One pound of body fat contains 3,500 calories. \_\_\_\_\_
3. One tablespoon of liquid honey has fewer calories than one tablespoon of whole granulated sugar. \_\_\_\_\_

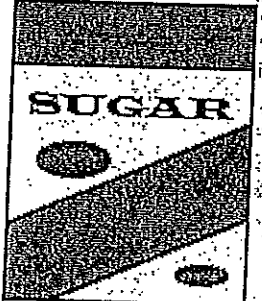
Independent Living Skills Module II

4. All three types of fat (saturated, monounsaturated, and polyunsaturated) raise the level of cholesterol in the blood and can increase the risk of heart attack or stroke. \_\_\_\_\_
5. One cup of popcorn (without butter or margarine) has fewer calories than three potato chips. \_\_\_\_\_
6. A small order of French fries has the same amount of calories as a small ice cream cone. \_\_\_\_\_
7. You will have to walk one and one-half miles to burn off the number of calories in one regular donut. \_\_\_\_\_



Answers:

1. TRUE. Foods that contain preservatives or are processed have much more sodium than fresh foods. For example,
  - one cup of canned mushroom soup has 1,193 milligrams of sodium.
  - one cup of low fat cottage cheese has 921 milligrams of sodium
  - one fresh egg has 69 milligrams of sodium.
2. TRUE. Therefore, if you are trying to lose some weight and would like to lose one pound per week, you will have to either eat 3,500 fewer calories than you regularly eat or burn up 3,500 more calories through physical activity each week.
3. FALSE. One tablespoon of liquid honey has approximately 60 calories whereas one tablespoon of white sugar has about 46 calories. You should also be aware that sugar is an ingredient in many foods, including some you might never have suspected --soups, spaghetti sauces, salad dressings, etc. Sugar appears under many different names on food product labels. Here are some of the most common:

Dextrose	Glucose		Corn Sweetener
Fructose			Natural Sweeteners
Corn Syrup	Sucrose		Honey
Raw Sugar			MALT
			Maple

## Independent Living Skills Module II

4. FALSE. It is the saturated fats that raise the level of cholesterol in the blood. Red meats and dairy products contain a lot of saturated fats. Cholesterol is a kind of fat which our bodies produce. We actually need some cholesterol for our cells and to make hormones. Too much cholesterol, however, will stick to the walls of our arteries and eventually clog the flow of blood. That's when heart attacks or strokes can occur.

Monounsaturated fats do not affect the levels of cholesterol in the blood. Examples include olive and peanut oils. Polyunsaturated fats lower the level of cholesterol in the blood. Most vegetable oils are polyunsaturated. So when, you are planning meals, remember to choose polyunsaturated fats over saturated ones, and try not to eat too many foods containing saturated fats.

5. TRUE. One cup of popcorn (without butter or margarine) has only 25 calories while three potato chips have approximately 34 calories. If you are not sure which foods are high or low in calories, check a food calorie chart. What you learn may help you make better choices in planning what you'll eat for breakfast, lunch, dinner, and snacks.
6. FALSE. The order of French fries has approximately 220 calories while a small ice cream cone has 150 calories.

When you choose a snack or order at a fast food restaurant, be aware of what you'll be eating. Consider the nutritional value, the amount of fat, and the calories as well as your taste buds.

7. TRUE. A donut contains approximately 150 calories. If you walk for one and one half miles, you'll burn off approximately 150 calories.

## Independent Living Skills Module II

How aware are you of all the things that you eat and drink during the day? To get a better idea of what your nutritional intake is, fill out the Daily Food Diary for one week. At the end of the week, review the diary with a friend, staff person, or foster parent.

### Daily Food Diary

Using the example below as a guide, fill out a daily food diary every day for a week.

#### EXAMPLE:

Time	7:00 a.m.	11:00 a.m.		
Food/Drink	1 cup of coffee 1 donut	1 cup of hot chocolate 1 candy bar		
Where	kitchen	cafeteria		
Mood	tired	nervous		
With Whom	myself	Jack & Tia		

### Daily Food Diary

Day: \_\_\_\_\_

Time				
Food/Drink				
Where				
Mood				
With Whom				



Independent Living Skills Module II

Daily Food Diary

Day: \_\_\_\_\_

Time				
Food/Drink				
Where				
Mood				
With Whom				

Daily Food Diary

Day: \_\_\_\_\_

Time				
Food/Drink				
Where				
Mood				
With Whom				

Independent Living Skills Module II

Daily Food Diary

Day: \_\_\_\_\_

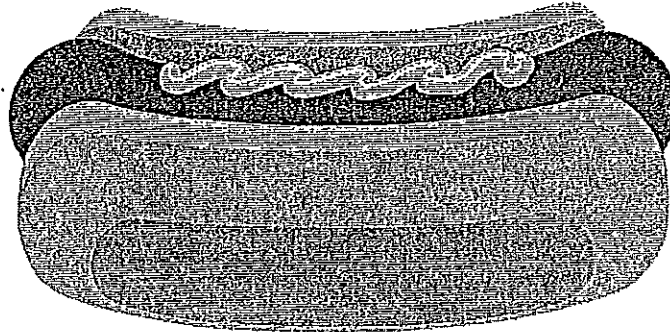
Time				
Food/Drink				
Where				
Mood				
With Whom				

Daily Food Diary

Day: \_\_\_\_\_

Time				
Food/Drink				
Where				
Mood				
With Whom				

## Independent Living Skills Module II



Now that you have kept track of your eating habits for one week, you can answer the following questions:

Do you eat enough nutritional foods? \_\_\_\_\_

What kind of foods do you eat most often? \_\_\_\_\_

Do you eat mostly fruits and vegetables? Sweets? Fatty Foods? \_\_\_\_\_

Are there certain times of the day that you get cravings? If so, When? What kind of things could you do to curb them? \_\_\_\_\_

Do you eat when you are in certain moods - sad, bored, nervous, etc.? If so, what could you do instead of eating? \_\_\_\_\_

Do you eat more when you are alone or with certain friends? \_\_\_\_\_

## Independent Living Skills Module II

Should you try to change your habits? If so, you might want to develop helpful strategies with your foster parent, social worker, or program staff.

My strategies are:

⇒

⇒

⇒

⇒

# Goodbye STRESS!

*The following techniques are examples of healthy ways to reduce stress and anxiety in your daily life.*

## **Exercise**

Physical exercise not only promotes overall fitness, but it helps you to manage emotional stress and tension as well. For one thing, exercise can emotionally remove one temporarily from a stressful environment or situation. Being fit and healthy also increases your ability to deal with stress as it arises.

## **Relaxation and meditation**

There are many ways to use structured relaxation and meditation techniques to help control stress and improve your physical and mental well-being. While some types of meditation and relaxation therapies are best learned in a class, it's also possible to learn meditation techniques on your own. There are literally hundreds of different types of relaxation methods ranging from audio CDs to group martial arts and fitness classes (yoga, tai chi, meditation, imagery, etc.)

## **Time management**

Good time-management skills are critical for effective stress control. In particular, learning to prioritize tasks and avoid over-commitment are critical measures to make sure that you're not overscheduled. Always using a calendar or planner, and checking it faithfully before committing to anything, is one way to develop time-management skills. You can also learn to identify time-wasting tasks by keeping a diary for a few days and noticing where you may be losing time.

For example, productivity experts recommend setting aside a specific time (or multiple times) each day to check and respond to email and messages rather than being a continual slave to incoming information. Banishing procrastination is another time-management skill that can be learned or perfected.

## **Organizational skills**

If your physical surroundings (office, desk, kitchen, closet, car) are well-organized, you won't be faced with the stress of misplaced objects and clutter. Make it a habit to periodically clean out and sort through the messes of paperwork and clutter that accumulate over time.

## **Support systems**

People with strong social support systems experience fewer physical and emotional symptoms of stress than their less-connected counterparts. Loved ones, friends, business associates, neighbors, and even pets are all part of our social networks. Cultivating and developing a social support network is healthy for both body and mind.

H-107

## How can I get help with stress management?

If you feel you can't manage stress on your own or you are faced with unbearable stress, remember that there are resources to help.

1. **Check in with your doctor.** Stress can take its toll on your body, increasing your susceptibility to infections and worsening the symptoms of practically any chronic condition. Stress alone can also be a cause of numerous physical symptoms. Your physician will be able to assess the effects that stress may be having on your physical functioning and can recommend ways to combat these negative influences. Remember to be honest about the extent of stress you are experiencing. In severe cases of short-term life stress, your doctor can talk with you about the possibility of medications to help alleviate the short-term symptoms. Your doctor is also an excellent referral source should you decide to seek a counselor or therapist.
2. **Consider counseling.** Stress-management counseling is offered by various types of mental-health professionals. Stress counseling and group-discussion therapy have proven benefits in reduction of stress symptoms and improvement in overall health and attitude. Counseling doesn't have to be a long-term commitment, but some people will benefit from a series of stress-counseling sessions from a qualified therapist. He/she can help you identify the problem areas in your life and work on strategies to control your most stressful moments or situations. The very act of talking to an impartial and supportive observer can also be a great way to unleash tension and worry.
3. **Spend time with those you love.** Countless studies show that people with a balanced, happy social support structure (consisting of friends, family, loved ones, or even pets) experience fewer stress-related symptoms and are better stress managers than people without social support. Your loved ones are also in an excellent position to observe your lifestyle and offer suggestions and help when you need it.
4. **Take a course.** Many relaxation programs, meditation techniques, and methods for emotional and physical relaxation are actually learned processes that can be acquired most quickly through a class or course with a competent instructor. An added benefit is that you will meet others with similar goals and interests.

H-108

## Healthy ways to manage stress...

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- listen to music
- walk outside
- ride a bike
- look at nature
- yoga/ meditation
- exercise
- talk to a friend
- deep breathing
- write in a journal
- draw a picture
- laugh
- smile
- read a book

Can you think of more?

---

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---

What will you do the next time you are stressed?

I will: \_\_\_\_\_

---

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Independent Living Skills Module II

③ Health.

① Ask.

How can I keep myself healthy?

② List.

What are some habits that will help me stay healthy?

Foods

Activities & Exercises

③ Think (*about the results*).

A. It's good to eat healthy food because \_\_\_\_\_

B. It's important to exercise because \_\_\_\_\_

C. One thing I like, that I might have to be careful about is \_\_\_\_\_

\_\_\_\_\_

④ Chose.

In order to stay healthy, I will be sure to \_\_\_\_\_

and stay away from \_\_\_\_\_

⑤ Evaluate.

Did this checklist help you think about personal health goals?

\_\_\_\_\_

Name one personal goal you have for your health \_\_\_\_\_

\_\_\_\_\_



## Independent Living Skills Module IV

### RECREATION

Recreational activities are an important part of our lives. They enable us to relax, socialize, and have fun!

What do you like to do during your free time?

As you know, some types of entertainment, like going to the movies, may not be a frequent option -- particularly when you're on a limited budget. But there are numerous recreational opportunities that are free or fairly inexpensive right in your own community.



#### ACTIVITY

Research low cost/free recreational opportunities within your community and list them in the chart below.

Free Activities	Activities With A Small Fee

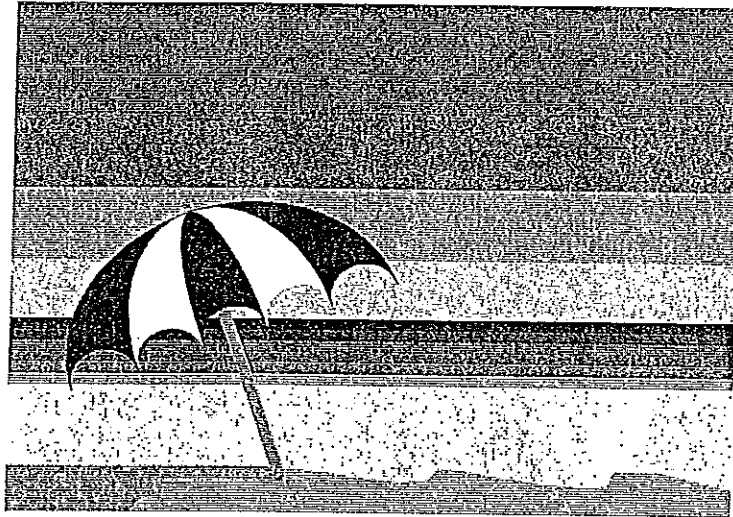
Independent Living Skills Module IV



ACTIVITY

Public libraries often offer free tickets for museums, exhibits, the aquarium, etc., to its members. Find out what tickets are available through your local library.

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Consider the following:

**Darrell:** Free time! There's never enough of it. Between work, school, and all other things I have to do, there doesn't seem to be time enough to do the fun things I really enjoy.

**Sue:** How boring! Another Sunday afternoon with nothing to do. The day just drags by. I'm really tired of this.

Sue and Darrell have different feelings about their free time. Does one of their statements sound like something you might say? It may seem strange, but both Sue and Darrell have a similar problem. They don't take their free time seriously enough to plan it. Therefore, it seems to be passing them by.

Complete the following charts to get a better idea of just how much free time you have and what you're doing now during that time. You can also start planning for those activities you might really have time for! The first schedule has Friday's activities filled in as an example.

# Independent Living Skills Module IV

Activity Schedule for the Week of \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 A.M.					Get Ready/Eat		
8:00 A.M.					School		
9:00 A.M.					School		
10:00 A.M.					School		
11:00 A.M.					School		
NOON					Lunch		
1:00 P.M.					School		
2:00 P.M.					School		
3:00 P.M.					Watch TV		
4:00 P.M.					Watch TV		
5:00 P.M.					Watch TV		
6:00 P.M.					Eat Supper		
7:00 P.M.					Work		
8:00 P.M.					Work		
9:00 P.M.					Work		
10:00 P.M.					Hang out with friends		
11:00 P.M.					Go Home		
MIDNIGHT					Sleep		

Independent Living Skills Module IV

Activity Schedule for the Week of \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 A.M.							
8:00 A.M.							
9:00 A.M.							
10:00 A.M.							
11:00 A.M.							
NOON							
1:00 P.M.							
2:00 P.M.							
3:00 P.M.							
4:00 P.M.							
5:00 P.M.							
6:00 P.M.							
7:00 P.M.							
8:00 P.M.							
9:00 P.M.							
10:00 P.M.							
11:00 P.M.							
MIDNIGHT							

## Independent Living Skills Module IV

After you have charted your activities for one week, review each day and circle your free time hours.

1. How many hours of free time did you have during the week? \_\_\_\_\_
2. List below all of the leisure activities you participated in during the week and the time you spent with each.

_____	_____
_____	_____
_____	_____
_____	_____

3. Are there other activities that you would like to participate in that are not on your list above? What are they?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. From your answer to Question 3, choose one or two activities and try planning when, where, and with whom you might begin including them in your weekly schedule.

Activity	When (on what day, what time?)	Where	With Whom
<i>Example:</i> Aerobics	Mon. & Wed. at 3:30 P.M. and Sat. at 10:00 A.M.	YWCA	Jan

Try completing the Weekly Activity Chart for the next few weeks to see how successful you can be at including the new activities in your life.

## Independent Living Skills Module I

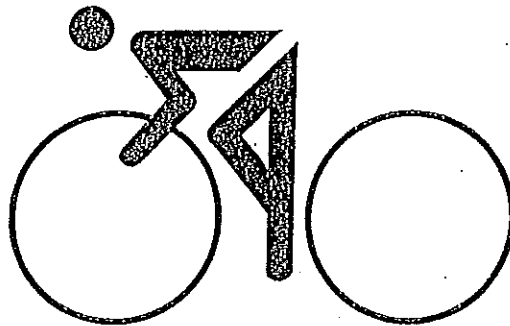
### RECREATION & ENTERTAINMENT

Recreational activities are an important part of our lives, enabling us to relax, socialize, and have fun. However, on a tight budget expensive recreational options might be limited. It's important, therefore, to remember that all communities offer a variety of low cost or free recreational activities. In addition, most libraries offer free passes to museums and other attractions. Volunteering can be a fun recreational activity as well.

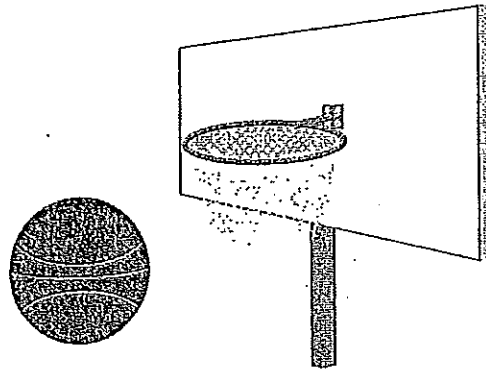


#### ACTIVITY

1. Research low-cost and free recreational activities in your area. Try calling the Park and Recreation Department, City Hall, community action programs, libraries, churches, etc.
2. Develop a list of recreational activities you enjoy. Divide your list into activities you have to pay for (noting their cost) and those which are free.



# Independent Living Skills Module I



## Recreational Activities with a Fee

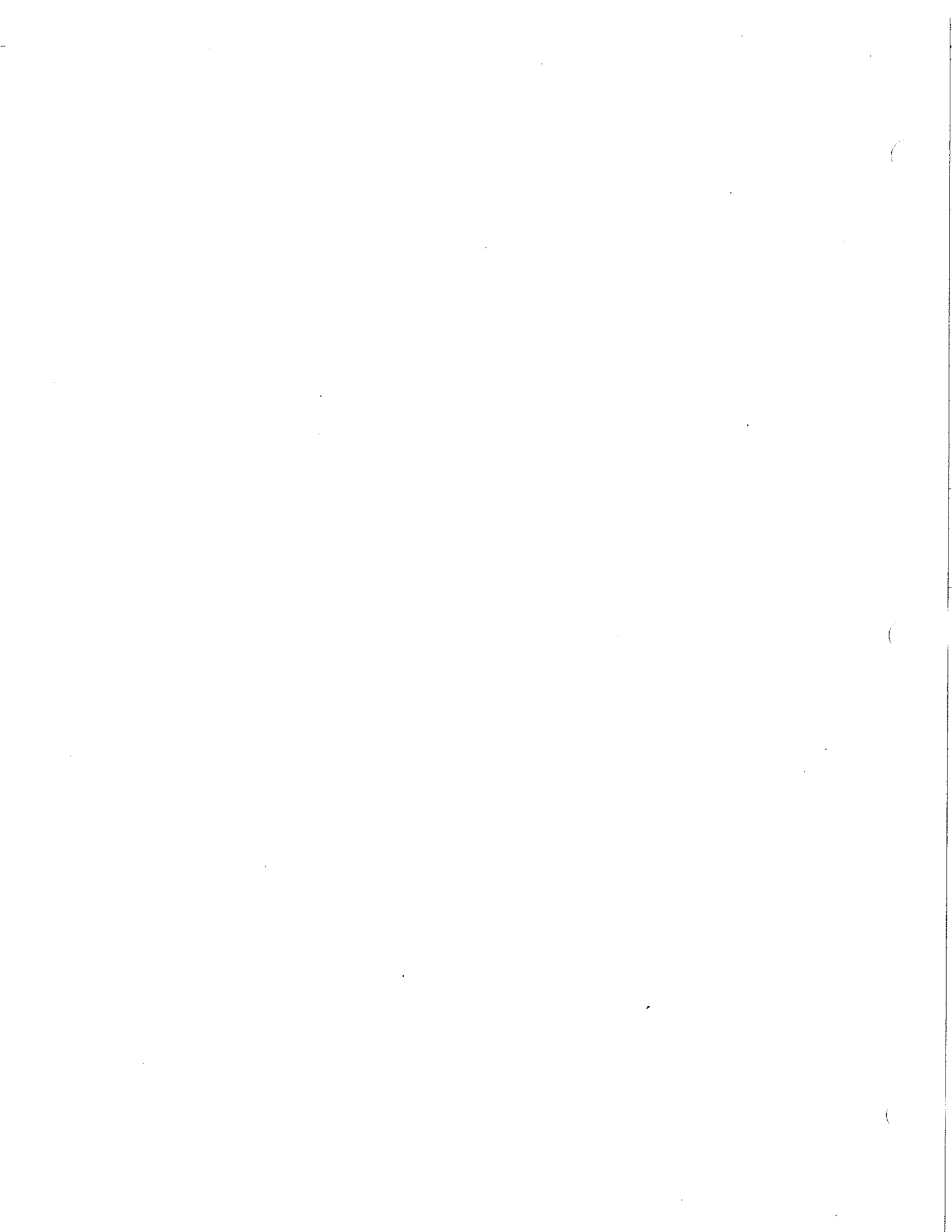
_____	\$
_____	\$
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## Free Recreational Activities

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

After evaluating these options, how much would you budget monthly for recreation and entertainment expenses?

Transfer your estimate to the Recreation line on your personal budget sheet.





## Independent Living Skills Module III

### SKILLS SURVEY

Whether you are thinking about long-range career goals or a job to earn some extra spending money, you will probably enjoy what you are doing if you can put some of your natural talents and skills to work. Everyone has skills -- things that you can do well. If you know your skills, not only will you be able to pick a job you enjoy more, but you will be better able to sell your qualities to your employer.



*How many of the skills listed below are ones you have? Circle your skills (things you can do well).*

- |                           |                    |                     |                     |
|---------------------------|--------------------|---------------------|---------------------|
| Typing                    | Drawing Pictures   | Making Things       | Fixing Things       |
| Washing Dishes            | Making a Sign      | Dancing             | Growing Plants      |
| Painting a Room           | Using Hand Tools   | Selling Things      | Driving a Truck     |
| Making a Bed              | Writing a Letter   | Playing Football    | Playing Basketball  |
| Raising Animals           | Using a Telephone  | Swimming            | Spelling            |
| Shopping for Food         | Reading Maps       | Telling a Story     | Acting              |
| Caring for Children       | Ironing Clothes    | Cutting Hair        | Arranging Flowers   |
| Driving a Car             | Reading a Meter    | Being a Caddie      | Helping Old People  |
| Fishing                   | Mowing Lawns       | Filing Papers       | Chopping Firewood   |
| Making Friends            | Wrapping Packages  | Managing a Club     | Making Furniture    |
| Memorizing Facts          | Riding a Horse     | Singing             | Giving First Aid    |
| Using Makeup              | Tuning an Engine   | Cooking             | Lifting Weights     |
| Riding a Bike             | Doing Laundry      | Knitting            | Assembling a Model  |
| Doing a Puzzle            | Washing Windows    | Playing Baseball    | Repairing Radios    |
| Repairing a Bike          | Grooming a Pet     | Skating             | Giving Directions   |
| Pumping Gas               | Reading Aloud      | Changing a Tire     | Using a Calculator  |
| Sailing a Boat            | Serving a Meal     | Hunting             | Filling Out Forms   |
| Operating a Cash Register | Taking Photographs | Making People Laugh | Teaching Someone    |
| <i>Additional Skills:</i> |                    |                     | How to do Something |

## Independent Living Skills Module III

### OCCUPATIONAL CHARACTERISTICS SURVEY

Now that you've surveyed some of your skills, take a little time to think about what the characteristics of different jobs would mean to you. After each question, write the choice that comes closest to describing the work situation in which you would most like to be.

1. Would you rather work with ideas (like writing), things (like machines), or people?



2. Would you rather work alone or with people?

3. Do you need an occupation in which you can express yourself, or is expressing yourself not important to you?



4. Do you prefer a job where you can wear a uniform or would you rather wear your own clothes: casual or dressy?



5. Do you want to be responsible for making decisions or would you prefer someone else to make decisions?

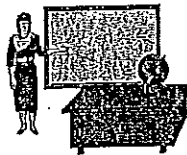
### Independent Living Skills Module III

6. Do you want to do the same thing every day or would you like to perform different tasks?

7. Do you prefer working in competition with other people or working where there is no competition?

8. Do you want a fast-paced job with pressure or a slow-paced job with little pressure?

9. Do you prefer to work sitting or standing?



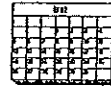
10. Do you prefer to work in one place or do you prefer moving around?

11. Would you rather work indoors or outdoors?

12. Do you prefer detailed work that requires concentration and thoroughness or work that is not focused on details?

### Independent Living Skills Module III

13. Do you prefer regular hours when most people work or irregular hours (split shifts, nights, weekends)?



14. Would you prefer to work in a quiet place or a place that is noisy with lots of activity?

15. Do you want an occupation where you will always work at the same location or do you prefer to work at different locations?

16. Can you work where there may sometimes be unpleasant sights or smells, or must you have a clean, pleasant place to work?

17. Would you do work that was dangerous or presented a health hazard?



18. Do you want an occupation that requires physical strength and endurance or one that doesn't?

19. Must a job be within easy reach of where you live, or would you move or commute a long distance for it?



### Independent Living Skills Module III

20. Do you want to do unskilled work that will require little further education and training, semi-skilled work that requires some additional education and training, or skilled work that will require a longer training period or higher education?

21. Would you rather work for a small organization or a large organization?



22. Do you want an opportunity for advancement or is advancement not that important to you?

23. Do you prefer a job with an end product and immediate results or is this not important to you?

24. Do you want a job where you can make new friends or is developing a social life through your job not important to you?



25. Do you want others to admire and respect you because of your role or is this not important to you?



OR



Independent Living Skills Module III

26. Do you want people to depend on you for a product or service or is being needed by people for the work you do not important?

27. Do you want a job with security or are you willing to take a job that you may be in danger of losing?

28. Do you want a job with adventure and excitement or do you prefer to avoid challenges, risks, and unusual situations?



Of the 28 characteristics you have read on the survey, list the three characteristics that you would most want to be part of your job.

1.
2.
3.

## Independent Living Skills Module III

### OCCUPATIONAL INTERESTS

Now that you've surveyed your skills and the occupational characteristics important to you, take a look at the following eight job interest areas. Your skills and occupational preferences may fall into one of several of the areas. Put a check by the areas that relate most closely to your skills.

#### Artistic Work

You like to create things with your hands using design, colors, and materials. You like music, drama and performing.

Artist  
Dress Designer  
Cartoonist  
Dancer

Photographer  
Window Dresser  
Hair Stylist  
Graphic Artist

Musician  
Singer  
Furniture Designer  
Set Designer

Actor  
Movie Camera Operator  
Interior Decorator



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#### Clerical Work

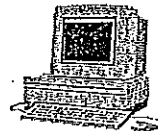
You like details, accuracy, working with numbers.

Office Clerk  
Bank Teller  
Secretary  
Cashier

Bookkeeper  
Typist  
File Clerk  
Hotel Clerk

Computer Operator  
Ticket Agent  
Office Manager  
Switchboard Operator

Postal Worker  
Office Messenger  
Accountant  
Stock Clerk



## Independent Living Skills Module III

### Literary Work

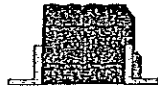
You like to read and write. You're probably good in English. You like to speak and share ideas.

Newspaper Reporter  
Teacher

Editor  
Proofreader

Screenwriter  
Advertising Writer

News Broadcaster



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### Mechanical Work

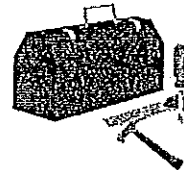
You probably like to work with tools and machines. You like to take things apart and put them back together. You are good at fixing things.

Auto Mechanic  
Electrician  
Assembly Line Worker

Locksmith  
Truck driver  
Telephone Installer

Airline Pilot  
Printer  
Airplane  
Maintenance

Plumber  
Boat Mechanic  
Air Conditioning  
Installer



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### Outdoor Work

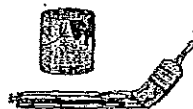
You like outdoor activities, plants, animals, trees, and sports. You're probably in good physical health.

House Painter  
Carpenter  
Construction Worker

Farmer  
Lifeguard  
Fish/Game Warden

Gardener  
Bricklayer  
Recreation Director

Forest Ranger  
Gas Station Attendant  
Landscaping





## Independent Living Skills Module III

You like to meet people and sell them ideas or products. You're friendly and outgoing.

Salesperson	Lawyer	Travel Agent	Politician
Employment Manager	Door-to-Door Sales	TV/Radio Personality	

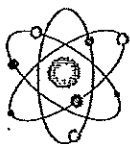


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## Scientific Work

You like to solve problems or invent things. Your best subjects are probably math and science.

Doctor	Engineer	Chemist	Dentist
Biologist	Physicist	Drafter	Laboratory Technician
Dietitian	Electronics Engineer	Pharmacist	Space Scientist
Dental Hygienist			



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## Social Service Work

You enjoy helping others. You enjoy caring for and being with others.

Nurse	Tutor	Social Worker	Religious Leader
Firefighter	Hospital Attendant	Day Care Worker	Physical Therapist
Vocational Counselor	Police Officer		

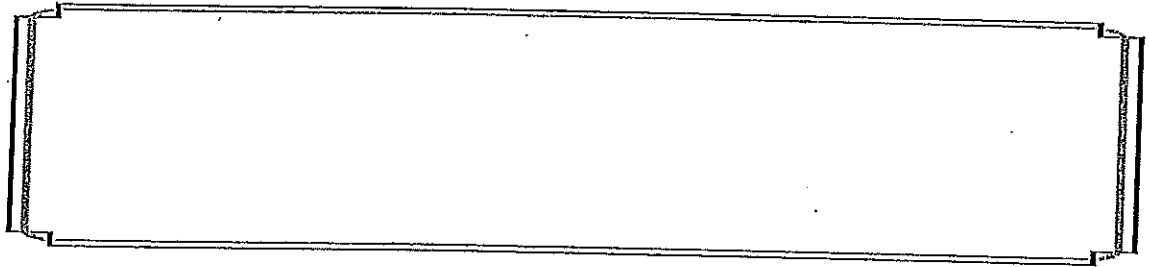


## Independent Living Skills Module III

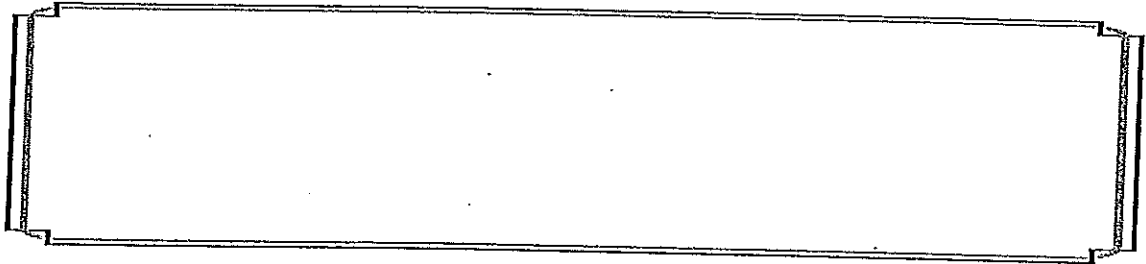
### OCCUPATIONAL RESEARCH

Now that you have thought about your skills, talents, some characteristics of different occupations, and some areas of job interest, it's time to do a little research about some jobs that most interest you.

*Did you find a career/job opportunity you might be interested in?*

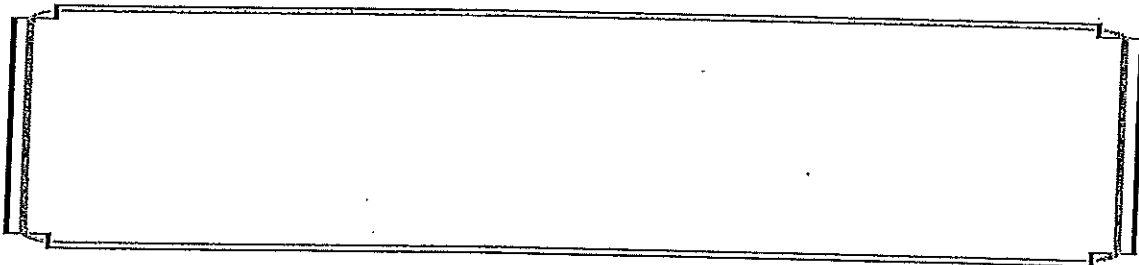


*Explain why this career/job appeals to you.*



*For information on related fields, check with the Department of Training and Education. You might refer back to the Education Section.*

*Can you think of any entry-level positions which might help you to gain experience in your career choice?*



### **Independent Living Skills Module III**

To find about different careers, you can go to the library and use such resources as:

#### **Occupational Outlook Handbook**

Published by the U.S. Department of Labor, this book describes more than 250 occupations.

#### **The American Almanac of Jobs and Salaries**

This publication by Avon Books lists job descriptions and salaries of many jobs.

#### **Occupational Outlook for College Graduates**

Also published by the U.S. Department of Labor, this book describes 120 occupations, especially those most suited to college students and graduates.

When you have an idea of what kinds of jobs/occupations you're interested in, try to find out as much as you can about those jobs. The questionnaire on the next page might help guide your exploration. Try to talk to some people who are working in those fields. Their first-hand information can give you an inside look at the job.

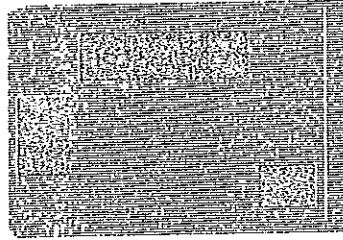
## **What is the minimum wage in Connecticut?**

Effective January 1, 2010, the minimum wage is \$8.25 per hour.

For minors working in agriculture or government, the minimum wage is 85% of \$8.25 or \$7.01 per hour. There is a sub minimum wage in other industries covered by wage orders or the Administrative Regulations. Effective January 1, 2010, the minimum wage is \$8.25 per hour. For minors working in agriculture or government, the minimum wage is 85% of \$8.25 or \$7.01 per hour. There is a sub minimum wage in other industries covered by wage orders or the Administrative Regulations.

## Independent Living Skills Module II

### WHERE TO LOOK FOR A JOB



#### NEWSPAPER ADS

Many employers pay to have their ads listed in the newspaper. The Sunday papers will carry the greatest number of ads, but the daily papers also list job openings. Some newspapers separate the ads by job categories -- General Help, Business (Clerical) Help, Sales Help, Medical Help, and Professional Help.

To better understand Want Ads, it might be helpful to you to become familiar with the language you find in ads. The following list of abbreviations will help you to read ads and spot the jobs you are interested in much more quickly.

#### LIST OF DEFINITIONS

Ability	a skill; power to do something special
Advancement	being promoted; moving up in your job or getting another job at a higher level
Apprenticeship	period during which a person learns a trade (plumber, chef)
Aptitude	a natural ability or talent
Career	occupation, job
Certification	a license; something that proves that you have passed a course or a test and have shown that you can work in certain occupations.
Clerical	duties such as filing and typing
Fringe Benefits	advantages offered to employees such as paid vacations, health insurance, etc.
Manual Dexterity	skill in using your hands
Mechanical	having to do with tools, machines, or engines
Shift Work	work in which one group of people works for a period of time, usually eight hours, and then is relieved by another group of people, who work for the next time period. Nurses, police officers, telephone operators, and firemen work on shifts because the services they provide are needed 24 hours a day.
Union	an organization of workers formed to protect the rights (such as wage and fringe benefits) of its members

## Independent Living Skills Module II

### LIST OF ABBREVIATIONS

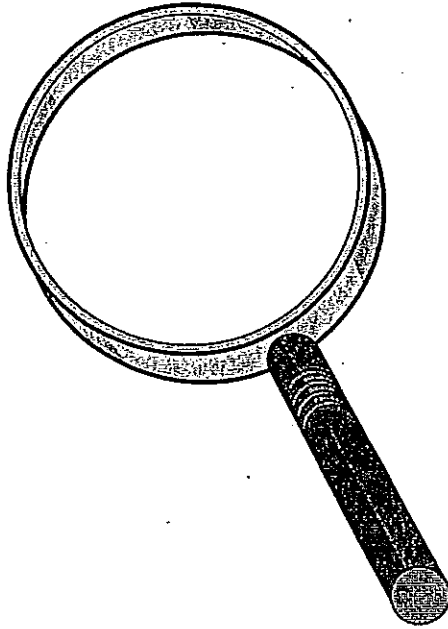
am	morning
appt.	appointment
asst.	assistant
clk.	clerk
co.	company
dept.	department
dir.	director
EOE	Equal Opportunity Employer
etc.	and others
eve.	evening
exp., exper.	experience
fringe	fringe benefits
hr.	hour
k	thousand
lic.	license
med.	medical
mfg, manuf.	manufacturing or manufacturer
mgmt.	management
min.	minimum
mngr, mgr.	manager
natl.	national
ofc.	office
pm	afternoon
PT	part-time
ref.	references
req.	required, requirements
secty., sec'y, sec.	secretary
supr.	supervisor
temp.	temporary
trnee.	trainee
wk.	week
wkends.	weekends
wpm	word per minute (usually refers to typing)
yrs.	years

## Independent Living Skills Module II



### ACTIVITY

Utilize your knowledge about the language and abbreviations used in the Help Wanted sections. Look through our ads on the next page for jobs which might be of interest to you. Then answer the questions on page 76.



## Independent Living Skills Module II



### HELP WANTED

<p>Food Service, Cashiers, Servers, Cooks &amp; Dishwashers. PM Hours. Apply in person between 3 pm - 5 pm at Rich's Restaurant, 50 Emily Boulevard, Boston. NO PHONE CALLS.</p>	<p><b>HOUSE CLEANERS</b> Reliable, punctual, experience necessary. Flexible hours. Call Susan at 617-000-0001. EOE.</p>	<p><b>SALES HELP NEEDED</b> Small retail store is taking apps. for 3 PT positions. 6.50/hr to start. Kathy's Clothing, 65 Elm Street, Boston. 617-000-0002. EOE.</p>
<p>Baker's Helper. Entry level pos. Willing to train. Apply in person at John's Bagel Store, 100 Leslie Square, Boston. EOE.</p>	<p><b>FLIGHT ATTENDANTS</b> MAJOR AIRLINE. Send resume to Human Resources-FA, SKY FLY, 1000 West Street, Boston, MA 02213. EOE. 617-000-0003.</p>	<p>Fast Food restaurant. Counter help needed. Saturday &amp; Sunday. 7 AM &amp; 9 PM. 4.50 hour. Will train. Call Jim 617-000-0004.</p>
<p>Fundraising Telemarketers. Earn up to 12.50 an hour while helping environmental causes. No exp. nec. College students welcome. Evenings, Sun - Thurs. Call Dave at Dialing for Dollars, 617-000-0005 after 2 pm. EOE.</p>	<p><b>PIZZA, PIZZA!!!</b> You looking for work? We're looking for a prep cook. 4.75/hr. No exp. nec. Apply at Luigi's, 1 Kelly Blvd, Boston's North End. 617-777-0000.</p>	<p>Carpenter. 12/hr. Own transportation, own tools. 2-4 yrs. experience nec. Non-union members welcome. Call Joe at 508-444-0009.</p>
<p>Hairstylist's Ass't. For busy salon. Apply in person at Chez Coiffure, 32 Main Street, Boston, 617-999-9999. Beauty school students welcome Great opp!!</p>	<p>Nationally recognized temporary emp agency looking for summer help. PT &amp; FT. Same day pay. Call Jennifer at 617-999-3344.</p>	<p><b>Exp. Receptionist</b> needed for busy office. Good comm skills, filing, some typing. Send resume to Office, 2 Bay Street, Cambridge, MA 02338. NO CALLS PLEASE. EOE.</p>
<p>Nurses' Aides for Nursing Home. PM, 2nd shift, benefits. Send resumes to Rest House, 28 Ocean Avenue, Lynn, MA 01898. 617-333-3333.</p>	<p>Cashier's wanted for supermarket. Team worker, friendly, able to work in fast paced environment. See Sam at Super Shop, 213 Main St. Applications in person only.</p>	<p><b>Days. Maintenance Worker</b> at for Buildings &amp; Grounds at local coll. Flex time, 7.00/hr. Call Steve or Mike at 617-627-8855.</p>
<p><b>SUMMER JOBS.</b> Housepainters wanted. No exp. nec. College students &amp; h.s. seniors welcome. Earn up to \$100/day. Call Paint Pros at 1-800-123-4567.</p>	<p><b>Drycleaners.</b> Help Wanted. Will train. P/T PM hours. Good after school job! Call Frank at 617-3421 for interview.</p>	<p><b>MANAGEMENT TRAINEES</b> Join fast-growing insurance co. Send resume to Personnel, Fire &amp; Life, 300 Broadway, Camb. 02139. 617-333-0681.</p>



## Independent Living Skills Module II



### ACTIVITY

1. Circle the three jobs in the "Help Wanted" section on the previous page which are most appealing to you and list them in the box below.

2. What kinds of experience/training do you need to be considered for each of those jobs? Put your answers beside the name of the job in the box above.

3. How would you apply for the three employment opportunities you circled? (Phone, resume, in-person, etc.) Write your answers below.

Job #1: .

Job #2:

Job #3:

## Independent Living Skills Module II



### ACTIVITY

Search your local newspaper for jobs which might be interesting to you. Cut out at least 2 jobs and tape them in the space below.

A large, empty rectangular box with a decorative border, intended for pasting cut-out job advertisements.

## Independent Living Skills Module II



### ACTIVITY

#### *Create Your Own Ad*

You can create your own poster or flyer that identifies the service you will provide. If you are willing to provide a service (such as dog-walking, lawn-mowing, car-washing, or baby-sitting), this may be a great way to find jobs. Try to make your ad neat, attractive, and eye catching.

Try writing your own ad in the space below.

A large, empty rectangular box with a thick black border, intended for writing an advertisement. A pushpin icon is positioned at the top center of the box, suggesting the ad is being pinned to a board.

## Independent Living Skills Module II

### DEPARTMENT OF EMPLOYMENT AND TRAINING

The Department of Employment and Training can not only give you information about possible job openings, but also can help you with your career planning.



#### ACTIVITY

Visit your local Department of Employment and Training office and find out how to use the services offered.

### RELATIVES AND FRIENDS

People who know you and currently have jobs may know about openings or ways to get through to someone who can hire you. Even if they don't know of any job openings right now, ask them to keep you in mind for when jobs do become available.



#### ACTIVITY

List some friends and/or relatives you can contact about job opportunities:

--

## Independent Living Skills Module II

### SCHOOL (TEACHERS/GUIDANCE COUNSELORS)

Teachers and guidance counselors may know of job openings in your community. Employers may contact your school to ask for referrals of students looking for work. In addition; teachers and guidance counselors can sometimes help match your skills with a job.



### ACTIVITY

Who at your school can you ask for help with job hunting?

### HELP WANTED SIGNS

Many businesses, especially stores and restaurants, put help wanted signs in their windows. Be on the lookout for them and ask friends and relatives to look, too.

### COLLEGE FINANCIAL AID OFFICE

Most colleges and universities have work-study or job placement programs that are administered by the financial aid office. Many of these programs are federally financed, so there may be some income eligibility requirements. (This means that only people below a certain level of income can apply for the program).

## Chapter 13

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# Organize Your Job Search

Very few job seekers have had formal training on career planning or job seeking. The few who do have a big advantage over those who don't. Now it's time to put the information from this workbook into action. This chapter will help organize your schedule to make your job search a success.

## The Objective of Your Job Search: To Get an Offer for a Good Job

To get a job offer, you must get interviews. To get interviews, you must organize your job search. Before you learn how to organize your job search, let's discuss some important details.

The average job seeker gets about five interviews per month—fewer than two interviews per week. Yet many job seekers using JIST techniques find it easy to get two interviews per day. To do this, you have to redefine what an interview is. Here is our definition:

***An interview is face-to-face contact with anyone who has the authority to hire or supervise a person with your skills. The person may or may not have a job opening at the time of the interview.***

With this definition, it is much easier to get interviews. You can now interview with all sorts of potential employers, not just with those who have job openings. Remember that you can get interviews by doing the following:

- ✓ Use the yellow pages and make about an hour of phone calls. Use the telephone contact script discussed in Chapter 7.
- ✓ Drop in on potential employers and ask for an unscheduled interview. Job seekers get interviews this way—not always, of course, but often enough.

- ✓ Reach prospective employers with the help of technology—Web sites, e-mail, and fax. (Of course, there's always the U.S. mail, too.)

Getting two interviews per day equals 10 per week and more than 40 per month. That's 800 percent more interviews than the average job seeker gets. Who do you think will get a job offer more quickly?

Knowing and doing are two different things. Your job at this time is to pull together what you have learned and make a plan of action.

## Use a Job Search Calendar

To be an effective job seeker, you need a job search calendar. The average job seeker spends about five hours per week actually looking for work. The average person is also unemployed an average of three or more months. People who follow JIST's advice spend much more time on their job search each week. They also get jobs in less than half the average time—often much less than half. So your job search calendar should include the following:

- ✓ The number of hours per week you plan to look for work
- ✓ The days and hours you will look
- ✓ The job search activities you will do during these times

Calendar						
April 2012						
Mo	Tu	We	Th	Fr	Sa	Su
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

Calendar  
Meetings  
Group Calendars  
Trash

This chapter has three job search calendar activities. The first worksheet helps you make basic decisions about your weekly schedule. The second worksheet shows you how to create your own schedule for one day of the week. The last worksheet helps you put those two parts together to make a job search calendar for one week.

### TIP

When completing your calendar, assume that you are out of school, unemployed, and looking for a full-time job. In a real sense, you are scheduling your job as if it were a job itself. This calendar will become the model for your actual job search.

## ACTIVITY

### Part One: Basic Decisions About Your Job Search

Complete the worksheet that follows. Keep these questions and points in mind:

- ✓ **How many hours per week?** After you are out of school, how many hours per week do you plan to look for a job? We suggest at least 25 hours if you are unemployed and looking for a full-time job. If 25 hours seems like too many, select a number you feel sure you can keep. Write the number on the bottom of the worksheet.
- ✓ **What days will you look?** Mondays through Fridays are the best days to look for most jobs, but weekends are good for some jobs. Put a check mark in the Yes column of the worksheet for each day you plan to spend looking for a job.
- ✓ **How many hours each day?** You should decide how many hours to spend on your job search each day. It is usually best to put in at least three or four hours each day you look for work. Write the number of hours on the worksheet.
- ✓ **What times will you begin and end on each of these days?** The best times to contact most employers are 8 a.m. to 5 p.m. Write these hours on the worksheet.

#### BASIC DECISIONS ABOUT YOUR JOB SEARCH SCHEDULE

Day of Week	✓		Time Start/Stop	Hours per Day
	Yes	No		
Sunday			to	
Monday			to	
Tuesday			to	
Wednesday			to	
Thursday			to	
Friday			to	
Saturday			to	
<b>Total Hours per Week</b> _____				



## ACTIVITY

### Part Two: Your Daily Job Search Plan

You now need to decide how to spend your time each day. This is important, because most job seekers find it hard to stay productive. You already know which job search methods are most effective, and you should plan to spend more of your time using these. The sample daily schedule that follows has been effective for those who have used it. It will give you ideas for your own schedule.

### Sample Daily Job Search Schedule

7:00 to 8:00 a.m.	Get up, shower, dress, eat breakfast, get ready to go to work.
8:00 to 8:15 a.m.	Organize my workspace. Review schedule for interviews and promised follow-ups. Update schedule as needed.
8:15 to 9:00 a.m.	Review old leads for follow-up. Develop 20 new leads (want ads, yellow pages, networking lists, Internet exploration, and so on).
9:00 to 10:00 a.m.	Make phone calls. Set up interviews.
10:00 to 10:15 a.m.	Take a break.
10:15 to 11:00 a.m.	Make more calls.
11:00 a.m. to noon	Make follow-up calls as needed.
Noon to 1:00 p.m.	Lunch break.
1:00 to 3:00 p.m.	Go on interviews. Make cold contacts in the field. Research potential employers at the library, on the Internet, and at the local bureau of employment services.

Use the following worksheet to create your own schedule for a typical day. Use blank sheets of paper as needed.

## JOB SEARCH PLAN FOR A TYPICAL DAY

Time		Plan of Action
Start	End	
Time		Plan of Action
Start	End	
Time		Plan of Action
Start	End	
Time		Plan of Action
Start	End	
Time		Plan of Action
Start	End	
Time		Plan of Action
Start	End	
Time		Plan of Action
Start	End	

# ACTIVITY

## Part Three: Your Job Search Calendar

Use the information that you developed in this chapter to create a calendar for the typical week of someone who is using the JIST method for looking for work (much more than five hours per week). Look at the following sample, and then make your own on the blank worksheet. Keep in mind that your goal is to get interviews. Try to reach that goal in steps. Strive for the following:

- ✓ Three to four interviews during the first week.
- ✓ At least one interview per day during the second week.
- ✓ Two interviews per day during the third and additional weeks. Keep going until success comes your way and you get the job you want.

DAYS OF THE WEEK							
TIME	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00		Organize day					Day off
9:00	Read want ads	Gather old and new leads					
10:00		Make phone contacts					
11:00	↓	Follow up Get 2 interviews					
noon	Lunch	Write/Send follow-up correspondence					
1:00	Explore Internet	Plan afternoon Lunch					
2:00			Leave for interview	Drop off resume at printer	Appt. with Lisa at Whitman Co.	Afternoon off!	
3:00		Work on resume	Interview at Fischer Brothers	→	Pick up resume		
4:00	↓	↓	Make final revisions on resume	→	Drop by state employment office	↓	
5:00	Dinner						
6:00	Read job search books						

## WEEKLY JOB SEARCH CALENDAR WORKSHEET



### DAYS OF THE WEEK

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00							
9:00							
10:00							
11:00							
noon							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							

### If You Use an Electronic Scheduler

You can easily adapt the ideas presented in this chapter to work on any electronic planning system. After you work out your daily and weekly job search schedule, transfer it to your electronic scheduler and use its reminder alarm and other features to organize your follow-up and other tasks.

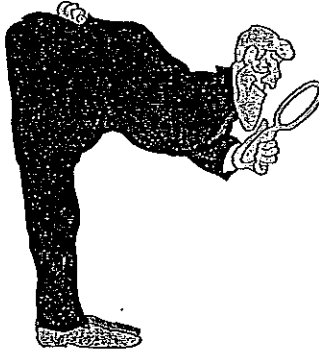
*“Find a job you like and you add five days to every week.”*

*H. Jackson Brown, Jr.*

## Independent Living Skills Module III

### JOB HUNTING

Job hunting means filling out applications, making telephone calls, going to interviews, etc. It can be a lot of work, but knowing what to expect and having practice answering the questions can make a big difference. If you're prepared, you'll have more self-confidence and will do a great job!



### PERSONAL FACT SHEET

When you apply for a job, you'll usually be asked to fill out an application form to answer some questions about yourself, your education and work experience. It's not always easy to remember all the facts: dates, addresses, etc., that the application asks for. That is why having a Personal Fact Sheet will be so helpful to you. Whenever you're asked to fill out an application or answer some questions, you can refer to the Fact Sheet. Fill out the Personal Fact Sheet on the next page and keep it handy so that you can use it if the need arises.

An important part of any job application is the section that asks for your references. Make sure that the people you choose know you and can say good things about you. Previous employees, supervisors, teachers, principals, etc., are often used as references. Remember to always check with the person before you use him/her as a reference.

Independent Living Skills Module III

PERSONAL FACT SHEET

Personal Information  
Name  
Last: \_\_\_\_\_ First: \_\_\_\_\_ MI: \_\_\_\_\_  
Address: \_\_\_\_\_ Apt. No.: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Social Security Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Place of Birth: \_\_\_\_\_

Emergency Information  
In case of an emergency, please notify: \_\_\_\_\_  
Relationship to you: \_\_\_\_\_  
Address: \_\_\_\_\_ Apt. No.: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Optional Personal Information  
*Please be advised that it is not necessary for you to answer any of this information and not completing this section cannot be held against you for purposes of employment.*  
Height: \_\_\_\_\_ Weight: \_\_\_\_\_  
Age: \_\_\_\_\_ Marital Status: \_\_\_\_\_  
Race: \_\_\_\_\_ Sex: Male  Female

Independent Living Skills Module III

<u>Education</u>	Dates of Attendance From Mo./Yr. to Mo./Yr.
Elementary School:	
Middle School:	
High School:	
Vocational School Program:	
College:	
Other Training (explain):	

List all machines and special equipment you can operate: \_\_\_\_\_

List any special skills you have: \_\_\_\_\_

Previous Employment

*Please list the last four jobs you have held.*

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

Company Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Supervisor's Name: \_\_\_\_\_

Position [type of work you did]: \_\_\_\_\_

Duties: \_\_\_\_\_

Dates of Employment (MM/YY): from \_\_\_\_\_ to \_\_\_\_\_

Salary: \_\_\_\_\_

Reason for leaving: \_\_\_\_\_

Independent Living Skills Module III

Previous Employment

Company Name: \_\_\_\_\_  
Company Address: \_\_\_\_\_  
Telephone: Supervisor's Name: \_\_\_\_\_  
Position [type of work you did]: \_\_\_\_\_  
Duties: \_\_\_\_\_  
Dates of Employment (MM/YY): from \_\_\_\_\_ to \_\_\_\_\_  
Salary: \_\_\_\_\_  
Reason for leaving: \_\_\_\_\_

Previous Employment

Company Name: \_\_\_\_\_  
Company Address: \_\_\_\_\_  
Telephone: Supervisor's Name: \_\_\_\_\_  
Position [type of work you did]: \_\_\_\_\_  
Duties: \_\_\_\_\_  
Dates of Employment (MM/YY): from \_\_\_\_\_ to \_\_\_\_\_  
Salary: \_\_\_\_\_  
Reason for leaving: \_\_\_\_\_

Previous Employment

Company Name: \_\_\_\_\_  
Company Address: \_\_\_\_\_  
Telephone: Supervisor's Name: \_\_\_\_\_  
Position [type of work you did]: \_\_\_\_\_  
Duties: \_\_\_\_\_  
Dates of Employment (MM/YY): from \_\_\_\_\_ to \_\_\_\_\_  
Salary: \_\_\_\_\_  
Reason for leaving: \_\_\_\_\_



Independent Living Skills Module III

Additional Information

*In the space provided below, please list additional personal qualities you have to offer as well as any volunteer activities in which you participate.*

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References

*Please list three references. Please do not use relatives.*

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

Occupation: \_\_\_\_\_

Address: \_\_\_\_\_

Business Telephone: \_\_\_\_\_

References

*Please do not use relatives.*

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

Occupation: \_\_\_\_\_

Address: \_\_\_\_\_

Business Telephone: \_\_\_\_\_

References

*Please do not use relatives.*

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

Occupation: \_\_\_\_\_

Address: \_\_\_\_\_

Business Telephone: \_\_\_\_\_

### Independent Living Skills Module III

You can add any other information that you think might be needed to complete the job application. There may be other questions on job applications, such as:

1. Are you a citizen of the United States or are you legally eligible to work in the United States:

---

2. For what position are you applying? \_\_\_\_\_  
*[Write in the job you are looking for such as cashier, waiter or waitress, or clerical. Do not write "I don't know" or "anything."]*

3. When can you start work, if hired? \_\_\_\_\_  
*[If you don't have a job now and can start right away, write "immediately." If you cannot start right away, be specific and write the date that you will be able to begin work.]*

4. What hours are you willing to work? \_\_\_\_\_  
*[For example, I can work Saturdays 8 am to 6 pm and Monday through Friday 5 pm to 9 pm.]*

5. Will you work weekends? \_\_\_\_\_  
*[Be honest. Specify how many hours you will be able to work.]*

6. What special skills or qualifications do you have which will be of benefit of you in this job?  
\_\_\_\_\_  
*[List any honors you have received or any abilities, interests or skills that you have which might help you in the job you're applying for. Some examples are: I can drive a truck; I am bi-lingual in English & Spanish; I received the Mathematics Award from Plains High School in 1994.]*

7. What wage/salary do you expect? \_\_\_\_\_  
*[If you are answering a newspaper ad that has listed the hourly or weekly wage, you should write that amount. If you're not sure what the wage might be (minimum or a little higher) you can write "open" or "negotiable."]*

8. Are you eligible for or have you ever been bonded? \_\_\_\_\_  
*[To be bonded means that a company has checked out your background and found that you're trustworthy and not a security risk. An adult criminal record is usually completed for jobs as bank guard, security officer and many government jobs.]*

## Chapter 10

---

# Avoid the Application Trap

Many people think that filling out an application is the same as applying for a job. It isn't! Most employers use applications to screen people *out*, not in. If your application is messy, incomplete, or shows you do not have the right experience or training, you probably will not get an interview.

Although many smaller employers don't use applications, other employers will ask you to fill them out. For this reason, it is important to know how to complete applications properly.

### ACTIVITY

---

#### *Albert C. Smith's Less-Than-Perfect Application*

Seeing someone else make mistakes on a job application can help you avoid the same mistakes. Meet Albert C. Smith. Like many of you, he wants to find a job. This activity shows you an application that Albert completed at a department store. It is reproduced on the next two pages.

I am sure you will agree that Albert could have done a better job of completing his application. Your job is to review Albert's application and circle the mistakes he made. There are more than 30 mistakes in this application. See how many you can find.

(continued)

(continued)

# APPLICATION FOR EMPLOYMENT

PLEASE PRINT INFORMATION REQUESTED IN INK.

Date April 1

BROWN'S IS AN EQUAL OPPORTUNITY EMPLOYER and fully subscribes to the principles of Equal Employment Opportunity. Brown's has adopted an Affirmative Action Program to ensure that all applicants and employees are considered for hire, promotion and job status, without regard to race, color, religion, sex, national origin, age, handicap, or status as a disabled veteran or veteran of the Vietnam Era.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired.

Note: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at Brown's, please contact the office where you applied and request that your application be reactivated.

Name Albert C. Smith Social Security Number 411-~~3~~ 76-2614  
Last First Middle (Please present your Social Security Card for review)

Address 1526 N. Otter City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Number Street

County Marion City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Previous Address Same Current phone or nearest phone \_\_\_\_\_  
Number Street City State Zip Code Best time of day to contact any

If hired, can you furnish proof of age?  Yes  No  
 If hired, can you furnish proof that you are legally entitled to work in U.S.  Yes  No

Licensed to drive car?  Yes  No  
 Is license valid in this state?  Yes  No

Have you ever been employed by Brown's. Yes \_\_\_\_\_ No  If so, when \_\_\_\_\_ Position \_\_\_\_\_

Have you a relative in the employment of Brown's Department Stores? Yes \_\_\_\_\_ No

A PHYSICAL OR MENTAL DISABILITY WILL NOT CAUSE REJECTION IF IN BROWN'S MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED. Alternative placement, if available, of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.

Do you have any physical or mental impairment which may limit your ability to perform the job for which you are applying? Yes, I have a back problem & was in Central State Hospital for 6 months.

If yes, what can reasonably be done to accommodate your limitation? \_\_\_\_\_

EDUCATION	School Attended	No. of Years	Name of School	City/State	Graduate?	Course of College Major	Average Grades
	Grammar	6	Holy Trinity	Scranton	Yes	General	B
Jr. High	3	Crestview	"	Yes	"	B	
Sc. High	3	W.C. HS	"	"	College Prep	C	
Other							
College	3	State U	Scranton	NO		C	

MILITARY SERVICE	Branch of Service	Date Entered Service	Date of Discharge	Highest Rank Held	Service-Related Skills and Experience Applicable to Civilian Employment
	USA	1999	2003	E-3	radio stuff

What experience or training have you had other than your work experience, military service and education? (Community activities, hobbies, etc.) \_\_\_\_\_

I am interested in the type of work I have checked:  
 Sales  Office  Mechanical  Warehouse  Other (Specify):

Or the following specific job anything

I am seeking (check only one):  
 Temporary employment (6 days or less)  
 Seasonal employment (one season, e.g. Christmas)  
 Regular employment (employment for indefinite period of time)

I am available for (check only one):  
 Part-Time  
 Full-Time Work  
 If part-time, indicate maximum hours per week and enter hours available in block to the right.

Day	To
Sunday	To
Monday	To
Tuesday	To
Wednesday	To
Thursday	To
Friday	To
Saturday	To

*anything*

If temporary, indicate dates available: \_\_\_\_\_

Have you been convicted during the past seven years of a serious crime involving a person's life or property?  
 NO  YES  If yes, explain: drunk in public

JS-36

## REFERENCES

LIST BELOW YOUR FOUR MOST RECENT EMPLOYERS, BEGINNING WITH THE CURRENT OR MOST RECENT ONE. IF YOU HAVE HAD FEWER THAN FOUR EMPLOYERS, USE THE REMAINING SPACES FOR PERSONAL REFERENCES. IF YOU WERE EMPLOYED UNDER A MAIDEN OR OTHER NAME, PLEASE ENTER THAT NAME IN THE RIGHT HAND MARGIN. IF APPLICABLE, ENTER SERVICE IN THE ARMED FORCES ON THE REVERSE SIDE.

NAMES AND ADDRESSES OF FORMER EMPLOYERS BEGINNING WITH THE CURRENT OR MOST RECENT		Name of Your Supervisor	What kind of work did you do?	Starting Date	Starting Pay	Date of Leaving	Pay at Leaving	Why did you leave? Give details
Name	Address	Name		Month Year	Per Week	Month Year	Per Week	
Eric Burgess	School Walnut St. Scranston PA	Eric Burgess	Clean up	3 05	\$7	3 05		Fired
Rafael	Houses Scranston PA	Rafael	electrician helper laborer	8 05	\$65		\$65	Boss always picked on me
Kim Lender	Construction 1436 N. Anderson Scranston PA	Kim Lender	jack hammer + wiring	6 98	\$6	4 99	\$6	Company was broke.
Lynn Donovan	mental hospital Washington PA	Lynn Donovan	Clean up	?	\$50		\$50	El got better + was discharged.

I certify that the information in this application is correct to the best of my knowledge and understand that any misstatement or omission of information is grounds for dismissal in accordance with Brown's policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you, in consideration of my employment, I agree to conform to the rules and regulations of Brown's, and my employment and compensation can be terminated with or without notice, at any time, at the option of either the Company or myself. I understand that no unit manager or representative of Brown's other than the President or Vice-President of the company, has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing. In some states, the law requires that Brown's have my written permission before obtaining consumer reports on me, and I hereby authorize Brown's to obtain such reports.

Applicant's Signature Smith Albert C.

NOT TO BE FILLED OUT BY APPLICANT

INTERVIEWER'S COMMENTS	Date of Emp. Dlv. Job Title	Regular Part-time	Job Code	Grade	Compensation Arrangement	Manager Approving Employee No.	Back No.
El really need a job now.					Make me an offer		
1.							
2.							

Physical examination scheduled for not yet

Physical examination form completed El didn't get one

Review Card prepared one

Trained prepared one

Mirror's Work Permit one

Proof of Birth one

Training Material Given to Employee one

State With. Tax one

Unit Name and Number Albert Smith

## Tips on Picking Up and Dropping Off Applications

The following tips will help you avoid problems and make a good impression as you apply for a job:

- ✓ Dress appropriately when you pick up, fill out, or drop off applications from employers.
- ✓ Do not bring anyone with you when applying for jobs or going on interviews.
- ✓ If possible, complete applications at home so you can fill them out with the greatest care.
- ✓ Be sure to proofread your applications to correct any errors.
- ✓ Try to meet employers to hand in applications directly and ask for interviews. If unable to do so, be sure to call each employer after a few days to make sure the employer received your application. Tell the employer that you are still interested in the position and then set up an interview. Remember: You can make only one first impression, so let it be positive.
- ✓ Allow extra time in your schedule when you return an application—just in case the employer asks you to stay for an interview.

## ACTIVITY

### *Albert C. Smith's Improved Application*

Albert C. Smith's application has many mistakes. How many did you find? It would not make a good impression on any employer. It is messy, includes negative information, and has many other problems.

The example on pages 131-132 shows what Albert C. Smith's application looks like when properly filled out.

Look it over and see how many errors you found in the original version that were corrected on the improved version.

Date April 1, 20XX

# APPLICATION FOR EMPLOYMENT

BROWN'S IS AN EQUAL OPPORTUNITY EMPLOYER and fully subscribes to the principles of Equal Employment Opportunity. Brown's has adopted an Affirmative Action Program to ensure that all applicants and employees are considered for hire, promotion and job status, without regard to race, color, religion, sex, national origin, age, handicap, or status as a disabled veteran or veteran of the Vietnam Era.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired.

**PLEASE PRINT INFORMATION REQUESTED IN INK.**

Note: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at Brown's, please contact the office where you applied and request that your application be reactivated.

Name Smith Albert Claude Social Security Number 411-76-2614  
Last First Middle (Please present your Social Security Card for review)  
 Address 1526 North Otter Street Scranton PA 18602  
Number Street City State Zip Code

County \_\_\_\_\_ Current phone 555-1212  
 or nearest phone \_\_\_\_\_  
 Best time of day to contact after 12 p.m.  
(Answer only if position for which you are applying requires driving)  
 Licensed to drive car?  Yes  No  
 Is license valid in this state?  Yes  No

If hired, can you furnish proof of age?  Yes  No  
 If hired, can you furnish proof that you are legally entitled to work in U.S.  Yes  No

Have you ever been employed by Brown's. Yes \_\_\_\_\_ No  If so, when \_\_\_\_\_ Position \_\_\_\_\_  
 Have you a relative in the employment of Brown's Department Store? Yes \_\_\_\_\_ No

A PHYSICAL OR MENTAL DISABILITY WILL NOT CAUSE REJECTION IF IN BROWN'S MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED. Alternative placement, if available, of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.  
 Do you have any physical or mental impairment which may limit your ability to perform the job for which you are applying? No

If yes, what can reasonably be done to accommodate your limitation? \_\_\_\_\_

EDUCATION	School Attended	No. of Years	Name of School	City/State	Graduate?	Course or College Major	Average Grades
		Grammar	6	Holy Trinity	Scranton, PA		General
	Jr. High	3	Crestview Junior H.S.	Scranton, PA		General	B
	Sc. High	3	Warren Central H.S.	Scranton, PA		College Prep	C
	Other	—	—	—	—	—	—
	College	3	Indiana - Purdue University at Indpls	Indpls, IN		Electronics in progress	B

MILITARY SERVICE	Branch of Service	Date Entered Service	Date of Discharge	Highest Rank Held	Service-Related Skills and Experience Applicable to Civilian Employment
		United States Air Force	6-2-99	4-15-03	A/1C Airman First Class

What experience or training have you had other than your work experience, military service and education? (Community activities, hobbies, etc.) \_\_\_\_\_

I am interested in the type of work I have checked:  
 Sales  Office \_\_\_\_\_ Mechanical \_\_\_\_\_ Warehouse \_\_\_\_\_ Other (Specify): Repair

Or the following specific job \_\_\_\_\_

I am seeking (check only one):  
 Temporary employment (6 days or less)  Part-Time Work  
 Seasonal employment (one season, e.g. Christmas)  Full-Time Work  
 Regular employment (employment for indefinite period of time)  If part-time, indicate maximum hours per week and enter hours available in block to the right.

If temporary, indicate dates available \_\_\_\_\_

Have you been convicted during the past seven years of a serious crime involving a person's life or property?  
 NO  YES \_\_\_\_\_ If yes, explain \_\_\_\_\_

HOURS AVAILABLE FOR WORK		
Sunday	8 a.m.	To close
Monday	8 a.m.	To close
Tuesday	8 a.m.	To close
Wednesday	8 a.m.	To close
Thursday	8 a.m.	To close
Friday	8 a.m.	To close
Saturday	8 a.m.	To close

(continued)

(continued)

LIST BELOW YOUR FOUR MOST RECENT EMPLOYERS, BEGINNING WITH THE CURRENT OR MOST RECENT ONE. IF YOU HAVE HAD FEWER THAN FOUR EMPLOYERS, USE THE REMAINING SPACES FOR PERSONAL REFERENCES. IF YOU WERE EMPLOYED UNDER A MAIDEN OR OTHER NAME, PLEASE ENTER THAT NAME IN THE RIGHT HAND MARGIN. IF APPLICABLE, ENTER SERVICE IN THE ARMED FORCES ON THE REVERSE SIDE.

# REFERENCES

Names and addresses of former employers beginning with the current or most recent	Name of Employer's Supervisor	What kind of work did you do?	Starting Date	Starting Pay	Date of Leaving	Pay at Leaving	Why did you leave? Give details
Name: Fred Willis Address: 1275 E. 17th St. City: Scranton State PA Zip Code: 555-2111 / 18515 NOTE: State reason for and length of inactivity between present application date and last employer.	Rafael Castillo	Electrician helper	8 05	\$280	Present	\$280	work slowdown - limited work schedule
Name: Seranton Public Schools Address: 593 Walnut Ave. City: Scranton State PA Zip Code: 555-3111 / 18505 NOTE: State reason for and length of inactivity between present application date and last employer.	Eric Burgess	Maintenance of school	7 04	\$260	03	\$260	Did odd independent jobs, college courses - 5 months. Desired a more demanding position
Name: Grand Forks Air Force Base-USAF Address: Hwy 2 City: Grand Forks State ND Zip Code: 701-597-2112 / 58211 NOTE: State reason for and length of inactivity between present application date and last employer.	Technical Sergeant Denise Hager	Small electronics + radio repair	6 99	\$250	4 03	\$275	Term of service expired - Honorable Discharge
Name: Wayne Construction Address: 1436 N. Anderson Dr. City: Scranton State PA Zip Code: 555-4111 / 18509 NOTE: State reason for and length of inactivity between present application date and last employer.	Kim Lenski	Heavy equipment installer	6 98	\$240	4 99	\$250	Completed basic training + electronics repair school - 6 mos. Company went out of business - joined U.S. Air Force

I certify that the information in this application is correct to the best of my knowledge and understand that any misstatement or omission of information is grounds for dismissal in accordance with Brown's policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. In consideration of my employment, I agree to conform to the rules and regulations of Brown's, and my employment and compensation can be terminated with or without cause, and with or without notice, at any time, at the option of either the Company or myself. I understand that no unit manager or representative of Brown's other than the President or Vice-President of the company, has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing. In some states, the law requires that Brown's have my written permission before obtaining consumer reports on me, and I hereby authorize Brown's to obtain such reports.

Applicant's Signature: Albert C. Smith

INTERVIEWER'S COMMENTS		NOT TO BE FILLED OUT BY APPLICANT	
Date of Emp.	Dept or Div.	Tested	Physiat examination scheduled for
Regular Part-time	Job Title	Physiat examination form completed	REFERENCE REQUESTS
Compensation	Arrangement	Review Card prepared	CONSUMER REPORT
Manager Approving	Employee No.	Thecard prepared	With Tax (W-4)
Prospect for	Rank No.	Minor's Work Permit	State With Tax
1.	2.	Proof of Birth	
		Training Material Given to Employee	

Unit Name and Number

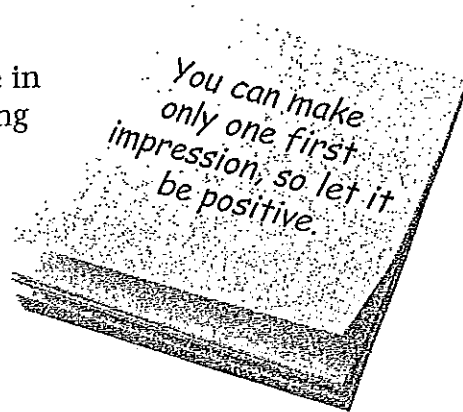
US-40



## Tips on Completing Applications

You've seen the difference an application can make in impressing an employer. Be sure to use the following tips as you complete your application:

- ✓ Use your *Data Minder* to find the details needed on your application.
- ✓ Follow the instructions. Read each section carefully before completing it.
- ✓ Use an erasable black pen.
- ✓ Take your time, and avoid crossouts.
- ✓ Be accurate. Do not guess at an answer.
- ✓ Fill in every blank. Use NA (not applicable) or a short dash when something does not apply to you.
- ✓ Be honest. Being dishonest could lead to dismissal from a job. Don't include negative information, though.
- ✓ Write clearly and neatly. You can make only one impression, so make it a good one.
- ✓ Emphasize your skills and accomplishments. Find a place to mention your strengths even if the application does not ask for them.
- ✓ If you are short on paid work experience, mention your volunteer work and related hobbies under the Former Employers section.
- ✓ Get permission before using a reference.
- ✓ Sign the application if requested.



“No matter how good you get you can always get better and that's the exciting part.”

*Tiger Woods*

## ACTIVITY

### Complete a Sample Job Application

Now you are ready to complete an application. In completing your own application, be as neat and as thorough as possible. You have already gathered much of the information you need in earlier chapters and in your *Data Minder*. Refer to them as needed.

An application may not get you a job, but it can get you screened out of being interviewed for one. Look over the completed application that follows. It will give you an idea of how to complete one. Then complete the blank application and remember to

- ✓ Use your *Data Minder* to find the details you need on your application.
- ✓ Act as if you were completing this application to get the job that you really want. Good luck!

(continued)

*“Each time you are honest and conduct yourself with honesty, a success force will drive you toward greater success. Each time you lie, even with a little white lie, there are strong forces pushing you toward failure.”*

*Joseph Sugarman*



(continued)

### Application for Employment

(Pre-Employment Questionnaire) (An Equal Opportunity Employer)

#### A. PERSONAL INFORMATION

DATE \_\_\_\_\_

SOCIAL SECURITY NUMBER \_\_\_\_\_

NAME \_\_\_\_\_  
LAST FIRST MIDDLE

PRESENT ADDRESS \_\_\_\_\_  
STREET CITY STATE ZIP

PERMANENT ADDRESS \_\_\_\_\_  
STREET CITY STATE ZIP

PHONE NO. \_\_\_\_\_ ARE YOU 18 YEARS OR OLDER?  YES  NO

ARE YOU EITHER A U.S. CITIZEN OR AN ALIEN AUTHORIZED TO WORK IN THE UNITED STATES?  
 YES  NO

#### B. EMPLOYMENT DESIRED

POSITION \_\_\_\_\_ DATE YOU CAN START \_\_\_\_\_ SALARY DESIRED \_\_\_\_\_

ARE YOU EMPLOYED NOW? \_\_\_\_\_ IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? \_\_\_\_\_

EVER APPLIED TO THIS COMPANY BEFORE? \_\_\_\_\_ WHERE? \_\_\_\_\_ WHEN? \_\_\_\_\_

REFERRED BY \_\_\_\_\_

C. EDUCATION	NAME AND LOCATION OF SCHOOL	NO. OF YEARS ATTENDED	DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS, OR CORRESPONDENCE SCHOOL				

#### D. GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK \_\_\_\_\_

SPECIAL SKILLS \_\_\_\_\_

ACTIVITIES (CIVIC, ATHLETIC, ETC.) \_\_\_\_\_

EXCLUDE ORGANIZATIONS, THE NAME OF WHICH INDICATES THE RACE, CREED, SEX, AGE, MARITAL STATUS, COLOR, OR NATION OF ORIGIN OF ITS MEMBERS.

U.S. MILITARY OR NAVAL SERVICE \_\_\_\_\_ RANK \_\_\_\_\_ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES \_\_\_\_\_

**E. FORMER EMPLOYERS. LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.**

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

**F. REFERENCES. GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.**

	NAME	PHONE NUMBER	BUSINESS	YEARS ACQUAINTED
1.				
2.				
3.				

**G. PHYSICAL RECORD**

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED?  YES  NO IF YES, WHAT CAN BE DONE TO ACCOMMODATE YOUR LIMITATION?

\_\_\_\_\_

\_\_\_\_\_

IN CASE OF EMERGENCY, NOTIFY \_\_\_\_\_ NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_ PHONE NO. \_\_\_\_\_

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE \_\_\_\_\_ SIGNATURE \_\_\_\_\_

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY \_\_\_\_\_ DATE \_\_\_\_\_

HIRED  YES  NO POSITION \_\_\_\_\_ DEPT. \_\_\_\_\_

SALARY/WAGE \_\_\_\_\_ DATE REPORTING TO WORK \_\_\_\_\_

APPROVED: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

## Computer-Based Applications

Many employers use computer-based applications instead of paper applications because they are a more efficient way to gather information about you. Computer-based applications are filled out on a computer at the employer's office or on the Internet. These applications ask for the same information that paper applications do, so most of the guidelines for filling them out are the same. Keep the following rules in mind when you fill out computer-based applications:

- ✓ Make sure your spelling, grammar, and capitalization are correct.
- ✓ Have your *Data Minder* with you at the computer so that you'll have all the information you need.
- ✓ If you are completing the electronic application at the potential employer's location, ask the staff there how to use the system if you are unsure.
- ✓ Take your time. Read the directions carefully, fill in all of the required information, and double-check your work.

Personal Information - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Personal Information

The following information will allow us to contact you regarding possible job opportunities. If you are offered a position, you will be required to provide documentation verifying your responses to some of these questions.

\* First Name:

Middle Name:

\* Last Name:

Home Phone Number:  -  -

Work Phone Number:  -  -

Mobile Phone Number:  -  -

Alternate Phone Number:  -  -

\* Address:

Apt.:

\* City:

\* State:

\* Zip Code:

\* County:

\* Country:

\* Email Address:

Internet

JS-45



## Independent Living Skills Module II

### WHAT TO EXPECT



#### ACTIVITY

*Here are some questions that you just might be asked at an interview. Try answering them in the spaces provided. You might also want to practice having your foster parent, program staff, social worker, or friend act like the interviewer. Answer as you would if you were actually being interviewed.*

1. What can I do for you? \_\_\_\_\_
  2. How did you learn about this job? \_\_\_\_\_
  3. Why are you interested in working for this company? \_\_\_\_\_  
\_\_\_\_\_
  4. Why do you feel qualified for this job? \_\_\_\_\_
  5. Have you ever done this kind of work before? \_\_\_\_\_
- 
- 
6. Why do want this job? \_\_\_\_\_
  7. What do you think you would like about this job? \_\_\_\_\_
  8. Have you had any special education for this job? \_\_\_\_\_
  9. Tell me about your education. \_\_\_\_\_
  10. What subjects do you like best? \_\_\_\_\_
- 
- 
11. What subjects do you like least? \_\_\_\_\_
  12. Tell me about your other jobs. \_\_\_\_\_
  13. Which job did you like the best? Why? \_\_\_\_\_
  14. Which duties did you like best? Why? \_\_\_\_\_
  15. What duties did you like least? Why? \_\_\_\_\_

## Independent Living Skills Module II

16. Which of your job supervisors did you like the best? Why? \_\_\_\_\_  
\_\_\_\_\_

17. Which of your job supervisors did you like least? Why? \_\_\_\_\_  
\_\_\_\_\_

18. Why have you changed jobs so many times? (Skip this question if it doesn't apply.)  
\_\_\_\_\_

19. How do you get along with your co-workers? \_\_\_\_\_

20. Can you work flexible hours? \_\_\_\_\_



21. What skills do you have that will help you do this job? \_\_\_\_\_

22. Why did you leave your last job? \_\_\_\_\_

23. Have you ever been fired or asked to resign? Why? \_\_\_\_\_

24. What are your career goals? \_\_\_\_\_

25. Is there anything else I should know about you? \_\_\_\_\_



26. Is there anything you would like to change on your job application form? \_\_\_\_\_  
\_\_\_\_\_

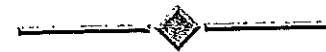
27. What salary do you have in mind? \_\_\_\_\_

28. What is the lowest salary you would accept? \_\_\_\_\_

29. Are you still interested in working for us?

30. When can you start? \_\_\_\_\_

31. Do you have any questions for me? \_\_\_\_\_



### Be enthusiastic!

You can ask the interviewer if you may call to find out about the hiring decision or you can ask when you will be notified about the decision. At the end of the interview, thank the interviewer for his time and shake hands.

## Chapter 11

# Improve Your Interview Skills

Few people get a job without an interview. The interview is a crucial part of the job search process. It gives employers the chance to get to know you and you the chance to get to know them.

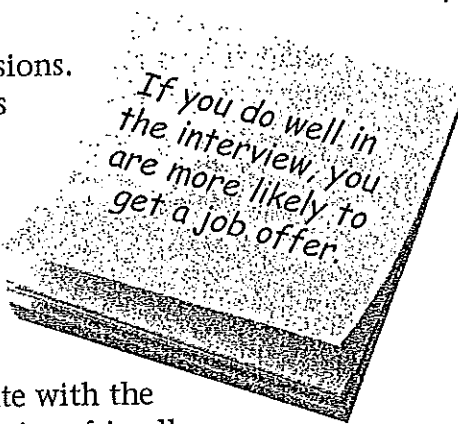
## The Interview and Employer's Expectations

Employers use an interview to evaluate you. Will you be able to do the job? Will you be a good employee? If employers don't believe you are qualified and willing to work hard, you won't get a job offer. But if you do well in the interview, you are much more likely to get a job offer—or a referral. That's why you need to know what to do and say in a job interview. You looked at employer expectations in Chapter 2. Because they are so important, let's review them again here.

### Expectation 1: Appearance (Or, Do You Look Like the Right Person?)

Remember that employers will react to first impressions. The way you come across in the first few minutes is very important.

- ✓ **Personal appearance:** If you do not look like the right person or if your appearance is "wrong," an employer will be turned off immediately.
- ✓ **Manner:** Arrive early and be relaxed. Be polite with the receptionist or other staff. Greet the employer in a friendly way, and shake hands if offered. During the interview, be aware of how you look to the interviewer. For example, leaning forward a bit in your chair helps you look interested and alert. Smiling and looking at the interviewer as he speaks helps you seem more confident.



If you do well in the interview, you are more likely to get a job offer.



- ✓ **Paperwork:** Your application, JIST Card, resume, and portfolio create an impression. Are they neat, error free, accurate, and filled out completely?
- ✓ **Communications:** Speak in a distinct, clear voice. Use proper grammar. Emphasize the things you can do well and a willingness to try hard. Be honest and open with your answers.

## **Expectation 2: Attendance, Punctuality, and Reliability (Or, Can You Be Counted On?)**

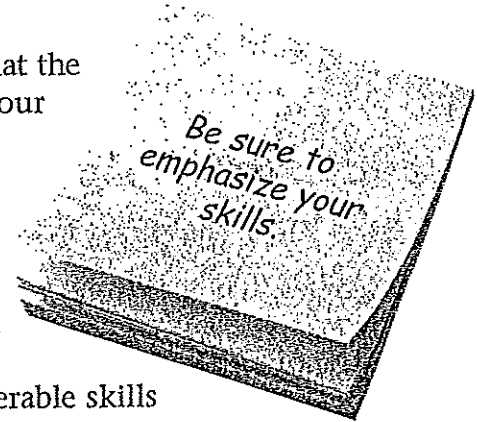
Remember that all employers want someone they can depend on. Keep these points in mind:

- ✓ **Daily attendance and punctuality:** Be early for the interview. Mention your good attendance record at school or other jobs.
- ✓ **Dependability:** Employers want to hire people they can trust to do the job. Many questions that employers ask during interviews will give you a chance to show that you are reliable. Give some examples demonstrating your reliability.

## **Expectation 3: Skills, Experience, and Training (Or, Can You Do the Job?)**

Emphasize what you can do. Think in advance what the job requires, and emphasize points that support your doing it well.

- ✓ **Skills:** Employers will want to know your skills. Review your skills lists from Chapter 3 to remind yourself what you can do. Because you will probably compete with job seekers who have more work experience, emphasize your self-management and transferable skills in your interview responses.



Other points to discuss include the following:

- ✓ Experience
- ✓ Life experience
- ✓ Education and training
- ✓ Achievements
- ✓ Interests and hobbies

## **Remember: Employers Are Evaluating You**

In one way or another, interviewers must find out about all the preceding issues. At every point in the interview process, they are evaluating you—even when you might least expect it.

The following section breaks down the interview into six phases. As you learn to handle each one, you will be better able to meet an employer's expectations. Then you will be much more likely to get a job offer.

## **Six Phases of an Interview**

No two interviews are alike, but there are similarities. If you look closely at the interview process, you can see separate phases. Looking at each phase will help you learn how to handle interviews well. The phases are as follows:

1. Before the interview
2. Opening moves
3. The interview itself
4. Closing the interview
5. Following up
6. Making a final decision

Every step of the interview is important. The following sections show you why and give you tips for handling each phase.

### **Phase 1: Before the Interview**

An interviewer can make judgments about you in many ways before you meet. For example, you may have spoken to the interviewer or the interviewer's assistant on the phone. You may have sent the interviewer a resume or other correspondence via e-mail or postal mail. Or someone may have told the interviewer about you.

**TIP**

Be careful in all your early contacts with an employer. Do everything possible to create a good impression.

Before you meet an interviewer, here are some things to consider.

## Dress and Grooming

The way you dress and groom for an interview varies from job to job. You will have to make your own decisions about what is right for each interview situation. Because there are so many differences, there are no firm rules on how to dress. But you should avoid certain things. Here are some important tips:

- ✓ Don't wear jeans, tank tops, shorts, or other casual clothes.
- ✓ Be conservative. An interview is not a good time to be trendy.
- ✓ Check your shoes. Little things count, so pay attention to everything you wear.
- ✓ Be conservative with cologne, aftershave, makeup, and jewelry.
- ✓ Careful grooming is a must. Get those hands and nails extra clean and manicured. Eliminate stray facial hairs.
- ✓ Spend some money if necessary. Get one well-fitting interview outfit.

## Research on the Company

Know as much as you can about the organization before you go to an important interview. Find out about the following:

- ✓ **The organization**
  - \* Major products or services
  - \* Number of employees
  - \* Reputation
  - \* Values
- ✓ **The position**
  - \* Existing openings, if any
  - \* Salary range and benefits
  - \* Duties and responsibilities

## Punctuality

Get to the interview a few minutes early. Make sure you know how to get there, and allow plenty of time. Call for directions if necessary.

## Final Grooming

Before you go in for the interview, stop in a rest room. Look at yourself in a mirror and make any final adjustments.

## Waiting Room Behavior

Assume that interviewers will hear about everything you do in the waiting room. They will ask the receptionist how you conducted yourself—and how you treated the receptionist.

## Courtesy Toward the Receptionist

The receptionist's opinion of you matters. Go out of your way to be polite and friendly. If you spoke to the receptionist on the phone, mention that and express appreciation for any help you were offered.

## Delay Because of the Interviewer

If the interviewer is late, you are lucky. The interviewer will probably feel bad about keeping you waiting and may give you better-than-average treatment to make up for it.

If you have to wait more than 20 minutes or so, ask to reschedule your appointment. You don't want to act as if you have nothing to do. And, again, the interviewer may make it up to you later.

## Phase 2: Opening Moves

The first few minutes of an interview are critical. If you make a bad impression, you probably won't be able to change it. Interviewers react to many things you say and do during the first few minutes of an interview. Here are some points they mention most often.

### Initial Greeting

Be ready for a friendly greeting. Show that you are happy to be there. Although this is a business meeting, your social skills will be considered. If the interviewer offers to shake hands, give him a firm, but not crushing handshake.

### Posture

The way you stand and sit can make a difference. You look more interested if you lean forward in your chair when talking or listening. If you lean back, you may look *too* relaxed.

## Voice

You may be nervous, but try to sound enthusiastic. Your voice should be neither too soft nor too loud.

**TIP**

Practice sounding confident. It will help you feel confident.

## Eye Contact

People who don't look in the speaker's eyes are considered shy, insecure, and even dishonest. Although you should never stare, you seem more confident when you look in the interviewer's eyes while you listen or speak.

## Distracting Habits

You may have nervous habits you don't even notice. But pay attention! Most interviewers find such habits annoying. For example, do you play with your hair or say something like "you know" over and over? (You know what I mean?)

The best way to see yourself as others do is to have someone videotape you while you role-play an interview. If that is not possible, become aware of how others see you and try to change negative behavior.

**TIP**

Your friends and relatives can point out annoying habits you have that could bother an interviewer.

## Establishing the Relationship

Almost all interviews begin with informal small talk. Favorite subjects are the weather and whether you had trouble getting there. This chatting seems to have nothing to do with the interview. But it does. These first few minutes allow an interviewer to relax you and find out how you relate to each other.

You can do many things during the first few minutes of an interview. The following are some suggestions from experienced interviewers:

- ✓ **Allow things to happen:** Relax. Don't feel you have to start a serious interview right away.
- ✓ **Smile:** Look happy to be there and to meet the interviewer.
- ✓ **Use the interviewer's name:** Be formal. Use "Mr. Stewart" or "Ms. Evans" unless you are asked to use another name. Use the interviewer's name as often as you can in your conversation.

## Phase 3: The Interview Itself

This is the most complex part of the interview. It can last from 15 to 45 minutes or more while the interviewer tries to find your strengths and weaknesses.

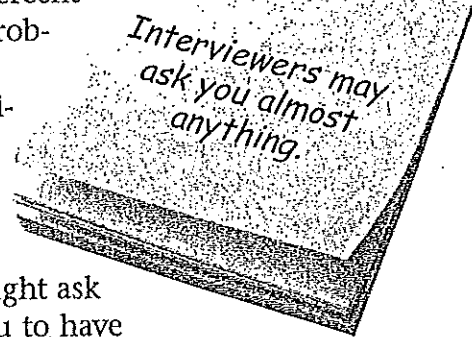
Interviewers may ask you almost anything. They are looking for any problems you may have. They also want to be convinced that you have the skills, experience, and personality to do a good job. If you have made a good impression so far, you can use this phase to talk about your qualifications.

**TIP**

You will learn how to create a career portfolio in Chapter 12. Take this portfolio with you to the interview and present it to the employer. Be sure to point out its most relevant and impressive elements. Leave copies of these items with the employer.

### How to Answer Problem Questions

In one survey, employers said that more than 90 percent of the people they interviewed could not answer problem questions. More than 80 percent could not explain the skills they had for the job. This is a serious problem for most job seekers. It keeps many of them from getting a good job that will use their skills.



There are hundreds of questions an interviewer might ask you in an interview. It would be impossible for you to have answers prepared for all of them. A better approach is to learn a technique to answering most interview questions.

### Three Steps to Answering Problem Questions

Answering problem questions is never easy, but you can do it with more confidence if you know the following three steps:

#### 1. Understand what is really being asked.

Most employers are trying to find out about your self-management skills. While rarely this blunt, the employer's real questions are often the following:

- \* Can I depend on you?
- \* Are you easy to get along with?
- \* Are you a good worker?

The question may also be the following:

\* Do you have the experience and training to do the job if I hire you?

**2. Answer the question briefly.**

\* Acknowledge the facts, but...

\* Present them as an advantage, not a disadvantage.

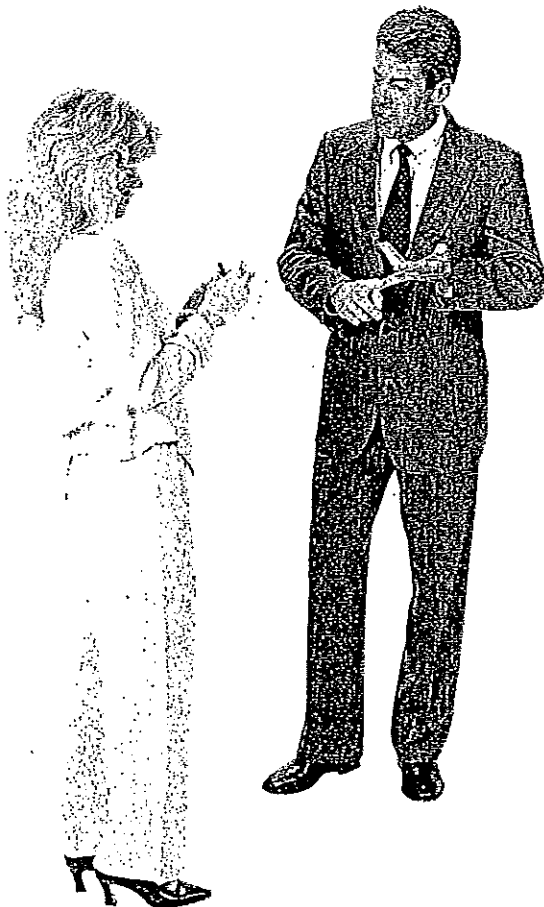
**3. Answer the real concern by presenting your related skills.**

\* Base your answer on your key skills from your lists in Chapter 3.

\* Give examples to support your skills statements.

*“No bird soars too high if he soars  
with his own wings.”*

*William Blake*



JS-55

# ACTIVITY

## Answer Problem Questions

This activity will help you form answers to the most common problem interview questions. Here are a few pointers:

- ✓ Write out complete and honest answers for each question.
- ✓ Suggestions are included to help you prepare answers that will stand out and impress employers. Don't forget to give lots of examples.
- ✓ A good answer should take between 30 seconds and two minutes.
- ✓ Sell yourself!

### PROBLEM QUESTIONS WORKSHEET



1. Can you tell me a little about yourself?

#### **Suggestions**

Talk about your education: when you're graduating, what you're majoring in, and what your achievements are.

Talk about your experience in both related and unrelated jobs.

Talk about your good-worker traits.

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2. Why are you applying for this type of job, and why here? \_\_\_\_\_

**Suggestions**

You discovered through training that you enjoy and are good at this type of work.

You noticed the company's ad; got a referral from someone; know the company has an excellent reputation; and so on.

3. What training or experience qualifies you for this position? \_\_\_\_\_

**Suggestions**

Refer to Chapter 4 and your *Data Minder* pages 4-15 and 21.

4. What are the greatest strengths you would bring to this job? \_\_\_\_\_

**Suggestions**

Refer to Chapter 3 and *Data Minder*, pages 7 and 21 for your job-related, self-management, and transferable skills.

Talk about your best skills, and use examples to prove them.

5. What do you consider your greatest weakness? \_\_\_\_\_

**Suggestions**

Never say that you don't have weaknesses or that you cannot think of any.

Never talk about a weakness that will prevent you from being hired.

Mention a job skill you have not learned yet or have trouble doing well.

Say something positive after you mention a weakness, such as "But I'm anxious to learn" or "But I can do such-and-such well."

Say that you tend to ask lots of questions when starting a job, but it's because you want to do your work correctly.

6. How much do you expect to be paid? \_\_\_\_\_

**Suggestions**

Research pay rates by talking with people in the profession.

Give a range, such as between \$6 and \$8 per hour.

Ask if new employees have a trial period, how long it lasts, and what happens when it ends. Possibilities include the job becoming full time, salary increasing, or benefits being added.

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7. Can you tell me about a problem you had on your previous job and how you handled it? \_\_\_\_\_

**Suggestions**

This checks your ability to act maturely and professionally.

Choose an example that shows you handled a situation well.

8. How can you help us make more money or do better as an organization? \_\_\_\_\_

**Suggestions**

Say that you can help by being a highly dependable employee.

Give your definition of dependability: being on time and at work every day; being early and willing to stay late; and getting your work done well and on time.

9. What would you consider your ideal job? \_\_\_\_\_

**Suggestions**

Be realistic.

Make sure your answer reflects stability. Employers are looking for people who will stay for at least two years to be worth their training time and effort.

10. Can you tell me why you consider yourself a responsible person? \_\_\_\_\_

**Suggestions**

Refer to Chapter 2 on employer expectations.

Give several examples that show you are a reliable person.

11. What are your interests and preferred activities? \_\_\_\_\_

**Suggestions**

Refer to your *Data Minder* pages 5, 14-15.

12. Why should I offer you the job? \_\_\_\_\_

**Suggestions**

State that you feel you are well qualified.

State that you have the necessary qualifications, such as the following:

**Training:** I have two years of intensive vocational training in an automotive repair program with more than 1,500 hours of hands-on experience.

**Education:** I have a vocational certificate and high school diploma.

**Experience:** Talk about your jobs, how long you held them, and what you learned.

**Skills:** Mention eight or more skills that you do well, that would be necessary for the job, and that would impress the employer.

## 50 More Problem Questions

The following questions came from a survey of 92 companies that conduct student interviews. Look for questions you would have trouble answering. Then practice answering them using the three-step process.

1. In what school activities have you participated? Why? Which do you enjoy the most?
2. How do you spend your spare time? What are your hobbies?
3. Why do you think you might like to work for our company?
4. What jobs have you held? How did you obtain them, and why did you leave?
5. What courses did you like best? Least? Why?
6. Why did you choose your particular field of work?
7. What percentage of your school expense did you earn? How?
8. What do you know about our company?
9. Do you feel that you have received good general training?
10. What qualifications do you have that make you feel that you will be successful in your field?
11. What are your ideas on salary?
12. If you were starting school all over again, what courses would you take?
13. Can you forget your education and start from scratch?
14. How much money do you hope to earn at age 25? 30? 40?
15. Why did you decide to go to the school you attended?
16. What was your rank in your graduating class in high school? Other schools?
17. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
18. What personal characteristics are necessary for success in your chosen field?
19. Why do you think you would like this particular type of job?
20. Are you looking for a permanent or a temporary job?

21. Are you primarily interested in making money, or do you feel that service to your fellow human beings is a satisfactory accomplishment?
22. Do you prefer working with others or by yourself?
23. Can you take instructions without feeling upset?
24. Tell me a story!
25. What have you learned from some of the jobs you have held?
26. Can you get recommendations from previous employers?
27. What interests you about our product or service?
28. What was your record in the military service?
29. What do you know about opportunities in the field in which you are trained?
30. How long do you expect to work for us?
31. Have you ever had difficulty getting along with fellow students and faculty? Fellow workers?
32. Which of your school years was most difficult?
33. Do you like routine work?
34. Do you like work with the same days and hours, or are you willing to work flexible days and hours?
35. In what area do you need the most improvement?
36. Define cooperation.
37. Will you fight to get ahead?
38. Do you have an analytical mind?
39. Are you willing to go where the company sends you?
40. What job in our company would you choose if you were entirely free to do so?
41. Do you have plans for further education?
42. What jobs have you enjoyed the most? The least? Why?

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43. What are your own special abilities?
44. What job in our company do you want to work toward?
45. Would you prefer a large or a small company? Why?
46. How do you feel about overtime work?
47. What kind of work interests you?
48. Do you think that employers should consider grades?
49. What obstacles have you overcome?
50. What have you done that shows initiative and willingness to work?

## Questions You Might Ask an Employer

Most interviewers will invite you to ask questions about the job or organization. The following are questions you can ask during the interview and questions to ask when offered the job.

### During the interview:

- ✓ Is there a trial period for new employees? How long is it?
- ✓ Are there opportunities for additional training and schooling?
- ✓ What tools and equipment are used in this job?
- ✓ Is a uniform required?
- ✓ How is an employee promoted?
- ✓ Could you give me a tour?

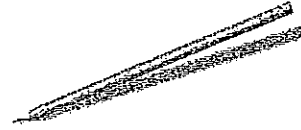
*“No one can make you feel inferior without your consent.”*

*Eleanor Roosevelt*

## YOUR TURN

### *List Other Questions You Can Ask*

List other questions you can ask to demonstrate your interest in doing well.



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### **When offered the job:**

Employers are interested in what you can do for them, not what you want from them. For this reason, it is often wise to avoid certain questions until you're offered the job. Examples include questions related to salary, vacations, and benefits.

## **Phase 4: Closing the Interview**

You can close an interview as effectively as you began it. Most people are not offered the job at the close of the first interview. However, you can take certain steps to make a good impression.

### **Summarize at the Finish**

Take a few minutes to summarize the key points of the interview. If any problems or weaknesses came up, state why they will not keep you from doing a good job. Point out strengths you have for the job and why you believe you can do it well.

### **Ask for the Job**

If you are interested in the job, say so. If you want this job, ask for it. Many employers hire one person over another just because one person really wants it and says so.



## The Call-Back Close

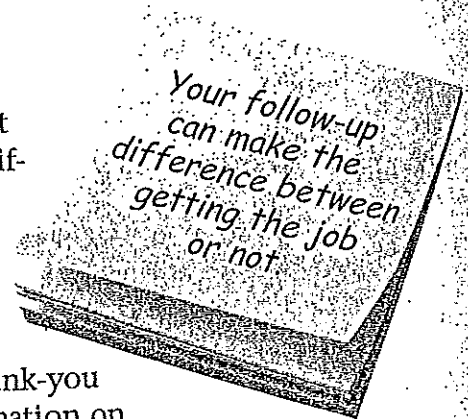
With the call-back close, you can end the interview to your advantage. It will take some practice, and you may not be comfortable with it at first. But it works. Here's how:

1. **Thank the interviewer by name:** While shaking hands, say "Thank you (Mr. or Ms. or Mrs. Jones) for your time today."
2. **Express interest in the job and organization:** Tell the interviewer that you are interested in the position or organization (or both). For example: "The position we discussed today is just what I have been looking for. I am also very impressed with your organization."
3. **Arrange a reason and a time to call back:** If the interviewer has been helpful, he or she won't mind your following up. It's important that you arrange a day and time to call. Never expect the employer to call you. Say something like this: "I'm sure I'll have more questions. When would be the best time for me to get back to you?"
4. **Say good-bye:** After you've set a time and date to call back, thank the interviewer by name and say goodbye: "Again, thank you, Mr. Pomeroy, for the time you gave me today. I will call you next Tuesday morning between 9 and 10 o'clock."

## Phase 5: Following Up

You have left the interview and it's over. Right? Not really. You need to follow up! This can make the difference between getting the job or not. Here are some things you must do:

- ✓ **Send a thank-you note or e-mail:** As soon as possible after the interview—no later than 24 hours—send a mailed or e-mailed thank-you note. Enclose a JIST Card, too. See the information on thank-you notes at the end of this chapter.
- ✓ **Make notes:** Write yourself notes about the interview while it is still fresh in your mind. You will not remember details in a week or so.
- ✓ **Follow up as promised:** If you said you would call back next Tuesday at 9 a.m., do it. You will impress the interviewer with your organizational skills.



## Phase 6: Making a Final Decision

The interview process is not over until you accept a job. This can sometimes be an easy decision. At other times, deciding can be difficult. Before you accept or turn down a job, consider the following points:

- ✓ Responsibilities and duties of the job.
- ✓ Hours you will have to work.
- ✓ Salary and benefits.
- ✓ Location and how you will get there. For example, can you take a bus, or will you need a car?
- ✓ Working conditions.
- ✓ Opportunity for advancement.

After you accept a job verbally, write an acceptance letter that confirms the starting date and time. Be sure to keep a copy of your letter.

### Steps to Take the Evening Before Your Interview

1. Select and lay out what you plan to wear. Make sure everything is cleaned, pressed, and appropriate. Avoid flashy clothes, excessive jewelry, and strong perfume or cologne.
2. Gather and review the materials you plan to take with you. Include your career portfolio (discussed in Chapter 12), extra copies of your resume, list of references, letters of recommendation, and your *Data Minder*.
3. Make sure you know how to get there on time. Take written instructions or a map if you are not familiar with the interview's location.
4. Take a small notepad and two pens for jotting important notes from your interview.
5. Take extra money to cover unexpected expenses.
6. Get a good night's rest.

## Tips for Interviewing

The person who gets a job offer is not necessarily the best qualified, but the one who makes the best impression.

- ✓ Be neat and clean from head to foot.
- ✓ Be knowledgeable about the company.
- ✓ Display a positive attitude.
- ✓ Smile and be enthusiastic.
- ✓ Listen attentively, and make direct eye contact.
- ✓ Watch your body language.
- ✓ Approach the question of salary by giving a range and by knowing the typical salary for the job.
- ✓ Don't talk too much, or you'll talk yourself out of a job.
- ✓ Arrive a few minutes early.
- ✓ Get the interviewer to like you.
- ✓ Keep looking even if you get an offer. Stop only after you have formally accepted a job.

## Thank-You Notes

Sending a thank-you note is a simple act of appreciation, and most people don't take the time to do it. It is polite to send thank-you notes to employers who interview you and to anyone who helps you during your job search. If you e-mail a thank-you, consider also sending one in the mail.

Thank-you notes also have practical benefits. People who receive them will remember you. But employers say that they rarely get thank-you notes. Employers describe people who do send them with positive terms, such as thoughtful, well organized, and thorough.

A thank-you note won't get you a job you're not qualified for, but it will impress people. When a job opens up, employers will remember you. People in your job search network will also be more interested in helping you. If they know of an opening or meet someone who does, they will think of you.

JS-67

## Thank-You Note Examples

Carefully look at and read the following two examples of thank-you notes. Does one look more professional to you than the other? Is one more clearly written than the other?

2244 Riverwood Avenue  
Philadelphia, PA 17963  
April 16, 20XX

Ms. Helen A. Colcord  
Henderson & Associates, Inc.  
1801 Washington Blvd., Suite 1201  
Philadelphia, PA 17993

Dear Ms. Colcord:

Thank you for sharing your time with me so generously today. I really appreciated seeing your state-of-the-art computer equipment.

Your advice has already proved helpful. I have an appointment to meet with Mr. Robert Hopper on Friday. As you anticipated, he does intend to add more computer operators in the next few months.

In case you think of someone else who might need a person like me, I'm enclosing another JIST Card. I will let you know how the interview with Mr. Hopper goes.

Sincerely,

*William Henderson*

William Henderson

*Sept. 30, 20XX*

*Dear Mr. Hernandez,*

*Thank you for the interview today. I'm impressed by the high standards your department maintains - the more I heard and saw, the more interested I became in working for your firm.*

*As we agreed, I will call you next Monday, Oct. 5. In the meantime, please call if you have additional questions.*

*Sincerely,*

*Kay Howell*

## Tips for Preparing Thank-You Notes

Here are some tips for preparing thank-you notes:

- ✓ **Paper and envelope:** Use good-quality notepaper with matching envelopes. Most stationery stores, card shops, and office-supply stores have these supplies. Avoid cute designs. Notepaper with a simple "Thank You" on the front will do. Off-white and buff colors are good.
- ✓ **Typed versus handwritten:** You do not always have to send a formal, typed thank-you letter. Handwritten notes are fine unless your handwriting is illegible or sloppy. A neat, written note can be very effective.
- ✓ **Salutation:** Unless you are thanking a friend or relative, don't use first names. Write "Dear Ms. Krenshaw" rather than "Dear Lisa." Include the date.
- ✓ **The note:** Keep it short and friendly. This is not the place to write, "The reason you should hire me is...." Remember that the note is a thank you for what the person did. It is not a hard-sell pitch for what you want. As appropriate, be specific about when you will next be in contact. If you plan to meet with the person soon, send a note saying you look forward to meeting again and name the date and time.
- ✓ **Your signature:** Use your first and last names. Avoid initials, and make your signature legible.
- ✓ **When to send it:** Send your note no later than 24 hours after your interview or conversation. Ideally, you should write it immediately after the contact while the details are fresh in your mind. Always send a note after an interview, even if things did not go well.
- ✓ **Enclosure:** Depending on the situation, a JIST Card is often the ideal enclosure. It's a soft sell that provides your phone number if the person wants to reach you. Make sure your note cards are large enough to hold your JIST Card.

### YOUR TURN

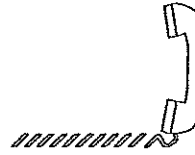
#### Write a Thank-You Note

Writing a thank-you note takes just a few minutes. Write a thank-you note that you can use as a template for notes you will write after phone conversations or interviews with employers.



## Independent Living Skills Module II

### ANSWERING A WANT-AD BY TELEPHONE



Sometimes employers will ask that people answer their ads by telephone. When you make business calls like this, remember to:

1. Ask to speak with the person named in the ad.
2. Tell him or her what you are calling about.
3. Answer his or her questions about your background and experience.
4. Find out what you need to know about the job. For example: "Where is the business located?" "What are the hours?" "What work will you be doing?" "What is the pay?"
5. Be sure you get the name of the person you are supposed to see for the interview, the address, and the time. Write it down so you won't forget. Have a paper and pen ready before you call.

Here is an example of a newspaper want-ad and a telephone call from a person interested in the job.

Help Wanted	The Globe
	Part-time work in department store. Sales, some stock work.
	After school and Saturdays.
	Call Mr. Harris, (617) 211-

**Voice:** Turner's Department Store. How may I help you?

**Ann:** I'd like to speak to Mr. Harris, please. \_\_\_\_\_

**Mr. Harris:** This is Mr. Harris speaking.

**Ann:** Mr. Harris, this is Ann Rynn. I'm calling about the part-time job you advertised in the Globe. \_\_\_\_\_

**Mr. Harris:** Oh, yes. Are you attending school?

**Ann:** Yes, I am. I'm a senior at Tompkins High. \_\_\_\_\_

## Independent Living Skills Module II



**Mr. Harris:** Any working experience?

**Ann:** Just baby-sitting. But I need a job and I am willing to work hard. \_\_\_\_\_

**Mr. Harris:** Well, the hours of this job are from 5:00 P.M. to 7:00 P.M. on weekdays, and 10:00 A.M. to 4:00 P.M. on Saturdays. Can you work those hours? I need someone who will be reliable and come in every day.

**Ann:** Those hours would be all right, Mr. Harris. What would I be doing on this job? \_\_\_\_\_

**Mr. Harris:** Selling jewelry and cosmetics, working the cash register, and also restocking shelves when you have time. No heavy work.

**Ann:** Fine. And what is the salary, please? \_\_\_\_\_

**Mr. Harris:** \$5.25 an hour. Are you interested?

**Ann:** I certainly am. May I come down and see you about it? Where is your store located? \_\_\_\_\_

**Mr. Harris:** At the corner of Fifth and Elm. Can you come down about five o'clock?

**Ann:** (writing down name, address, and time) Turner's Department Store, Fifth and Elm, five o'clock. Thank you, Mr. Harris. I'll be there on time! \_\_\_\_\_

In the conversation above, Ann followed the rules for answering a want ad by telephone. On the lines to the right of her conversation, write in the number of the rule that she followed.

## Chapter 7

# Make Direct Contacts with Employers

Remember that most jobs are never advertised. They are found in the hidden job market. As explained in Chapter 6, making cold contacts with employers is an effective way to find these hidden jobs. You can make these cold contacts with employers by doing the following:

- ✓ E-mailing or calling them on the phone
- ✓ Visiting them in person

This chapter covers ways to make direct contact with an employer and then follow up to get an interview. These methods are considered cold contacts because you do not know the employers you will contact.

*“When you are content to be simply yourself and don't compare or compete, everybody will respect you.”*

*Lao-Tzu*





## Contact Employers by Telephone

Using the telephone in your job search offers many advantages:

- ✓ **Saves time and money:** Most people can call 10 to 20 employers in one hour. You might spend a whole day contacting the same number of employers in person. You also save transportation money and related costs.
- ✓ **Creates new opportunities:** By calling potential employers directly, you can often uncover job openings long before they will be advertised. An employer may even create a job for you because you sound like the right person with the right skills.
- ✓ **Makes a positive impression:** Good telephone skills can create a positive impression. This will give you the edge over those who simply fill out an application or send in a resume. You also appear more assertive.
- ✓ **Gets directly to the hiring authority:** Using the phone makes it much easier to get directly to the person who is most likely to supervise someone with your skills. It is much more effective than filling out applications or sending in resumes.
- ✓ **Gets results:** People who use the telephone well can get many more interviews than people using traditional methods. Many will also get job offers sooner.

### You Can Do It!

Many people find it hard to make phone calls to employers they don't know. They are afraid of being rejected. But preparation can make it much easier. The two most important things to do are the following:

- ✓ Know what you are going to say in advance.
- ✓ Practice your telephone presentation by yourself and with others until you feel prepared to make calls to employers.

## A Sample Telephone Script

Your JIST Card, with just a few changes, can form the basis for an effective telephone script. Here is an example, based on a JIST Card presented in Chapter 5:

### May I speak to the person in charge of your business office?

*Hello, my name is Maria Smith, and I'm interested in office support work. I'll be graduating from high school in June and have been focusing on academic and business courses, including accounting, keyboarding, computer literacy, and exploratory business. From these courses, I have hands-on experience in producing various office documents and doing basic accounting tasks, including spreadsheets.*

*I can keep accurate records, and I am familiar with various software products, including Microsoft Office, PageMaker, and Web browsers. I think you will find me to be organized, dependable, and professional.*

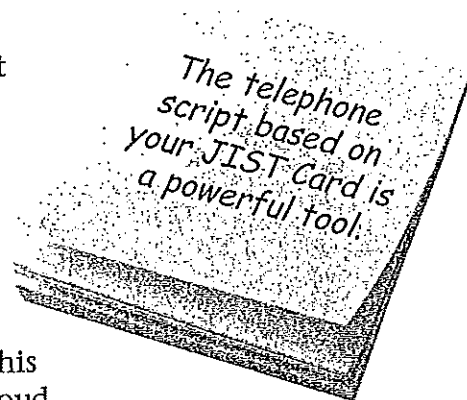
### When may I come in for an interview?

## How Does It Sound to You?

If you were an employer, how would you feel about someone saying the sample script to you on the phone? Would you give this person an interview?

When asked this same question, most employers say they would interview this person. They were interested enough in what the person said to consider him or her for an opening—if they did not have one right away! From beginning to end, this phone script takes less than 30 seconds to say out loud.

Yet many employers have granted interviews on just this much information.



## The Six Parts of a Telephone Script

A telephone script has six basic parts, as listed here:

Part of Phone Script	What It Is
1. The target	The person who would supervise you
2. The name	Who you are

(continued)

(continued)

Part of Phone Script	What It Is
3. The job	What you want to do
4. The hook	What you have to offer
5. The goal	To get an interview or a referral
6. The closing	Saying thank you and goodbye

Here are more details on each part of a phone script:

1. **The target:** Do not ask for the personnel department. Instead, ask for the department where you would like to work. *May I please speak to the person in charge of the \_\_\_\_\_ department?*
2. **The name:** Give the employer your first and last name here, just like you would if you were introducing yourself in person. *Hello, my name is \_\_\_\_\_.*
3. **The job:** Give the job title or type of job you want here. *I am interested in a position as a \_\_\_\_\_.*
4. **The hook:** Include details from the Skills section of your JIST Card here.

Example: *I'll be graduating in June from a two-year vocational program in \_\_\_\_\_, which included hands-on training. I've also taken \_\_\_\_\_ (one semester, one year, two years, and so on) of high school \_\_\_\_\_.*

*I have \_\_\_\_\_ (months/years) of \_\_\_\_\_ (various, other, or related) job experience. Some of my skills include \_\_\_\_\_*

(State three to five of your most impressive job-related or lab skills—tasks you already know how to do well.)

5. **The goal:** *When may I come in for an interview?*

- ✓ If you get an interview: Great. *I'm really interested in talking with you about this position. When would be a good time?* If you don't get an interview for a job that is open now, ask for an interview to discuss future openings and to learn more about the company.
- ✓ If you don't get an interview, ask all of the following: (a) *May I call you back about possible openings in the near future?* (b) *May I send you a resume?* and (c) *Do you know of anyone else I might contact?*

6. **The closing:** *Thank you very much for your time. I'll see you on \_\_\_\_\_ (date and time) for my interview.*

*“What lies behind us and what lies before us are tiny matters compared to what lies within us.”*

*Ralph Waldo Emerson*



## ACTIVITY

### Prepare Your Telephone Script

Each part of the phone script is covered in the following worksheet. Use the information from your JIST Card to fill out each section. Because people speak differently than they write, change the content of your JIST Card so that it sounds natural when spoken.

Before you complete the worksheet, use separate sheets of paper to create a rough draft of each worksheet section. Edit your material until it sounds good enough to write on the worksheet. You will write your complete, final telephone script at the end of this chapter.

#### TELEPHONE CONTACT WORKSHEET

1. **The target:** *May I please speak to the person in charge of the \_\_\_\_\_ department?*
2. **The name:** *Hello, my name is \_\_\_\_\_.*
3. **The job:** *I am interested in a position as a \_\_\_\_\_.*
4. **The hook:** *Include details from the skills section of your JIST Card here.*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. **The goal:** *When may I come in for an interview? If you are unable to get an interview, ask if you can call back and send a resume. Ask if the employer knows of any other organizations that would need someone with your skills.*
6. **The closing:** *Thank you very much for your time. I'll see you on \_\_\_\_\_  
\_\_\_\_\_ (date and time) for my interview.*

## YOUR TURN

### *Make Your Phone Script Your Own*

Keep rewriting your telephone script until it sounds right. The first five parts of the final version should take you between 25 and 30 seconds to read aloud in a conversational style. Rehearse it several times. Practice speaking distinctly, clearly, and with expression so that it sounds like normal conversation and not a written speech.

### **Reminders for Contacting Employers by Phone**

- ✓ Get through to the hiring authority, the one person most likely to supervise you.
- ✓ Present your entire script. Do this clearly and without interruption.
- ✓ Get an interview. Be prepared to ask for an interview...
  - \* For the position you want. If no, then...
  - \* To discuss future openings. If no, then...
  - \* For information about the organization.
- ✓ If you do not get an interview:
  - \* Set up a date and time to call back.
  - \* Ask if you can send a resume.
  - \* Get a referral.

### **Overcome Typical Problems When Calling Employers**

You now have a draft script to use in your phone calls. When you make your phone calls, you need to be prepared to handle several common problems. Here are some examples:

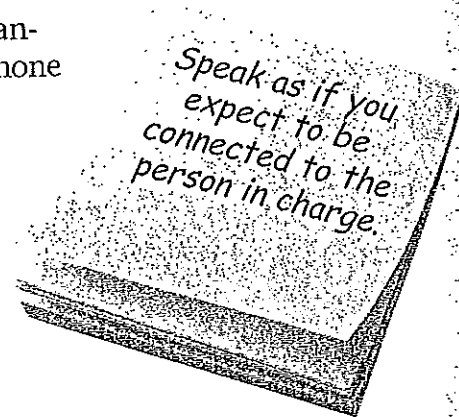
- ✓ How do you get past the operator, receptionist, or assistant who is trained to screen calls such as the one you are making?
- ✓ How do you get around voicemail to reach the person in charge?

- ✓ How do you respond to "Sorry, there are no openings"?
- ✓ How do you avoid an interview over the phone?

These are just a few of the situations that you may encounter as you make your telephone contacts. To overcome them, you need to have clear objectives and know a few helpful techniques.

Notice how the following common situations are handled. Do the tips help you meet the goals of a telephone contact?

**Situation 1:** You ask to speak to the manager, supervisor, or director in charge of the job you are seeking. You do not want to get referred to the personnel department, told there are no openings, or get screened out by the receptionist. The receptionist wants to know why you are calling.



Prepare a response using the following tips:

- ✓ Sound businesslike and friendly. Speak as if you expect to talk to the right person. Begin by asking for the name of the person in charge of the area where you want to work. Then ask to be connected. In most cases, this will get you through.
- ✓ If you have been referred to the person you are calling, say that someone—a friend of the person you are calling—suggested that you call.

**TIP**

Try to get the name of the person in charge before you call. As mentioned in Chapter 6, many companies have Web sites that list contact names and phone numbers. Also, America's Career InfoNet at [www.acinet.org](http://www.acinet.org) gives key contact names and phone numbers for employers in every state.

- ✓ If you feel that you are being screened out, say that you want to send some material to the person, and you need the correct spelling of the name, title, and address. (This is true, because you will be sending a resume and JIST Card later.) Then call back tomorrow and ask for the person by name. Or call during lunch, when a replacement receptionist is likely to be on the phone.

**TIP**

If you get a voicemail message instead of an operator or receptionist, you can usually reach someone by pressing 0 or holding on the line. When a person answers, follow the previous points. If you get the voicemail of the person in charge, try calling back later.

**Situation 2:** The supervisor tells you there are no openings at the present time.

Prepare a response using the following tips:

- ✓ Don't give up! Show that you are still interested, and again ask for an interview. An employer will often consider a second request.
- ✓ Say that although no openings exist at present, you are still interested and would like to come in anyway to discuss future openings and to talk about the company.
- ✓ If you can't get an interview, ask if it is okay to send a resume and stay in touch. If so, ask if you can call back in about two weeks. Also ask for the names of other organizations that might need someone with your skills.

**Situation 3:** Because of your good presentation, the employer shows an interest in you and begins to ask you questions over the phone.

Prepare a response using the following tips:

- ✓ Ask if you can schedule an interview to cover in person any questions the employer might have. If that doesn't work, then...
- ✓ Tell the employer more about your special skills, experience, and training that qualify you for the job. Also do the following:
  - \* Explain why you would be a good employee for this company.
  - \* Ask questions about the company's service or products. Do not ask about pay or benefits.
  - \* Close with a request for an interview.

**TIP**

Remember: Your main goal is to get an interview.



## Contact Employers Using E-mail

Many employers prefer to be contacted via e-mail first. The reason is that e-mails don't interrupt their work day at inconvenient times. Following are tips for using e-mail to contact employers. Additional tips are included in the resume and other chapters later in this book.

- ✓ **Send e-mail to a specific person:** Get the name and e-mail address of the person most likely to hire or supervise you. You can often get this from the organization's Web site, sending an e-mail to the Web master asking for the contact information, or calling up and asking for it.
- ✓ **Try to be referred by someone else:** It is always best if you have been referred by someone the employer knows. Whenever this is the case, mention this in your e-mail subject line or early in your phone call or correspondence.
- ✓ **Keep your initial contact short and friendly:** Your initial objective is to get the employer to read and respond to your e-mail. Have a clear subject line so the employer knows it is not junk mail. Then include a few sentences telling the employer why you are contacting him or her and asking him or her to help you in your search for a job.
- ✓ **Ask for a response:** Depending on the situation, you can ask to come in to talk to the employer and ask for a time that would work for him or her. Alternatively, you could ask the employer to send you names of others to contact or to forward your e-mail to others.
- ✓ **Think carefully about using an attachment:** Many employers don't like e-mail attachments from people they don't know, because an attachment can contain a virus. Consider putting the text from your JIST Card at the end of the e-mail itself, or insert it as a graphics image. You can include a copy of your resume as an attachment in a later e-mail.
- ✓ **Check for good grammar and spelling before you send it:** Although e-mail is less formal than a letter, remember that your e-mail will make an impression. Make sure it is a good one!
- ✓ **Follow up:** After you get a response, follow up with additional information. Attach a copy of your resume, ask for a time to come in and talk with the employer, or ask this person to give you leads to other people who might be able to help you in your job search.

You can adopt many of the phone and other techniques you learn in this book for use with e-mail. More e-mail techniques are covered in other chapters. Be creative, and use e-mail along with other techniques to help you network and get interviews.

## Contact Employers in Person

You can use your telephone script when making a personal visit to a place of business. Make sure you know your script well and have rehearsed it.

Stopping by a place of business or an organization without an appointment is okay. Some employers will be willing to see you on a short notice. Remember to dress professionally, as you would for an interview.

### Goals for Contacting Employers in Person

- ✓ Ask to speak to the one person most likely to supervise you. This person also most likely would have the authority to hire you.
- ✓ Present your entire telephone script. Do this clearly and without interruption.
- ✓ Get an interview! Remember that your goal is to get an interview, so make sure you ask for one.

Ask for an interview...

- ✓ For the position you want. If no, then...
- ✓ To discuss future openings. If no, then...
- ✓ For information about the organization.

Chapter 11 explains what to do when you get a job interview. If the employer instead agrees either to discuss future openings or the organization (otherwise known as an *informational interview*), try to find out as much as you can about what the employer is looking for in an employee. Demonstrate your knowledge of the organization and the industry by asking questions about recent changes and future plans. You may be able to convince the employer at this point that you have the skills that the company needs. If not, ask for advice about how to be successful in this field. Listen closely and ask relevant questions. Taking notes will help you remember the most useful information. Before you leave, make sure you ask for a referral. Finally, don't forget to follow up with a note thanking the employer for meeting with you.

## If You Do Not Get an Interview

For employers who can't see you, the visit can still be worthwhile if you do the following:

- ✓ Ask to make an appointment for another day and time.
- ✓ Leave your JIST Card and resume with the receptionist or supervisor's assistant. Ask that these documents be passed on to the supervisor.
- ✓ Ask for referrals to other companies that may be able to use your skills.

### YOUR TURN

#### *Create Your Final Script*

Write out a final script based on your JIST Card. Write it just as you will say it on the phone and in person.

Practice your script and replies by yourself and with others until you feel comfortable and can say your script smoothly.

*“Go confidently in the direction of your dreams. Live the life you have imagined.”*

*Henry David Thoreau*

## Independent Living Skills Module II



### ACTIVITY

*Consider the following examples:*

#### 1. BEN

Ben has been looking for a job for the past three weeks. He hasn't had any luck. As he walks home from a basketball game, he sees a Help Wanted sign in the window of Giovanni's Restaurant. Ben is about to go in and get an application, when he suddenly realizes he is wearing shorts and a dirty T-shirt. He is afraid that if he does not go in and ask for an application now, the job might not be available by the next time he can come back.

*What would you do?*

---

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#### 2. AARON

Aaron got an interview at the grocery store after answering a want ad in the local newspaper. Before the interview, Aaron had to go to the dentist. The dentist's office was pretty crowded and Aaron had to wait for a while. As he finally sits down in the dentist's chair, he realizes that he will be late for his interview.

*What would you do?*

---

---

#### 3. APRIL

April's guidance counselor helped her to get an interview at a bakery. When April arrived, she suddenly felt very nervous. When the store manager asked her questions, she felt as if she had a knot in her stomach and could barely speak.

*What would you do in a situation like April's?*

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#### 4. MICHAEL AND PETER

Michael stops by Peter's house to ask him to come along to the movies. Peter tells him that he can't go because he is just about to head off for a job interview at a gas station. Michael is surprised and asks Peter if he is going to change his dirty jeans and over-sized T-shirt before the interview. Peter replies that he isn't about to change. He tells Michael that people should

## Independent Living Skills Module II

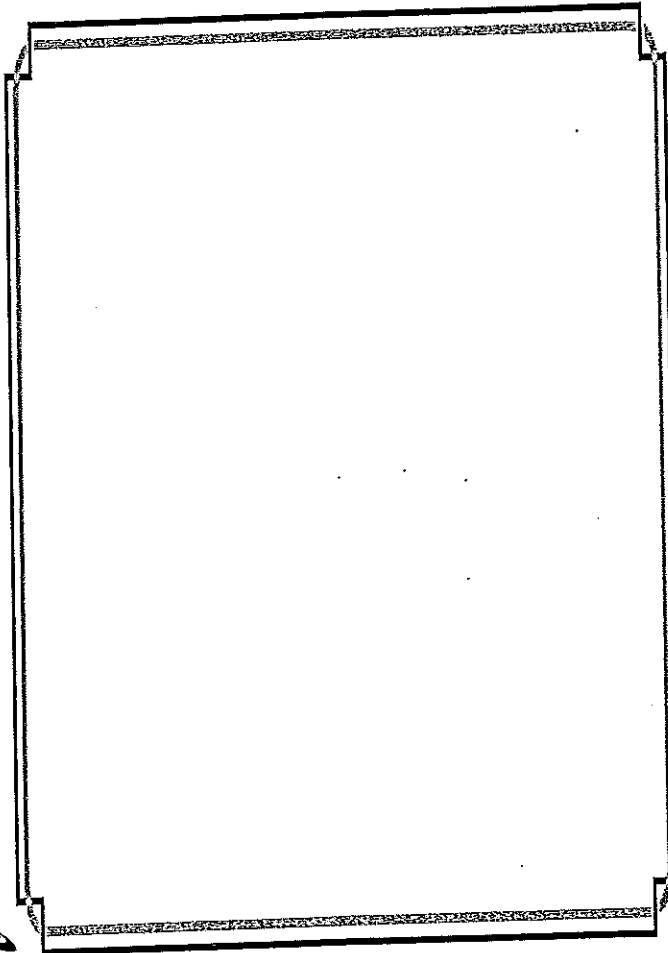
appreciate him no matter what he wears, and says that the work he would be doing would get him dirty anyway. Michael tells him that a good first impression with an employer is important and even though work at a gas station might be dirty, he should still wear clean and appropriate clothing to the interview.

*Who do you think is right? Why?*



### ACTIVITY

Take an inventory of your clothes. What would you wear for a job interview?



## Chapter 9

# Write an Effective Resume

You have learned that sending out resumes at random is not an effective job-seeking technique. Many employers, however, will ask you for a resume because resumes are a useful tool to help them screen people.

A well-done resume will tell an employer who you are and how to contact you. It will give a brief review of your background, work, education, life experience, skills, and abilities in a more detailed manner than the information found on your JIST Card.

## The Chronological Resume

Although other resume formats exist, most people use a *chronological resume*, which is a simple resume that presents your experience in reverse chronological order. The most recent experience is listed first, followed by previous experience. As a high school student, you can include sections on your extracurricular activities, achievements, awards, volunteer experiences, and skills.

## Resume Examples

Look over the following examples of vocational and high school students' resumes. Use them as your guide for completing the Resume Worksheet at the end of this chapter.

*“Integrity ... is your inner image of yourself, and if you look in there and see someone who won't cheat, then you know he never will.”*

*John D. MacDonald*

73990 Smith Valley Road Phone (555) 999-9999  
Medford, California 44444 E-mail shall@netcom.net

## Scott Hall

- Objective** To attend a four-year college and receive a degree in business.
- Education** West Hill High School 1000 Main Street  
Received Diploma June 20XX Medford, California 44444  
(555) 999-0000
- Awards Received**
- 3.8 GPA
  - Honor Roll (4 years)
  - Listed in Who's Who Among American High School Students
  - Americanism and Government Test Winner (2 years)
  - Northern Conference Scholar Athlete (2 years)
- Work Experience**
- |                                 |                                |
|---------------------------------|--------------------------------|
| <i>Summers of 20XX and 20XX</i> | <i>20XX-20XX</i>               |
| Ken Jones                       | City Auto Parts, Inc.          |
| 390 Beloit Road                 | 6666 Smith Avenue              |
| Medford, California 44444       | Medford, California 44444      |
| (555) 555-9999                  | (555) 888-4444                 |
| Loaded/unloaded wagons;         | Sorted parts; stocked shelves; |
| baled hay                       | recorded inventory             |
- Volunteer Experience**
- Church Youth Group (5 years)
  - Northern Canada Missionary Programs (3 years)
- Extracurricular Activities**
- Future Problem Solving, state champions (4 years)
  - Debate (2 years)
  - Student Council (2 years)
  - Students Against Drunk Driving (3 years)
  - Drama, various productions (3 years)

# Roberta B. Hired

37 Main Street

Boise, Idaho 00000

(555) 666-7777

rhired@connect.com

## OBJECTIVE

To secure a position in the field of Health Technologies or related work.

## EDUCATION

September 20XX-  
June 20XX

Lake County JVS  
Boise, Idaho

Degree: Vocational Certificate  
Major: Health Technology Tech Prep

September 20XX-  
June 20XX

Neighborhood High School  
Boise, Idaho

Degree: High School Diploma  
Major: College Prep/Academic

## EXPERIENCE

April 20XX-  
Present

Ashley Place Health Care  
Boise, Idaho

Position: Nursing Assistant  
Duties: Provide quality nursing care to residents.

March 20XX-  
October 20XX

Taco Bell  
Boise, Idaho

Position: Crew Member  
Duties: Took and filled customer orders, prepared food items, handled money, and maintained sanitary conditions.

May 20XX-  
September 20XX

Self-Employed  
Boise, Idaho

Position: Babysitter  
Duties: Supervised the safety and activities of children for six families.

## ACHIEVEMENTS

Eligible for Emergency Medical Technician (EMT) National Registry Certification  
Eligible for American Society of Phlebotomy Technologists (ASPT) Certification  
Health Care Provider CPR Certification from the American Heart Association  
Honor Roll student – Freshman through senior years  
Inducted into the National Honor Society – Junior year

## ACTIVITIES

Vocational Industrial Clubs of America – Two years  
Marching Band – Four years  
Mentoring experience at Boardman X-Ray

## SKILLS

- Medical Terminology
- Anatomy/Physiology
- Computer Literacy
- Phlebotomy
- Emergency Medical Technology

## PERSONAL

I take pride in my work, follow directions well, and am willing to learn new skills. I am dependable, honest, and very hard working. I have an excellent attendance record.



## **James Cook**

5584 Boardman Road      St. Louis, Missouri 66688      (333) 555-0000

### **Objective**

To obtain summer employment.

### **Education**

ST. LOUIS HIGH SCHOOL      ST. LOUIS, MISSOURI  
Degree: High School Honors Diploma, June 20XX  
Major: Academic/College Prep  
Rank: Top 15%, 61st of 424 students  
National Honor Society, two years  
Varsity Football Team, three years, lettered twice  
Junior Varsity Football Team, two years  
Sophomore Football Team, one year  
Freshman Football Team, one year, lettered  
Varsity Swim Team, one year, lettered

### **Volunteer Work**

State of Missouri Senior Olympics – set up swim meet; head timer  
St. Louis Area Special Olympics – set up swim meet; head timer  
St. Louis YMCA – head operator of timing console for home swim meets

### **Experience**

ST. LOUIS COUNTRY CLUB      ST. LOUIS, MISSOURI  
Head Golf Caddie      Summers of 20XX and 20XX  
Duties included instructing caddies in the proper procedures and  
etiquette of golf and caddying for club members.

### **Awards**

Inducted into the National Honor Society  
Received two varsity letters in football  
Received one varsity letter in swimming  
Placed first in the 20XX YCC Pentathlon Swim Meet

### **Personal**

Extremely hard working and dedicated to whatever I am assigned or  
attempt to do on my own. Constantly striving to improve and to perform  
to the best of my ability.

## Krista J. Johnson

317 Wright Avenue  
Home Phone (333) 444-4444

Nashua, New Hampshire 88888  
Email kjohnson@connect.net

### Objective

To obtain a Bachelor of Music Degree in Vocal Performance and Education at a four-year college and also a Master's Degree in Vocal Performance Pedagogy to become a professional singer and voice instructor.

### Education

East Fork High School, Nashua, New Hampshire  
Graduation expected June 20XX

### Work Experience

*September 20XX-current*  
Jane's Boutique  
2500 West Main Street  
Nashua, New Hampshire  
(333) 444-8899  
Sales Associate

### Extracurricular Activities

- Choir (3 years)
- Musicals (leading roles, 3 years)
- Drama (2 years)
- PA Crew (2 years)
- Future Teachers of America (board of directors, 1 year)

### Achievements

- Superior Ratings in State Vocal Music Contests (3 years)
- Mount Union College Junior Scholar (2 years)

### Volunteer Experience

- Assistant to Vocal Music Teacher (3 years)
- Sang in Area Nursing Homes (2 years)
- Taught Bible School at my church (1 year)

**Pat J. Gordon**

327 Main Street  
Home (999) 888-8888

Atlanta, Georgia 22222  
Cell Phone (999) 666-6666

**Objective** To secure a position in the field of building, remodeling, and maintenance.

**Education**

September 20XX- June 20XX Local County JVS Atlanta, Georgia Degree: Vocational Certificate Major: Building, Remodeling, and Maintenance

September 20XX- June 20XX Local High School Atlanta, Georgia Degree: High School Diploma Major: College Prep/Business

**Experience**

April 20XX- Present Gates Custom Homes Dunwoody, Georgia Position: Carpenter's Assistant Duties: Lay out cuts, nail patterns, clean up work area.

March 20XX- October 20XX Atlanta Beacon Atlanta, Georgia Position: Paper Carrier Duties: Delivered daily newspapers to 50 customers; collected monthly payments; kept accurate records.

May 20XX- September 20XX Self-Employed Position: Lawn Care Duties: Mowed and trimmed yards for six families; pruned bushes; weeded flower beds.

**Achievements** Placed first in regional VICA Carpentry Event, junior year  
Perfect Attendance Award, senior year  
Certificate of Achievement in Building and Remodeling

**Activities** Vocational Industrial Clubs of America, two years  
Senior Building, Remodeling, and Maintenance Class  
President

**Skills** Carpentry: framing, decks, roofs, trim, and cabinetry  
Drywall: hanging, finishing, repairing, and texturing  
Wiring: residential and EMT  
Plumbing: basic and residential  
Siding: vinyl, vertical, and wood  
Roofing: shingle, gutter, flashing, and drip edge  
Masonry: brick, block, and pointing  
Blueprints: draw and read

**Professional, Trustworthy, Dependable, Motivated**

## Describing Your Jobs on Your Resume

Following are commonly held jobs and their required duties. This information may help you complete the Resume Worksheet.

Field	Position	Duties
Fast foods	Crew member	Take and fill customer orders, operate cash register, and maintain sanitary conditions. (OR) Expedite customer orders at counter and at drive-thru, handle money, and maintain clean and orderly work area.
Babysitting	Babysitter for the Robert Smith family	Supervise the safety and activities of three young children, prepare snacks and meals, and do light housecleaning.
Paper boy	Paper carrier	Deliver daily newspapers to 50 customers, collect monthly payments, and maintain accurate records.
Medical occupation	Dietary aid	Prepare trays for residents according to specific dietary needs; sanitize dishes, glassware, utensils, pots, and pans; and keep work area clean and orderly.
Child care	Prekindergarten teacher	Oversee the safety and play of young children and the feeding and changing of infants.
Grocery store	Customer service	Bag grocery items, assist customers in loading their vehicles, stock and face shelves and displays, and maintain clean and orderly conditions.

(continued)

(continued)

Field	Position	Duties
Grocery store	Cashier	Ring up customer sales using proper store codes; process cash, check, food stamps, and credit card payments; bag items; and maintain clean work area.
Lifeguard	Lifeguard	Supervise the safety and activities of patrons, perform CPR and administer first aid when needed, and enforce pool rules.
Gas station	Fuel attendant	Pump gas; wash windows; check fluids; service tires; and process cash, check, and credit card payments.
Landscaping	Landscaper	Seed, sod, mow, weed, fertilize, water, and aerate customer lawns; plant and transplant shrubs, trees, and flowers; build rock walls; and install fountains.
Lawn care	Lawn care	Maintain yards for 10 customers; mow, trim, and edge lawns; prune hedges and shrubs; and weed and mulch beds.
Restaurant	Bus person	Clear, clean, and set tables; assist servers as needed; and maintain sanitary conditions.
Movie theater	Cashier/usher	Sell and collect movie tickets, expedite snack orders, handle money, stock supplies and food items, direct customers to proper theater areas, and maintain clean conditions.
Fair parking	Parking attendant	Direct fair traffic to designated parking areas.

## ACTIVITY

### Begin Your Resume

Use the worksheet that follows to organize your personal information. Review Chapters 3 through 5 and the *Data Minder* for the skills and other details to use in your worksheet. Also, you can refer to the sample resumes and the earlier section titled "Describing Your Jobs on Your Resume."

Make sure you complete the Resume Worksheet carefully by printing neatly in pencil and avoiding abbreviations. Later, you can use the information from this worksheet to create your chronological resume.

#### THE RESUME WORKSHEET



Full name: \_\_\_\_\_

Address: \_\_\_\_\_

City, state, ZIP code: \_\_\_\_\_

Area code and phone number: \_\_\_\_\_

Area code and alternative phone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

#### Objective

To secure a position in \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(continued)

(continued)

**Education**

Name of high school: \_\_\_\_\_

Degree: \_\_\_\_\_

City, state: \_\_\_\_\_

Major: \_\_\_\_\_

Name of high school: \_\_\_\_\_

Degree: \_\_\_\_\_

City, state: \_\_\_\_\_

Major: \_\_\_\_\_

**Experience** (Most recent job first. Include both paid and unpaid work.)

Company name: \_\_\_\_\_

Position: \_\_\_\_\_

City, state: \_\_\_\_\_

Duties include: \_\_\_\_\_

Company name: \_\_\_\_\_

Position: \_\_\_\_\_

City, state: \_\_\_\_\_

Duties include: \_\_\_\_\_

Company name: \_\_\_\_\_

Position: \_\_\_\_\_

City, state: \_\_\_\_\_

Duties include:

**Achievements** (Include awards, ribbons, trophies, certificates,)

**Activities** (Groups, clubs, teams, music. Include number of years of membership or participation.)

**Skills**

**Personal** (Compose three sentences describing your good-worker traits.)



## Tips for Preparing a Superior Resume

The following tips can help you create a superior resume:

- ✓ **Write it yourself:** It's okay to look at other resumes for ideas, but write yours yourself. It will force you to organize your thoughts and background.
- ✓ **Make it error free:** One spelling or grammar error will create a negative impression. Get someone else to review your final draft for errors. Then review it again!
- ✓ **Make it look good:** Poor copy quality, cheap paper, bad type quality, or anything that creates a sloppy physical appearance will turn off employers.
- ✓ **Be brief and be relevant:** Many good resumes fit on one page. Few justify more than two. Include only the most important points. Use short sentences and action words. If it doesn't relate to and support your job objective, take it out!
- ✓ **Be honest:** Don't overstate your qualifications. If you end up getting a job you can't handle, it will not be to your advantage.
- ✓ **Be positive:** Emphasize your accomplishments and results. This is no place to be too humble or to display your faults.
- ✓ **Be specific:** Rather than saying "I am good with people," say "I supervised four people in the warehouse and increased productivity by 30%." Use numbers whenever possible (people served, percentage increased, dollar increased, and so on).
- ✓ **Edit:** Write each of your resume drafts on a separate piece of paper. Make every word count. Keep editing until your resume is as good as you can make it. Then edit it again.
- ✓ **Use action words and short sentences:** Look at the sample resumes for ideas.
- ✓ **Avoid anything negative:** If an employer might consider something on your resume as negative, cut it.

## Tips for Producing Your Resume

Producing a resume can be confusing. The following tips can help you produce one that will make you proud:

- ✓ **Review your resume:** Have someone else review the final draft. Pick someone who will find spelling, grammar, and other errors. A teacher or counselor is a good choice.

- ✓ **Resume formatting:** Use a basic word processing program to create your resume. Many word processing programs have resume templates or step-by-step guidance to help you design your resume. If you don't have a home computer, use one at school or the library.

**TIP**

Be sure to save your resume on your computer for easy updating later.

- ✓ **Quality printing:** Output your final resume on a laser printer. Make sure you will be able to produce extra copies as needed.
- ✓ **Paper:** Use good-quality paper. If you prefer a color, use ivory, cream, light gray, or any other soft color that you can find in an office supply store.
- ✓ **Other alternatives:** Take your resume on disk to a local printer and have it printed professionally. Many quick-copy stores provide this service for a small fee.

## Electronic and Scannable Resumes

If you plan to use the Internet in your job search, you will need to submit your resume in electronic format. That way, employers can enter your resume into a database and search for keywords.

Even if you don't plan to use the Internet, you need to understand how electronic resumes work. More and more employers are scanning the resumes they receive.

*Scanners* are machines that convert your resume into electronic text. This allows employers to use a computer to quickly search hundreds or thousands of resumes to find qualified applicants. The computers look for keywords in the resumes—usually qualifications and skills that match the criteria needed for the open positions—and sort out the resumes with the most “hits.”

Many larger employers use scanning technology. They're likely to scan your paper resume into a database without your knowing it. Because electronic resumes are used differently than those on paper, it is important to understand how you can increase their effectiveness and their “readability” by a machine.

### An Electronic Resume Should Have Many Keywords

Employers who use electronic databases search for keywords in resumes. The more keywords you include, the more likely your resume will be selected. *Keywords* are words and phrases that are specific to the job you want. Here are some ways to find and present keywords on your resume:

- ✓ Add a keyword section.

A simple technique is to add a section to your resume titled "Key Skills." Then you can add keywords that aren't included elsewhere in your resume.

- ✓ Include all your important skill words.

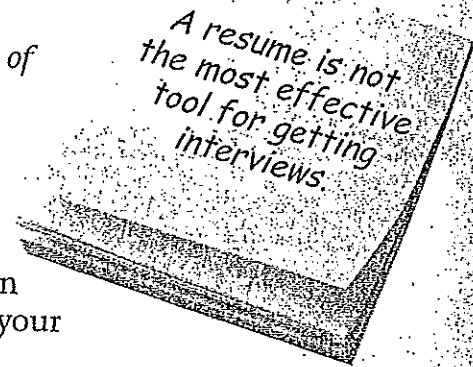
If you completed the worksheets in steps 1 and 2, include the key skills documented there.

- ✓ Think like a prospective employer.

List the jobs you want. Then think of the keywords that employers are likely to use when searching a database.

- ✓ Review job descriptions.

Carefully review descriptions for jobs you seek in major print references like the *Occupational Outlook Handbook* and the *O\*NET Dictionary of Occupational Titles*. Most large Web sites that list job openings have lots of employer job postings and job descriptions to review. Corporate Web sites often post information on job openings, which is another source of keywords. Make a list of keywords in descriptions of interest, and include them in your resume.



- ✓ Be specific.

List certifications and licenses, name any software and machines you can operate, and include special language and abbreviations used in your field.

A better approach is to make direct contact with those who hire or supervise people with your skills and ask them for an interview, even if no openings exist now. Then send a resume.

## ***For an Electronic Resume, a Simple Design Is Best***

The databases that your resume goes into want only text, not design. Scanners introduce fewer errors when the text is simple. What this means is that you need to take out your resume's carefully done format and design elements and reduce your resume to the simplest text format. Follow these guidelines:

- ✓ No graphics
- ✓ No lines
- ✓ No bold, italic, or other text variations
- ✓ Only one easy-to-scan font
- ✓ No tab indentations
- ✓ No line or paragraph indents
- ✓ No centering; align text to the left

This may be discouraging, but it's the way electronic resumes work most effectively.

## **Tips to Convert Your Paper Resume to an Electronic One**

Fortunately, you can easily take your existing resume and reformat it for electronic submission. Here are some quick tips for doing so:

- ✓ Cut and paste your resume text into a new file in your word processor.
- ✓ Eliminate any graphics elements, such as lines or images.
- ✓ Set your margins so that text is no more than 65 characters wide.
- ✓ Use one easy-to-scan font, such as Courier, Arial, Helvetica, or Times Roman. Eliminate bold, italic, and other font styles.
- ✓ Introduce major sections with words in all uppercase letters, rather than in bold or a different font.

## **A Few Final Words on Resumes**

Before you write and use your resume, here is some advice that applies to both paper and electronic resumes:

- ✓ Even the best of resumes will not get you a job.

You have to do that yourself. To do so, you have to get interviews and do well in them. Interviews are where the job search action is, not resumes.

- ✓ Don't listen to resume experts.

If you ask 10 people for advice on your resume, all will be willing to give it—yet no 2 will agree. You have to make up your own mind about your resume. Feel free to break any “rules” if you have a good reason.

✓ **Don't avoid the job search by worrying about your resume.**

Write a simple and error-free resume, and then go out and get lots of interviews. Later, you can write a better resume—if you want or need to.

## The Cover Letter

Always include a cover letter when sending your resume to an employer.

The cover letter should be brief, attract the employer's attention, and introduce you to the employer in a positive and professional way. Use the cover letter you developed in Chapter 8 as a guide. Remember to check the name, title, and address of employers that you are writing to.

## YOUR TURN

### *Finalize Your Resume*

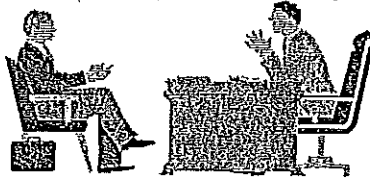
Finalize your resume and then have someone review it and give you feedback on its effectiveness. An employer, parent, or adult friend who has experience with resumes can give you valuable information.



## THE INTERVIEW

### Helpful Tips

- Plan ahead for your interview.
- Be sure you know the name of the person who is going to interview you.
- Ask for directions if you are not certain of the location of the interview.
- Gather together everything you'll need: your Personal Fact Sheet or your resume, a pen, some paper, the directions, etc.
- Figure out how you'll get to the interview (bus, car, etc.).
- Make sure you will be on time, even five to ten minutes earlier, if possible.
- Plan when you should leave your home.
- Take special care to look your best and dress the way you would if were working for this company.
- Go alone. Don't take your friends with you.
- Try to find out all you can about the job and company. Be familiar with its products and services.
- Remember your qualifications and be positive about your abilities to do the job well!



### During the Interview

- Be confident as you enter. You're there for a purpose: a new job!
- Ask for the interviewer by name.
- Try to make a good first impression. You might shake hands with the interviewer.
- Sit up straight, don't slouch.
- Make good eye contact, but be careful not to stare.
- Be polite.
- Speak clearly and directly, do not mumble or ramble.
- Try not to fidget. Do not tap your feet or your fingers, play with or twirl a pen, bite your nails, play with your hair, etc.
- Do not smoke or chew gum during the interview
- Use proper grammar, not slang.
- Try to relax and smile!
- Never be shy about your good points: talk about your skills, training, and experiences that will make you a good employee. (However, don't beg for the job.)
- Address the interviewer as Ms. / Miss. or Mrs. or Mr. Do not use his or her first name unless he or she asks you to.
- Say positive things about other employers, fellow workers, your teacher, etc.
- Be a good listener.
- Wait for the interviewer to bring up the subject of salary and benefits. Only ask about salary and benefits if the interviewer does not bring them up.
- Be prepared to ask a few good questions. Asking questions shows to the interviewer that you have been paying attention.

Good Luck!  
GOOD LUCK!

## Independent Living Skills Module II

### KEEPING TRACK OF YOUR JOB HUNTING EFFORTS

*Use this chart to keep a record of all the people you have contacted, the applications you've completed, and the interviews you have had in your search for a job.*

Name of Employer/ Company	Date of Contact	Completed Application	Interview	Follow-up Activities Planned & Date

## ***Employment Agencies***

There are three types of employment agencies. One is operated by the government and is free. The others are run as for-profit businesses that charge a fee either to you or an employer. Here are the advantages and disadvantages of using each.

### **The Government Employment Service and One-Stop Centers**

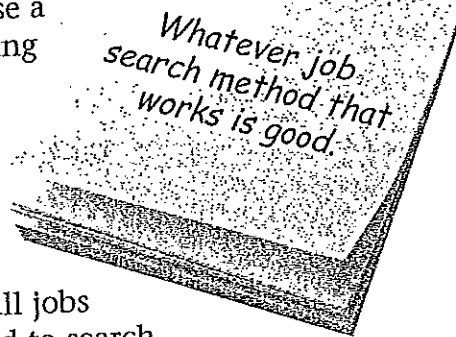
Each state has a network of local offices to pay unemployment compensation, provide job leads, and offer other services at no charge to you or to employers. The service's name varies by state. It may be called "Job Service," "Department of Labor," "Unemployment Office," "Workforce Development," or another name.

Many states also have "One-Stop Centers" that provide employment counseling, reference books, computerized career information, job listings, and other resources.



We do not suggest that you should *never* use less effective techniques. Some people get good jobs using the worst of methods, and that's fine. We do suggest that you use a *variety* of methods, spending most of your time using techniques that work best for most people.

The Internet site at [www.doleta.gov/uses](http://www.doleta.gov/uses) gives information on the programs provided by the government employment service, plus links to other useful sites. Another Internet site, America's Job Bank at [www.ajb.dni.us](http://www.ajb.dni.us), allows visitors to see all jobs listed with the government employment service and to search for jobs by region and other criteria.



The government employment service lists only 5 to 10 percent of the available openings nationally, and only about 6 percent of all job seekers get their jobs there. Even so, visit your local office early in your job search. Find out if you qualify for unemployment compensation and learn more about its services. Look into the government employment service. The price is right.

## Private Employment Agencies

Private employment agencies are businesses that charge a fee either to you or to the employer who hires you. Fees can be from less than one month's pay to 15 percent or more of your annual salary. You will often see these agencies' ads in the help-wanted section of the newspaper. Many have Web sites.

Be careful about using fee-based employment agencies. Recent research indicates that more people use and benefit from fee-based agencies than in the past. However, relatively few people who register with private agencies get a job through them.

If you use a private employment agency, ask for interviews with employers who will pay the agency's fee. Do not sign an exclusive agreement or be pressured into accepting a job, and continue to actively look for your own leads. You can find these agencies in the phone book's yellow pages. A government-run Web site at [www.ajb.dni.us](http://www.ajb.dni.us) also lists many of them.

## Temporary Agencies

Temporary agencies offer jobs lasting from several days to many months. They charge the employer a fee per hour, and then they pay you a bit less and keep the difference. You pay no direct fee to the agency. Many private employment agencies now provide temporary jobs, too.

Temp agencies have grown rapidly for good reason. They give employers short-term help, and employers often use them to find people they may want to hire later.

## ***School and Employment Services***

Contacting a school employment center is one of the job search methods included in the survey presented earlier. Only a small percentage of respondents used this option. This is probably because few had the service available to them. Find out about the employment services at your school. Some schools provide free career counseling, resume-writing help, referrals to job openings, career interest tests, reference materials, and other services.

In addition to school employment centers, special career programs work with veterans, people with disabilities, welfare recipients, union members, professional groups, and many others. Just knowing about these services will be valuable for you in the future.

## ***Human Resources Departments***

Few people get hired by someone in a human resources department. The human resources department's job is to screen you out. Be cooperative with human resources staff, but try to go directly to the person who is most likely to supervise you, even if no opening exists right now. Remember that most smaller organizations don't even have a human resources office—only the larger ones do.

## Employment Agencies- Phone Numbers and Contacts

### Public Employment Agencies-

- CT Department of Labor-
  - Website: <http://www.ctdol.state.ct.us/>
  - Phone: 860-263-6000
  - Email: [dol.webhelp@ct.gov](mailto:dol.webhelp@ct.gov)
  
- CT Works-
  - Norwich- 860-859-5600
  - New London- 860-439-7400
  - Website: <http://www.ctdol.state.ct.us/ctworks/ctworks.htm>
  
- Job and Career ConneCTions
  - Website: <http://www1.ctdol.state.ct.us/jcc/>

### Temporary Employment Agencies-

1. Labor Ready- (Norwich, CT)
  - Phone: 860-823-1824
  - Email: <http://www.laborready.com/>
  
2. Kelly Services
  - Phone: 877-535-5907 (serving Norwich)
  - Phone: 860-447-2701 (New London)
  - Email: <http://www.kellyservices.us/web/us/services/en/pages/?cid=yp>
  
3. Manpower
  - Phone: 860-887-4175
  - Address: One American Way, Norwich

### Private Employment Agencies-

- [www.ajb.dni.us](http://www.ajb.dni.us)- Career One Stop
- Phone book yellow pages
- <http://www.ctdol.state.ct.us/wgwkstnd/pa-statutes.htm>

## Independent Living Skills Module II

### FOLLOW-UP LETTERS

You should always send a thank you letter following an interview to express your appreciation to the interviewer for talking with you. In addition, your letter will remind the interviewer that you are still very interested in the job and keep your name in the interviewer's mind until a decision is made.

The follow-up letter will also give you the opportunity to answer questions you needed more time to think about and could not answer during the interview. If you want to use the letter to sell yourself a little more, take the time to tell the interviewer once again why you want to work for his or her company and what you have to offer.



#### ACTIVITY

*Look at the following example of follow-up letters and then try writing a letter to an employer who has given you an interview.*

1283 Spring Street  
Gardner, MA 01213

June 4, 2000

Ms. Patricia Smith  
Personnel Director  
Tazre Department Store  
287 Lincoln Street  
Wakefield, MA 01880

Dear Ms. Smith,

Thank you very much for interviewing me on June 3, 2000 for the cashier's position. I enjoyed meeting you and learning about your store's employment program. I am very interested in working at Tazre's Department Store.

If you would like to receive any other information or references, please call me at (508) 278-1234.

I am looking forward to hearing from you.

Sincerely,  
*Daniel Lawrence*  
Daniel Lawrence

1080 East Street  
West Boston, MA 02100

## Independent Living Skills Module II

June 10, 2000

Mr. John Walsh  
Personnel Manager  
Sunrise Bakery  
2101 Cake Lane  
Boston, MA 02100

Dear Mr. Walsh,

Thank you for the considerations you have given me in your interview yesterday morning.

The opportunity to meet you and other staff at Sunrise Bakery has convinced me that I would be happy working at your company. If I am given the job, I will do my best to meet the expectations of employment.

Sincerely,

*James Bradley*

James Bradley

726 Mills Road  
Boston, MA 02100

July 3, 2000

Ms. Kathryn Butler  
Personnel Office First Bank  
Boston, MA 02100

Dear Ms. Butler

As you requested during our interview yesterday morning, I have asked my guidance counselor to send you a transcript of my grades.

When you asked me if I would be interested in starting as a filing clerk, I was not sure. After considering the option, I decided that being a filing clerk would be a good way to learn the ins and outs of office work.

Thank you very much for the interview. The more I heard about First Bank, the more I wanted to work there. I was a little nervous during the typing test; however, you will see from my transcript that I can do good work. If I am hired as a typist or filing clerk, I am sure I will do a good job.

Sincerely,

*Joyce Martin*

Joyce Martin





U.S. Equal Employment Opportunity Commission

## LEGAL DISCRIMINATION & RIGHTS

### Employees & Job Applicants

The U.S. Equal Employment Opportunity Commission enforces Federal laws prohibiting employment discrimination. These laws protect you against employment discrimination when it involves:

- *Unfair treatment because of your race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.*
- *Harassment by managers, co-workers, or others in your workplace, because of your race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.*
- *Denial of a reasonable workplace accommodation that you need because of your religious beliefs or disability.*
- *Retaliation because you complained about job discrimination, or assisted with a job discrimination investigation or lawsuit.*

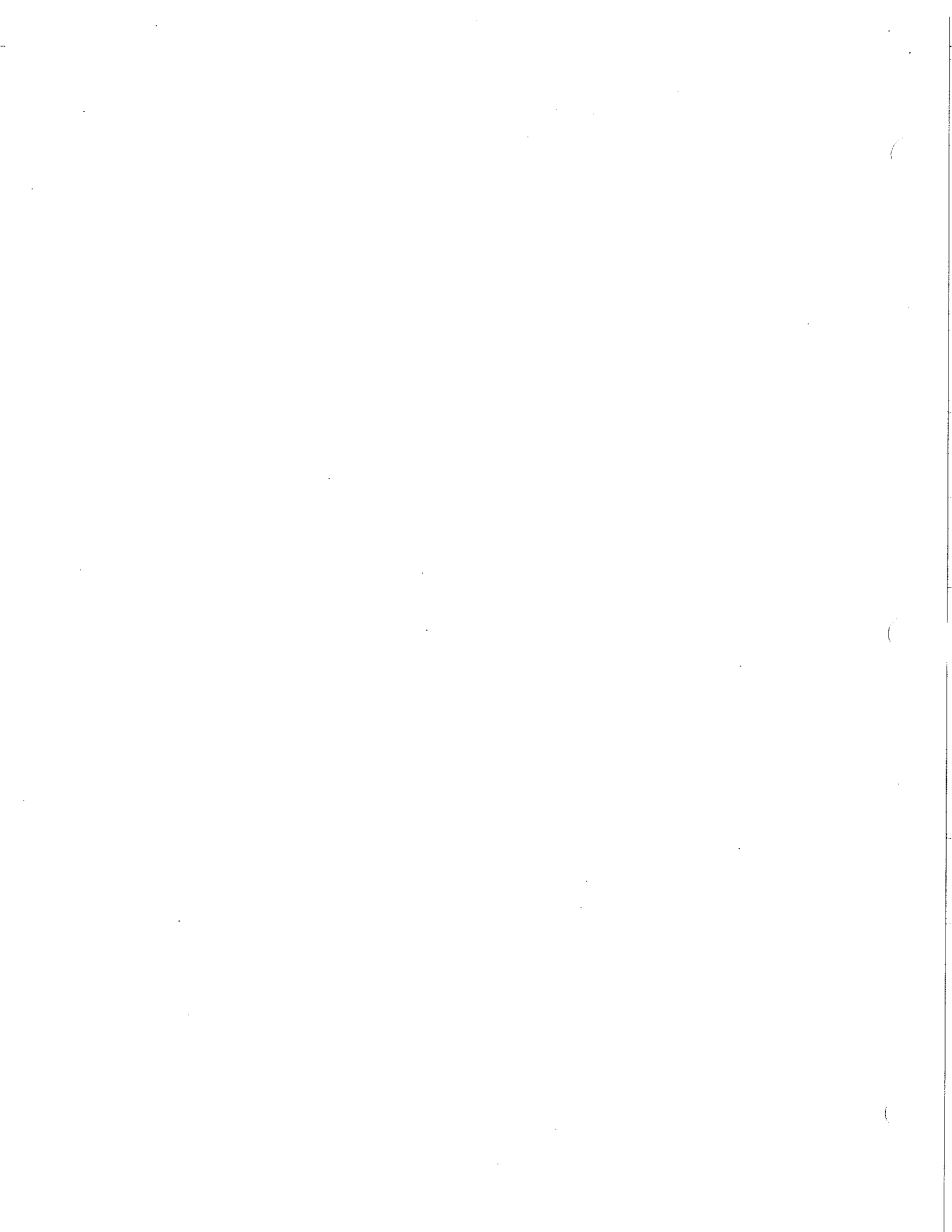
If you believe that you have been discriminated against at work, you can file a "Charge of Discrimination." All of the laws enforced by EEOC, except for the Equal Pay Act, require you to file a Charge of Discrimination with us before you can file a job discrimination lawsuit against your employer. In addition, an individual, organization, or agency may file a charge on behalf of another person in order to protect the aggrieved person's identity.

*Note:* Federal employees and job applicants have similar protections, but a different complaint process.

Not all employers are covered by the laws we enforce, and not all employees are protected. This can vary depending on the type of employer, the number of employees it has, and the type of discrimination alleged. Also, there are strict time limits for filing a charge that you should be aware of. Because of this, we strongly urge you to read the following information to help determine your rights and what action you need to take.

For more information about Legal discrimination and the legal rights of an employee go to:  
<http://www1.eeoc.gov/employees/>

JS-111







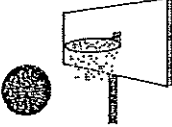

## Independent Living Skills Module II

# WHAT TO WEAR

Wearing the right kind of clothes to the right occasion can save you from embarrassment and missed opportunities.

Take an inventory of your clothes and decide what you would wear at the following occasions:

*I Would Wear:*

<p>A Job Interview</p> 	
<p>High School Graduation</p> 	
<p>A Celtics Game</p> 	
<p>At Work</p> 	

The kind of clothes a person wears is often considered to be a part of his/her identity. There are times, however, where you might want to deviate from "your style." It is not appropriate to wear jeans, sneakers, or baggy clothing to a job interview, for example, even though you may feel more comfortable in those clothes.

In general, taking good care of your personal appearance is well worth the effort.

## Get Off to a Good Start—Meet Employer Expectations

You were hired because the employer felt you had the skills and abilities needed to get the job done. You now will be expected to become a productive employee. This is your chance to prove that you really do meet all three major employer expectations: appearance, dependability, and skills.

### Expectation #1: Appearance

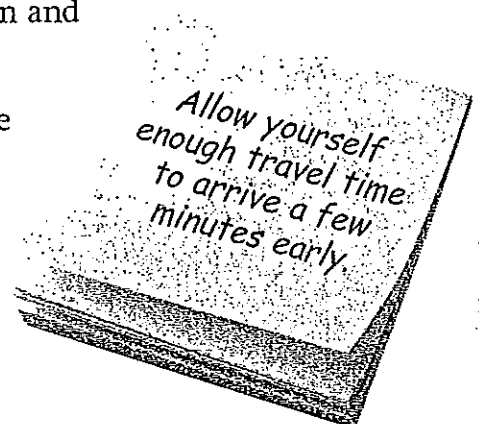
Here are some things to consider when beginning a new job:

- ✓ **Self-image:** Show confidence in the way you present yourself.
- ✓ **Dress:** Be neat and clean in your appearance and grooming. Dress appropriately for the type of job you are starting.
- ✓ **Personality:** Be natural and friendly, and show respect to your coworkers and supervisors. Don't forget to smile.
- ✓ **Communications:** Use good verbal skills when you talk to others. Show your interest by asking questions and being positive.
- ✓ **Behavior:** Be cooperative with others, and work hard at adjusting to the work routine expected of you. Find someone to help you learn the basics of the job.

### Expectation #2: Dependability

One way to prove that you are worthy of your new job is to show that you are dependable. All employers expect you to be reliable. Make the following a part of your daily job habits:

- ✓ **Be at work on time:** Arrive a few minutes early. Allow yourself enough travel time by considering the traffic situation and the route you will take.
- ✓ **Follow the expected work schedule:** Take only the time allowed for breaks and lunch. Be sure to arrive back at your workstation on the scheduled time or a few minutes early.

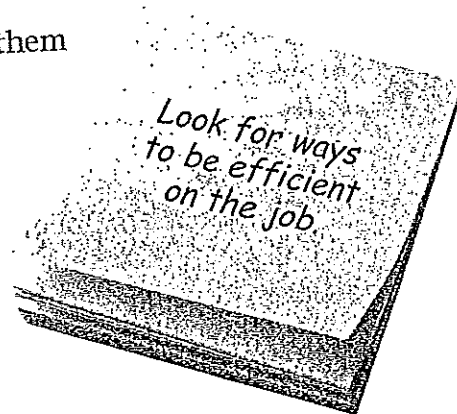


- ✓ **Know what duties you should be performing:** Be sure that you complete what is expected of you. Ask your supervisor to explain any special procedures or rules to you. Ask for and read at home any personnel and procedural materials related to your job.
- ✓ **Don't miss work:** A minor illness (like a cold) is not a good reason for missing work, and neither is a personal problem (such as childcare). If you miss more than three days per year for these reasons, it may be too much.
- ✓ **Call if you will be absent or late:** If you will be more than a few minutes late or absent for any reason, call in at the beginning of the workday. Talk directly to your supervisor and explain the situation. Do not leave a message. Sometimes, you may be able to call the day before if you think there could be a problem.

### Expectation #3: Skills

Your performance on the job will show the employer whether he made the right choice in hiring you. How well will you measure up?

- ✓ **Show that you have the skills:** Then apply them daily.
- ✓ **Strive to improve your skills:** Develop new ways to do a better job.
- ✓ **Seek ways to learn new skills:** Learn all you can from any job you have. Do the job as well as you are able. Look for ways to spend your time more efficiently.
- ✓ **Accept responsibility:** Take responsibility for your job and your performance.
- ✓ **Know company policies:** Read personnel and procedure manuals.
- ✓ **Work quickly but carefully:** Perform at a steady and quick pace. Find a pace that you can keep up all day without making errors.
- ✓ **Be willing to take on additional responsibilities:** Try your best to do something extra when you are asked. Volunteer for tasks that allow you to learn something new.



**TIP**

Don't wait until a formal review to find out how you are doing on your job. Ask your supervisor for feedback on ways you can improve your job performance.

## Other Expectations

- ✓ **Stay away from problem employees:** Some people tend to be negative about their jobs. Others do things against the rules, waste time, or in other ways are not good workers. These people may be fun to be with, but spending time with them will affect your performance. Your coworkers and supervisors may begin to see you as a problem. Be friendly, but do not socialize with people like this any more than is necessary.
- ✓ **Keep personal activities and problems at home:** You are paid to get a job done. Making personal phone calls, paying bills, coming back late from lunch, or talking to other staff about what you did last weekend are not what you are being paid to do. Although socializing for a few minutes on the job is acceptable, you can easily overdo it.

**TIP**

Limit your personal activities and discussions to breaks, lunch times, and hours outside of work.

- ✓ **Manage children and other family members:** Although children or other family members may be the most important part of your life, they are not your employer's concern. Make sure that childcare arrangements are in place prior to accepting a job. If your children are in school, arrange childcare so that you do not miss work when they are ill. Strongly discourage personal phone calls except in emergencies. When interviewing for a job, tell employers that you will be a dependable worker and that childcare has been arranged. Assure them that you needn't miss work for this reason.

## **Why People Get Fired: The Employer's Point of View**

Everyone wants to be accepted and successful on a new job. Surviving on the job may mean that you have to change the way you act and some of your attitudes.

One way to survive on a job is to make sure that you avoid the things that get people fired. Here are the top 10 reasons employers give for firing people. The top 3 are listed first.

- ✓ **Dishonesty:** This is one of the top reasons employers give for firing someone. More employers are now screening new applicants to eliminate people who have been dishonest with previous employers. Employers don't want to pay someone who steals from them or can't be trusted.
- ✓ **Slow work:** This is a major reason for job failure. You can see why: Unproductive employees cost more than they earn. A slow worker is expensive compared to another worker who gets the same job done in less time.
- ✓ **Refusal to follow orders or get along with supervisor:** In a battle with a supervisor, you will almost always lose.
- ✓ **Unreliability; too many days absent or late:** When an employee is absent, it disrupts the work of others. These people may have to neglect their work to make up for the absent worker. Being late sets a bad example for others and often disrupts others' work.
- ✓ **Inability to get along with other workers:** Many workers consider this problem one of the top reasons they don't like their jobs. Although few employers list it among the top reasons for firing someone, it is often a factor. You don't have to like all the people you work with, but you need to be able to get along with them.
- ✓ **Poor attire or grooming:** The way you look is significant. This is particularly true in office jobs and in jobs where you deal with customers. Poor dress and grooming affect how the employer feels about you. This can be one of many things that a terminated employee did not do well.
- ✓ **Too many mistakes:** Someone who makes mistakes can be costly to an employer. Perhaps another employee has to spend time correcting errors. A customer may become unhappy with the company's products or services as a result of sloppy work. That customer doesn't come back and tells others about the bad experience.
- ✓ **Accident-prone; refusal to follow safety rules:** Employers do not want to keep people who have accidents or who do not follow safety rules. Accidents can be costly to employers and dangerous to other employees.
- ✓ **Inability to do the work:** Few people get fired because they could not do the work. Employers tend to hire people they think can do the job and then give them time to learn it.
- ✓ **Abuse of alcohol or drugs:** Substance abuse is a major problem in some organizations. A person who abuses alcohol or drugs often gets fired for being unreliable or for some other reason. The employer may not even know the cause of the problem.

There are many reasons why an employer might fire a person. Almost any reason can be enough if it is a serious problem. More often, however, people are fired for more than one reason. For example, they may be late to work too often and make too many mistakes.

**TIP**

There are many reasons people lose their jobs. If this happens to you, learn from the experience and look for a new job that does not present the same problems.

## Tips on Handling Work Conflicts

Two of the top 10 reasons why people get fired have to do with the ability to get along with other people at work, either supervisors or coworkers. One important part of being able to get along with other people is being able to handle conflicts and disagreements in a fair and peaceful way without causing additional problems. The following tips will help you handle disagreements at work:

- ✓ **Talk directly to the person involved:** Unnecessarily involving supervisors and other workers in a problem just makes the problem worse. Don't contribute to office gossip by discussing the problem with others who are not involved.
- ✓ **Control your emotions:** Make sure you are calm before you try to confront someone about a problem. Yelling or crying will not help you find a solution and may make others lose respect for you.
- ✓ **Stay positive:** Don't just complain about problems—offer solutions. Find points where you agree with the other person and work from there to find a compromise.

*“The way a team plays as a whole determines its success.”*

*Babe Ruth*







## Get Ahead and Move Up on the Job

If you want to advance on your job, you have to do more than the minimum. Here are some extra things you can do to help you get ahead:

### 1. Dress and groom for a promotion.

- \* If you want to get ahead in an organization, dress and groom as if you worked at the level you hope to reach next. This is not always possible, but at the very least, be clean and well groomed.
- \* Wear clothes that fit well and look good on you. Copy the clothing styles of others who are successful in the organization. Even when your coworkers see you away from work, present the image you want for yourself at work.

### 2. Be early and stay late.

- \* Get to work a few minutes early. Use this time to list what you plan to get done that day. At the end of the day, leave a few minutes after quitting time.
- \* Be willing to stay late to meet an important deadline. If you stay late, let the boss know. Stay late only when you have an important deadline to meet, unless you are asked.

### 3. Be enthusiastic.

- \* Go out of your way to find ways to enjoy your job. Tell others what you like about it, particularly those you work with. Emphasize those parts of your job that you like to do and do well. Share this enthusiasm even in conversations with your friends.
- \* Make a particular effort to tell your supervisor what you like about your job. This will help you focus on the parts of your job you are most likely to want to do more of. It will also help others notice that you do them well.

### 4. Ask for more responsibility.

- \* As soon as you begin a new job, look for ways to learn new things.
- \* Volunteer to help out in ways you feel will make you more valuable to the organization.
- \* Let the boss know you want to move up.
- \* Ask for advice about what you can do to be more valuable to the organization.

JM-9

**5. Ask how you can earn more money.**

- \* In your first week on the job, ask your supervisor to see you for about 30 minutes of private time. When you have his or her attention, say that you want to be more valuable to the organization. Ask what you can do to get a raise as soon as possible. One suggestion is to request special assignments to help develop your skills.
- \* Before you leave the meeting, ask for a specific future date to go over your progress and what you have to do to get the raise. Ask the boss to give you feedback on your progress from time to time.

**6. Ask for training.**

- \* Get as much training as possible! If the training sounds interesting or useful but is outside of your job responsibilities, request it anyway.
- \* Define the type of training you need to do your job better, and look for it outside the organization. Explain to your supervisor how the training will help the organization. Ask for help in finding the best training source.

**7. Take on difficult projects.**

- \* You won't get much attention unless you do more than what is expected of you. Look for projects that you think you can do well and that would benefit the organization in some clear way.
- \* Don't promise too much, and keep a low profile while you do the work. If no one expects too much, it is easier to be seen as successful even if your results are not as good as you had hoped.

**8. Get measurable results.**

- \* Keep records of what you do. Compare them to past performance or the average performance of others in similar situations. If your results look good, send a report to your supervisor. For example, if the number of orders went up 40 percent over the same month last year with no increase in staff, that's a big accomplishment.
- \* Look for ways to present what you do in numbers, such as dollars saved, percentage of sales increased, number of persons served, number of units processed, and size of budget.

## Independent Living Skills Module II

Now that you're a member of the work force, you'll want to keep these few tips and general expectations in mind:



- Get to work on time.
- Learn your company's rules and policies. (Is your lunch period 30 45 minutes?)
- Listen and follow directions carefully. If you have any questions about your duties, don't hesitate to ask your supervisor.
- Don't miss work without a good excuse. If you are going to be late or miss a day of work because you are sick, be sure to call your supervisor in advance.
- Try to be flexible. An employee who is willing to learn new tasks or to help out in a crisis might be the employee who receives a raise or a promotion.
- Be a team player.
- Exhibit good communication skills.
- Be polite.
- Exhibit good decision making and problem solving skills.
- Keep up with the work pace.

*Do you think any of the above listed expectations would be difficult for you to meet? If so, which one(s)?*

*Why?*

## Independent Living Skills Module II



### ACTIVITY

Take an inventory of your work habits.

*The following statements reflect work habits that are important to most employers. How do your work habits rate? Circle the answer that describes your behavior most clearly.*

I come to work early.

Often                      Sometimes                      Never                      Rarely

I talk with my friends at work about things other than work.

Often                      Sometimes                      Never                      Rarely

I am willing to do things that are outside my regular duties.

Often                      Sometimes                      Never                      Rarely

I call in to work sick when I am not sick.

Often                      Sometimes                      Never                      Rarely

I make sure all my work is done before I leave.

Often                      Sometimes                      Never                      Rarely

When I don't know how to do something, I ask questions or seek my supervisor.

Often                      Sometimes                      Never                      Rarely

When I have ideas or ways to improve production or the work environment, I share them with my supervisor.

Often                      Sometimes                      Never                      Rarely

I complain to my fellow workers about my company and my supervisor.

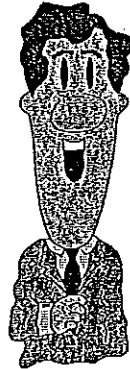
Often                      Sometimes                      Never                      Rarely

## Independent Living Skills Module II

Think about your work habits. Do they demonstrate:

- |  | <u>Yes</u>               | <u>No</u>                |
|--|--------------------------|--------------------------|
| • A full day's work for a full day's pay?      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Good use of your time at work?               | <input type="checkbox"/> | <input type="checkbox"/> |
| • Flexibility in work assignments?             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Willingness to help out?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Respect for your employer's property?        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Loyalty to your employer?                    | <input type="checkbox"/> | <input type="checkbox"/> |
| • If you were an employer, would you hire you? | <input type="checkbox"/> | <input type="checkbox"/> |

As stated earlier problem solving and decision making skills are important assets.



## Independent Living Skills Module II



### ACTIVITY

*Problem solving skills are important assets for all employees and will help you to maintain your job. The following examples consist of problems that you might run into at work. Read the description of the situation, then offer your solution.*



**BETH**

Beth took the job as a nurse's aide because she really enjoys working with and caring for people. However, work is not what Beth expected. She has found that she spends her time at work emptying bed pans, counting supplies, and running errands for the nurses. Her job will give her tuition benefits for nursing courses; however, she will have to work at the hospital for a year before she can receive this benefit. Beth thinks that it will take at least six years to get a nursing degree if she goes to school while she works. She recently heard about a job at a daycare center. The job pays the same, but there are no educational benefits.

*If you were Beth, what would you do? What would you advise Beth to do?*

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**JASON**

Jason is part of a cleaning crew in an office building. He has keys to unlock the offices so he can clean them. It is 7:00 P.M. and the office building is closed. A man comes up to the building, asks Jason to let him inside and then into his office. The man says he has forgotten his keys, has left his briefcase inside and is leaving on a plane at 9:00 tonight.

*If you were in Jason's place, what would you do?*

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## Independent Living Skills Module II



**TIASHA**

Tiasha is walking into work at Filene's when Ken pulls up next to her in the parking lot. Ken tells her that in order to use the car he had to agree to drop his brother off at school and he will be a few minutes late for work. Ken then asks Tiasha to punch his time card.

*If you were Tiasha, what would you do? What would you advise her to do?*

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**LISA**

Lisa is a new computer keypunch operator. Some of her co-workers tell her to slow down her work pace. Her co-workers claim she is making them look bad. The machine records the number of entries at the end of the night. Lisa thinks her amount of work is appropriate; however, she doesn't want to make other people in the office angry.

*If you were Lisa, what would you do? How can you help her to solve her problem?*

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**CARLOS**

Carlos works at a fast food restaurant. He knows that Roger, a friend and co-worker, adds free fries and shakes to friends' orders when he can. These friends are now asking Carlos for free food. They tell him that he doesn't have as much courage as Roger or he would slip them some food.

*If you were Carlos, what would you do?*

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## Independent Living Skills Module II



JAMES

James lives a long way from his job. He takes the first bus that comes near his house. The bus is scheduled to pass his corner at 6:30 A.M.; however, it is frequently late. When the bus is late, James usually misses his transfer connection. The last time James was late, his boss warned him not to be late again. James' bus was late this morning. He is dreading his arrival at work. He knows he will be late again.

*If you were James, what would you do?*





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Can you think of any problems you would have difficulty solving at your workplace?

*If so, describe.*

*List all the possible solutions for your potential problem at work.*

-  SOLUTION 1 \_\_\_\_\_
-  SOLUTION 2 \_\_\_\_\_
-  SOLUTION 3 \_\_\_\_\_
-  SOLUTION 4 \_\_\_\_\_



Independent Living Skills Module III

COMMUNICATION:



*Why do you think good communication skills are important to an employer?*

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*Do you think you have good communication skills?*

---

**TAKE AN INVENTORY!**

Do you usually get your point across?	Yes	No
Do you use the most appropriate language to express yourself?	Yes	No
Do others understand what you want to say?	Yes	No
Are you able to listen to others?	Yes	No

*If you answered no to any of these questions, can you think of any way to improve your communication skills?*

**STRATEGY TO IMPROVE MY COMMUNICATION SKILLS:**

## Independent Living Skills Module II

### JASON

Jason gets into a fight with one of his co-workers about a girl they both like. They start yelling at each other in front of the customers in the grocery store they both work in. The manager tells them to stop fighting. However, Jason is so angry that he continues to scream. The manager fires him.

*What possible consequence could Jason's firing have for him?*

---

*What strategies does Jason need to work on in order to improve his job maintenance skills?*

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*Can you think of with two examples of why someone might lose his/her job due to poor job maintenance skills?*

1
---

2
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*Why do you think it is important to maintain a good employment record?*

--

Now that you have utilized your own experiences and the information given in this workbook, you can establish your employment plan. You might want to follow the sample on the following page to do so:

Independent Living Skill Module I

## UNDERSTANDING YOUR PAYCHECK

Most employers pay their employees by check and, for many people, receiving that check is a very satisfying experience! Some people, however, are confused about why their check is less than they expected.

To avoid unwelcome surprises, you should know that there are a number of deductions that are taken from your paycheck. Your check stub (attached to your check) will identify your gross pay, which is the total amount of money that you earned, and your "take-home pay" or net income, the amount that is left for you after all the deductions are taken.

The standard payroll deductions are:

- Federal income tax
- State income tax
- Social Security/Retirement

Other possible deductions:

- Health and hospital insurance
- Life insurance
- Union dues

*Keep your check stubs!!! They are an important record of your earnings and deductions.*

PAYROLL CHECK	CARSON'S DEPARTMENT STORE 123 Elm Street Anytown, MA 01234	51-42 321
Pay to the Order of	JESSE SMITH	\$ 145.62
ONE HUNDRED FORTY FIVE		
BOSTON NATIONAL BANK Boston, Massachusetts 0:075341 2090 : 231112 : 1		Ροβερτ Ω. Χαρσον Robert W. Carson, President

JM-19

## Independent Living Skill Module I

Below is a sample payroll check stub. Often, a paycheck stub will also include year-to-date totals on all earnings and deductions, a breakdown of the hourly wage(s), and other necessary information.

<b>CARSON'S DEPARTMENT STORE</b>		Date of Issue: 10 July 2005	
NAME: JESSE SMITH		Pay Period: 7/1/05 - 7/8/05	
EMP. #: 504		Check #: 324	
SS#: 001-01-0011			
Regular Hours: 30	GROSS EARNINGS:	\$202.25	
Overtime Hours: 0	Current		
	<u>Deductions</u>		
Hourly Rate: \$6.75	Federal Tax	34.38	
Overtime Rate: \$8.00	State Tax	8.10	
	FICA	14.15	
	NET EARNINGS	\$145.62	

Jesse's net pay, his take home pay, is \$145.62. Although he earned \$202.25 for the week of July first through eighth, his employer is required to deduct \$34.38 for Federal tax, \$8.10 for State tax, and \$14.15 for F.I.C.A. (Social Security). This leaves Jesse with \$145.62 for himself.



### ACTIVITY

Take a look at your paycheck and answer the following questions

What is your gross income?

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How much do you pay in Federal taxes?

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How much do you pay in State taxes?

---

How much do you pay to F.I.C.A.?

---

Do you have any other deductions? If so, describe.

---

What are your net earnings?

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JM-20

## Independent Living Skills Module III

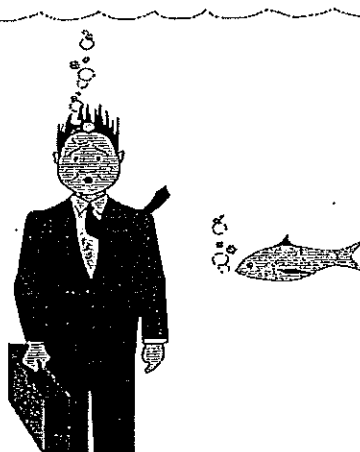
### DECISION MAKING/PROBLEM SOLVING:

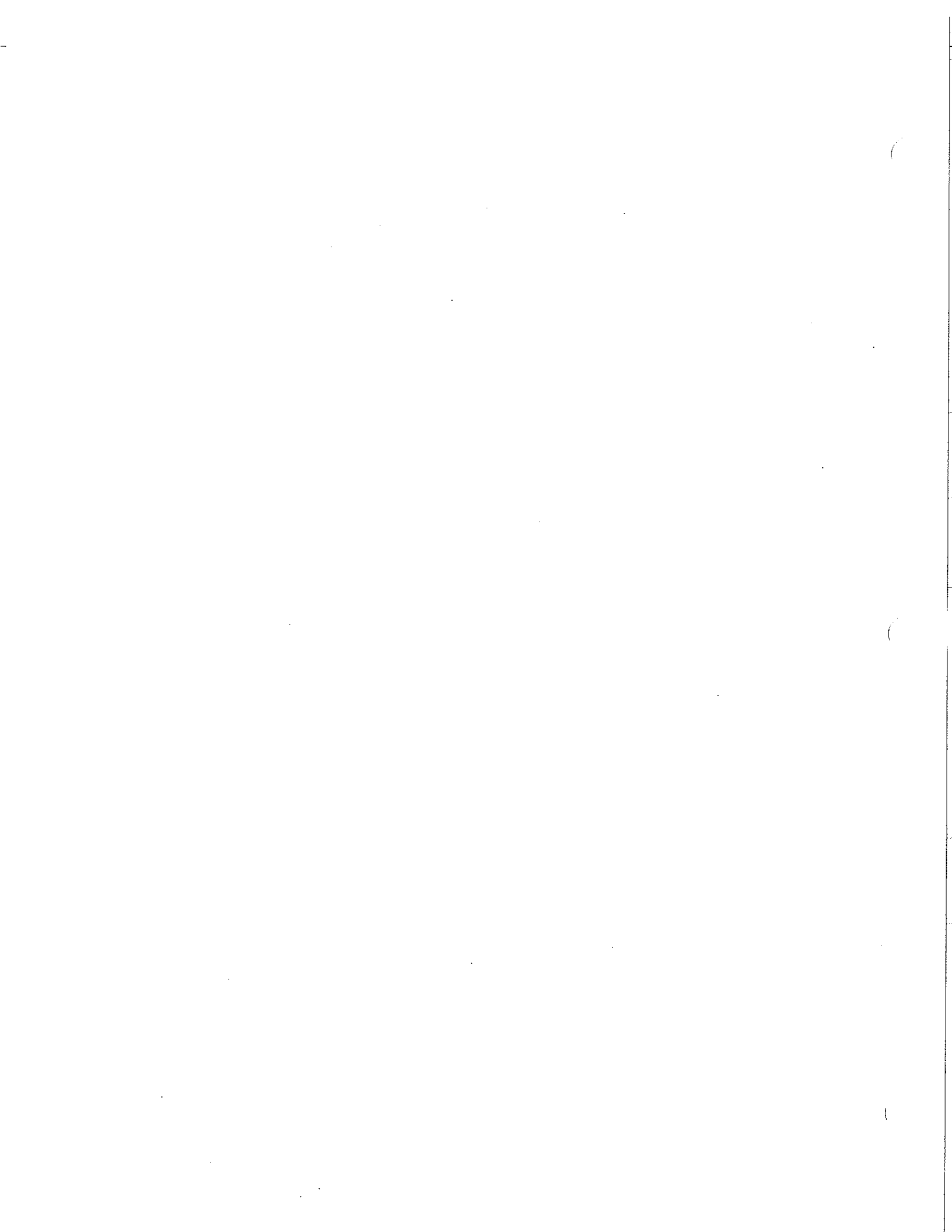
We all have to make many decisions and solve problems every day. We have to evaluate the pros and cons and use our judgment to come up with the best possible solutions. Our ability to make good decisions and to solve problems in the work place is based on the same principles and valuable to every employer.

Tamara works in a shoe store. All of a sudden she hears water running. As she goes to the back of the store, she sees that a pipe is broken and that water is gushing out onto the floor. Tamara does not know what to do. She decides to wait for the manager to return from her lunch break.

**A.** *What do you think happens to the store in the meantime?*

**B.** *How would have you handled this situation?*





## Independent Living Skills Module II



### ACTIVITY

Research emergency numbers in your community and write them in the Emergency list below. Post the list in a visible place nearby a telephone.

EMERGENCY NUMBERS
FIRE
POLICE Emergency
POLICE Non-Emergency
MEDICAL Emergency
AMBULANCE
HOSPITAL
DOCTOR
POISON
GAS COMPANY Emergency
OTHERS:

## Independent Living Skills Module IV

### Community Resources

Everyone at one time or another will need to turn to a community agency or organization for information or assistance. When the need arises for you, knowing where to turn for help can make the process of finding the answer to your question or solution to your problem so much easier.

*How familiar are you with the community resources available in your area? To find out, try answering the following questions.*

1. Jim, a friend of yours who dropped out of school two years ago, has recently lost his job as a gas station attendant. The owners sold the station to another oil company that plans to convert it into a self service station. Jim has been job hunting but hasn't found a position he's qualified for or interested in. He knows that he wants a better job than the one he had at the gas station but isn't sure what type of jobs are available. He might even be interested in a training program that would help him get his GED and possibly learn some new job skills. He has asked you for some advice. *What agencies would you suggest he contact for some help?*

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2. Diane is afraid that she might be pregnant and doesn't know what to do. She doesn't want anyone to know, not her friends or parents, not even her boyfriend, no one except you. You're the only one she has confided in and now she's asking for your advice. *Where should she go to find out if she is pregnant? Is there a clinic that offers free or low cost pregnancy testing? Who can she talk to confidentially about some of the decisions she has to make if she is pregnant? Do you know?*

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3. You and your friends are a little worried about Luis. He just doesn't seem like the same guy these days. He has been missing a lot of school lately and rarely shoots baskets after school with you and his other friends like before. Luis even looks different; his clothes look rumpled, and he has gained quite a bit of weight. His usual sense of humor is gone, too. He seems pretty down. Yesterday Luis surprised you by asking if you knew of a place where he could talk confidentially to somebody about how he's feeling. *Do you know what agency(s) to recommend?*

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## Independent Living Skills Module IV

4. Juan and Chris thought they had found the apartment they had been looking for when they read the ad in the newspaper. The rent was reasonable; it had two large bedrooms and a great location on the bus line, as well as a washer and dryer in the basement. They called the landlord, and scheduled an appointment to see the apartment that afternoon. When they met the landlord, he asked them how old they were and then told them that the apartment was already rented. A few days later Juan and Chris were in the same neighborhood looking at another apartment. They walked past that first apartment and saw a "For Rent" sign in the window. They're wondering now if they were the victims of housing discrimination. *Do you know of any agencies that might be able to help them?*

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5. Your friend, Tyrone, is gay. Last night he was attacked by a neighborhood group who called him names, beat him with clubs, and left him bleeding in a nearby alleyway. He has called you this morning, and although he may be able to recognize his attackers, he's afraid to call the police. *Do you know of any agencies or organizations to help him?*

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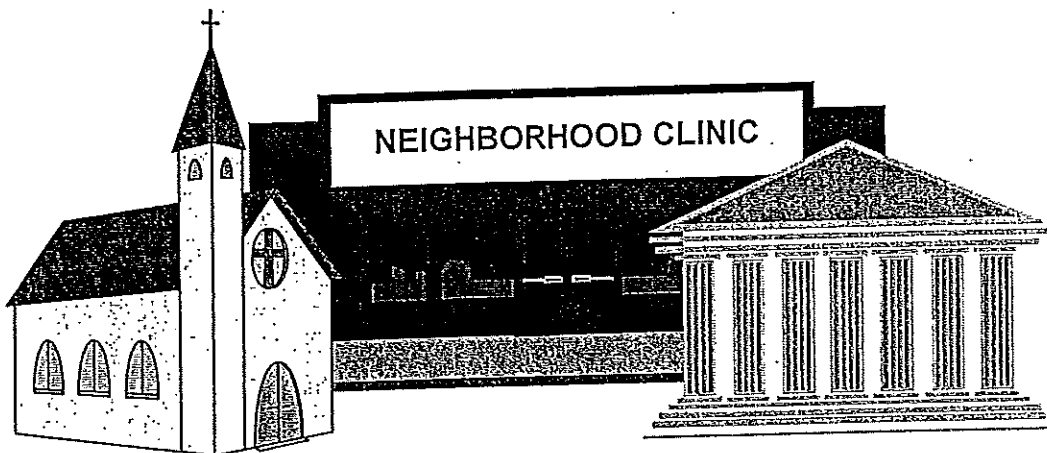
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6. You and several friends at school talked the other day about religion, God, and spirituality. Each of you had varying ideas about these topics. You've been thinking that you'd like to begin attending a religious organization but are unsure of which organizations you'd be interested in. *Do you know how to find out about groups, churches, etc.?*

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## Independent Living Skills Module IV



### ACTIVITY

Research the following resources within your community and write the addresses and telephone numbers in the chart below.

Resource	Address	Telephone Number
Unemployment Office		
Social Security Office		
City/Town Hall		
Library		
Post Office		
Nearest Hospital/Clinic		
Free/Sliding Fee Medical Services		
Counseling/Mental Health Services		
Food Bank / Free Clothing		
Free/Sliding Fee Legal Help		
YMCA		
Community Action		

## Community Resources SCAVENGER HUNT

Use the Infoline, Internet, and Phone book to find out more about resources in your community! Fill out the chart below with your findings.

Resource	Infoline	Internet	Phone book
<i>Example: Library</i>	<i>(address)</i>	<i>(business hours)</i>	<i>(phone number)</i>

KCR-5

KCR-5

## Community Resources Listing

Resource	Phone Number
Adult Literacy Hotline	800-447-8844
AIDS Hotline (English)	800-342-2437
AIDS Hotline Spanish	800-344-7432
AIDS Teen Line	800-234-8336
Alcohol Hotline	800-ALCOHOL
Ask- A- Nurse	800-544-2424
Battered Women's Hotline	800-899-4000
Career Learning Line	800-442-1171
Drug Abuser Anonymous	800-274-2042
Drug and Alcohol Hotline	800-327-5050
Hunger Hotline	800-645-8333
Narcotics House	800-234-0420
Planned Parenthood	800-682-9218
Samarateens	800-252-8336
Smokers	800-828-4357
Teen Alcoholism Hotline	800-252-6465
Youth Crisis Helpline	800-448-4663
Youth Only AIDS Line ("YO Line")	800-788-1234

*Developed from PAYA Independent Living Skills Module IV p. 71*

### Norwich, CT Listing

Alcoholics Anonymous	860-885- 6151 (local) 1-866-STEPS12 (1-866-783-7712)
Backus Hospital	860-889-8331 (911 for emergency)
Connecticut Department of Education	860-713-6543
Health Department- Uncas Health District	(860) 823-1189
Human Resources	(860) 823-3726
Human Services	(860) 823-3778
Norwich Animal Control	860-887-1414
Norwich Public Schools	860-823-4200
Norwich Public Utilities	860-887-2555
Norwich Recreation Department	(860) 823-3791
Southeastern Mental Health Authority (SMHA)	860) 859-4500
Youth and Family Services (Norwich)	860-823-3782

KCR-6

# Norwich, CT Elected Representatives

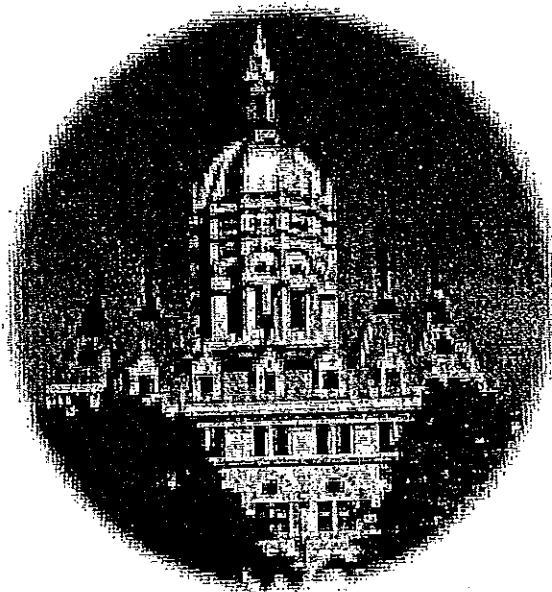
Last Name	First Name	Job Title	Phone
Dolliver	Abby	Superintendent	(860) 823-3200
Barnowski	Leon	LAN Supervisor	(860) 859-4404
Block	Bill	Purchasing Agent	(860) 823-3706
Curtin	Brian	Treasurer	(860) 823-3740
Davis	Peter	Planning & Development Director	(860) 823-3767
Vacant		Recreation Director	(860) 823-3792
DesSureault	Donna	Retirement Plan Administrator	(860) 823-3725
Driscoll	Michael	Attorney	(860) 889-3321
Ellison	Barry	Public Works Director	(860) 823-3798
Fusaro	Louis	Chief of Police	(860) 886-5561
Goulet	Beverly	Director of Social Services	(860) 823-3781
Nystrom	Peter	Mayor	(860) 823-3743
Madeira	Anthony	Accountant	(860) 823-3717
Marks	Brigid	Human Resources Director	(860) 823-3786
Martin	Ed	Blight Enforcement Officer	(860) 823-3762
McCormack	Patrick	Director of Health	(860) 823-1189

KCR-7

Mocek	Warren	Deputy Chief	(860) 886-5561
Nagel	Athena	Norwich Public Schools Business Manager	(860) 823-4242
Pothier	Joshua	Deputy Comptroller	(860) 823-3720
Ralston	Donna	Assessor	(860) 823-3722
Ruffo	Joseph	Comptroller	(860) 823-3730
Scandariato	Ken	Fire Chief	(860) 892-6080
Sharkey	Wayne	Rehabilitation Specialist	(860) 823-3770
Troeger	James	Building Inspector	(860) 823-3745
Wolak	Michael	Senior Center Director	(860) 889-5611
Wood	Carol	Assistant Assessor	(860) 823-3838

KCR-8

**THIS IS YOUR  
GENERAL ASSEMBLY**



**JOINT COMMITTEE ON LEGISLATIVE MANAGEMENT  
LEGISLATIVE COMMISSIONERS' OFFICE  
CONNECTICUT GENERAL ASSEMBLY**

**2011-2012**

KCR-9

## THE SENATE

### OFFICERS

**President:** Nancy Wyman (D)

By virtue of her office as lieutenant governor, presides over Senate; gives the casting vote if Senate is equally divided.

**President Pro Tempore:** Donald E. Williams, Jr. (D)

Elected by Senate; presides over Senate in absence of lieutenant governor; appoints Senate chairmen and committee members.

**Majority Leader:** Martin M. Looney (D)

Elected by majority party members of Senate. In conjunction with the president pro tempore, manages the order of Senate business.

**Minority Leader:** John McKinney (R)

Elected by minority party members of Senate. Nominates committee members and designates committee ranking members.

## THE HOUSE

### OFFICERS

**Speaker:** Christopher G. Donovan (D)

Elected by House of Representatives; presides over House; appoints House chairmen and committee members.

**Majority Leader:** J. Brendan Sharkey (D)

Elected by majority party members of House. In conjunction with the speaker, manages the order of House business.

**Republican Leader:** Lawrence F. Cafero, Jr. (R)

Elected by minority party members of the House. Nominates minority committee members and designates committee ranking members.

## MAJORITY AND MINORITY LEADERS

Majority and minority leaders preside over party caucuses, direct party strategy, assemble party members for important votes, serve as party spokesmen and serve as ex-officio members of all committees.

## ORGANIZATIONS AND PROCEDURES

At the beginning of each session, the Senate and House adopt separate rules for conducting business and joint rules governing committees and procedures for introducing and reporting bills. The General Assembly holds joint conventions to receive the governor's state of the state, budget, and adjournment messages; and conduct other necessary business.



## COMMITTEES

All committees of the General Assembly are joint committees composed of both senators and representatives. For 2011-2012, there are 27 committees, 25 of which draft, review and report bills and resolutions. Three committees (Internship, Program Review and Investigations, and Regulation Review) have equal numbers of members from each political party and special responsibilities. Select committees consider particular issues and must report legislation to standing committees rather than directly to the House of Representatives or Senate. Committees function regardless of whether the General Assembly is in session. Most occupy offices and use hearing rooms in the Legislative Office Building (LOB). The committees, their chairmen, and office locations are:

**Aging:** Chairs, Sen. Prague & Rep. Serra, Ranking Members, Sen. Kelly & Rep. Frey, Capitol Room 011

**Appropriations:** Chairs, Sen. Harp & Rep. Walker, Ranking Members, Sen. Kane & Rep. Miner, Room 2700

**Banks:** Chairs, Sen. Duff & Rep. Tong, Ranking Members, Sen. Frantz & Rep. Alberts, Room 2400

**Children (Select):** Chairs, Sen. Gerratana & Rep. Urban, Ranking Members, Sen. Suzio & Rep. Wood, Capitol Room 011

**Commerce:** Chairs, Sen. LeBeau & Rep. Berger, Ranking Members, Sen. Frantz & Rep. Camillo, Capitol Room 110

**Education:** Chairs, Sen. Stillman & Rep. Fleischmann, Ranking Members, Sen. Boucher & Rep. Giuliano, Room 3100

**Energy and Technology:** Chairs, Sen. Fonfara & Rep. Nardello, Ranking Members, Sen. Witkos & Rep. Hoydick, Room 3900

**Environment:** Chairs, Sen. Meyer & Rep. Roy, Ranking Members, Sen. Roraback & Rep. Chapin, Room 3200

**Executive & Legislative Nominations:** Chairs, Sen. Looney & Rep. Janowski, Ranking Members, Sen. Fasano & Rep. Piscopo, Room 1000

**Finance, Revenue & Bonding:** Chairs, Sen. Dally & Rep. Widlitz, Ranking Members, Sen. Roraback & Rep. Williams, Room 3700

**General Law:** Chairs, Sen. Doyle & Rep. Taborsak, Ranking Members, Sen. Witkos & Rep. Rebimbas, Room 3500

**Government Administration & Elections:** Chairs, Sen. Slossberg & Rep. Morin, Ranking Members, Sen. McLachlan & Rep. Hwang, Room 2200

**Higher Education and Employment Advancement:** Chairs, Sen. Bye & Rep. Willis, Ranking Members, Sen. Boucher & Rep. LeGeyt, Room 1800

**Housing:** Chairs, Sen. Gomes & Rep. Butler, Ranking Members, Sen. McKinney & Rep. Patricia Miller, Room 2700

**Human Services:** Chairs, Sen. Musto & Rep. Tercyak, Ranking Members, Sen. Markley & Rep. Gibbons, Room 2000

**Insurance and Real Estate:** Chairs, Sen. Crisco & Rep. Megna, Ranking Members, Sen. Kelly & Rep. Coutu, Room 2800

**Internship:** Chairs, Sen. Witkos & Rep. Flexer, Ranking Members, Sen. Crisco & Rep. Giegler, Room 5150

**Judiciary:** Chairs, Sen. Coleman & Rep. Fox,  
Ranking Members, Sen. Kissel & Rep. Hetherington, Room 2500

**Labor and Public Employees:** Chairs, Sen. Prague & Rep. Zalaski,  
Ranking Members, Sen. Guglielmo & Rep. Rigby, Room 3800

**Legislative Management:** Chairs, Sen. Williams & Rep. Donovan,  
Ranking Members, Sen. McKinney & Rep. Cafero, Room 5100

**Planning & Development:** Chairs, Sen. Cassano & Rep. Gentile,  
Ranking Members, Sen. Fasano & Rep. Aman, Room 2100

**Program Review & Investigations:** Chairs, Sen. Fonfara & Rep. Rowe,  
Ranking Members, Sen. Kissel & Rep. Mushinsky, Capitol Room 506

**Public Health:** Chairs, Sen. Gerratana & Rep. Ritter,  
Ranking Members, Sen. Welch & Rep. Perillo, Room 3000

**Public Safety and Security:** Chairs, Sen. Hartley & Rep. Dargan,  
Ranking Members, Sen. Guglielmo & Rep. Giegler, Room 3600

**Regulation Review:** Chairs, Sen. Roraback & Rep. O'Brien,  
Ranking Members, Sen. Musto & Rep. O'Neill, Capitol Room 011

**Transportation Committee:** Chairs, Sen. Maynard & Rep. Guerrero,  
Ranking Members, Sen. Boucher & Rep. Scribner, Room 2300

**Veterans' Affairs (Select):** Chairs, Sen. Leone & Rep. Hennessy,  
Ranking Members, Sen. Welch & Rep. Adinolfi, Capitol Room 509A

#### SESSIONAL COMMITTEE MEETING SCHEDULE

The Standing Committees are divided into two groups, "A" and "B". From the start of the session, committees may meet on any day through January 12 in 2011 and February 10 in 2012. From January 13 in 2011, and February 14 in 2012, and continuing until the reporting out date as provided in the Joint Rules, the following "A" committees may meet only on *Mondays, Wednesdays, and Fridays*: Education; Environment; Government Administration and Elections; Judiciary\*; Planning and Development; Public Health; and Transportation; the following "B" committees may meet only on *Tuesdays and Thursdays*: Aging, Banks, Commerce, Energy and Technology, General Law, Higher Education and Employment Advancement, Housing, Human Services, Insurance and Real Estate, Labor and Public Employees, and Public Safety and Security; and the following select committees may meet only on *Tuesdays and Thursdays*: Children, and Veterans' Affairs. The "A" committees, Appropriations; and Finance, Revenue and Bonding; and the Statutory Committees, Executive and Legislative Nominations; Legislative Management; Program Review and Investigations; and Regulation Review, may meet on any weekday. \*Notwithstanding the meeting restriction, prior to these dates, the Judiciary Committee may meet on any weekday after March 30 in 2011, and after March 19 in 2012. The Speaker of the House of Representatives and President Pro Tempore of the Senate or their designees may grant special exceptions to these rules. Committees may meet on any day during the interim between the 2011 and 2012 regular sessions and after the 2012 regular session.

**ELECTED OFFICIALS – 2011-2012**

Dannel P. Malloy	Governor
Nancy Wyman	Lieutenant Governor
Denise Merrill	Secretary of the State
Denise L. Nappier	Treasurer
Kevin Lembo	Comptroller
George C. Jepsen	Attorney General

**KEEP IN TOUCH WITH YOUR REPRESENTATIVES**

<b>STATEWIDE OFFICIAL</b>	
Envelope:	His Excellency, The Honorable Dannel P. Malloy, State of Connecticut Executive Chambers, The Capitol Hartford, Connecticut 06106-1591
Salutation:	Dear Governor Malloy:
<b>STATE SENATOR</b> (District No. ....)	
Envelope:	The Honorable ..... State Senate Legislative Office Building Hartford, Connecticut 06106-1591
Salutation:	Dear Senator .....: or Dear Sir/Madam:
<b>STATE REPRESENTATIVE</b> (District No. ....)	
Envelope:	The Honorable ..... State House of Representatives Legislative Office Building Hartford, Connecticut 06106-1591
Salutation:	Dear Representative .....: or Dear Sir/Madam:

KCR 13

### VISITOR INFORMATION

Legislative sessions are held at the Capitol Building in Hartford. The public gallery of the House may be reached by stairways from the 3rd floor; the Senate galleries open onto the 4th floor. Committee meeting and public hearing rooms are located in the adjoining Legislative Office Building. Limited parking is available in the LOB garage off Broad St. and Capitol Avenue. Additional parking information can be found on the website [www.cga.ct.gov](http://www.cga.ct.gov)

### CAPITOL INFORMATION AND TOURS

**Capitol Information and Tours**, operated by the League of Women Voters of Connecticut Education Fund, Inc., has two locations: Room 101 in the Capitol and first floor, west entrance of the Legislative Office Building. Free one-hour guided tours are available. The League can be reached at (860) 240-0222.

**A Legislative Information Center**, operated by the House Clerk's Office, is located in the Capitol basement, Vault 5. It may be reached by calling (860) 240-0555.

The Connecticut State Library has a bill information retrieval service with the status of current bills, and historical and governmental reference materials, for both legislators and the general public. Contact:

Reference Librarian  
State Library,  
231 Capitol Avenue  
Hartford, CT 06106

or by telephone at:

**Bill Status Information:** (860) 757-6550  
**Legislative Reference Service:** (860) 757-6590

# Connecticut Better Business Bureau

Founded in 1928, Connecticut Better Business Bureau is an independent non-profit, non-governmental organization established by businesses within our community.

Our mission is to promote and foster the highest ethical relationship between businesses and the public through voluntary self-regulation, consumer education and excellence in service.

BBB offers objective advice and a wide range of education tools on topics affecting marketplace trust. Better Business Bureau also offers complaint and dispute resolution support for consumers and businesses.

BBB works to correct abuses and serve the best interests of the consuming public and legitimate businesses. As a matter of policy, Better Business Bureau does not endorse or recommend any product, service, or company.

Connecticut Better Business Bureau is governed by a local Board of Directors, whose function is to oversee operations and activities in accordance with the guidelines set forth by the Council of Better Business Bureaus. There are 120 Bureaus in the United States and Canada.

## What We Do

### Company Business Reviews:

Businesses and consumers turn to Better Business Bureau for pre-purchase information on companies with which they are considering doing business.

Business Reviews on Connecticut businesses and organizations are available on this website through the "Check out a Business or Charity" page. A Business Review shows how long the company has been in business, its principles, and the products or services the company offers, and provides a rating and summarizes the company's customer experience history.

### How a company report is developed:

Once BBB receives two or more inquiries about a company, it is sent a business profile to complete and return. Once the company returns the profile, a BBB report is generated. However, if the company does not return the profile, a second request for its completion is sent, with an alert that BBB will be reporting on the company in the next 10 days, and including in its Business Review the statement:

*"BBB has requested basic information from the company. BBB has not received a response and without this information, BBB may not have accurate information concerning such things as the company's management or its nature of business."*

A report also will be developed if BBB receives a complaint on a company or is made aware of a government legal action. Reports summarize information contained in our files and reflect the company's customer experience history. The reports indicate whether the company responds to customer complaints to BBB or if they ignore them.

If we receive a series of complaints alleging the same problem, the underlying pattern of complaints will be described in the report. If there is a government legal action that includes allegations which could affect a consumer's decision to do business with that company, information about the legal action also would be included.

### Pre-screened Directory of Connecticut BBB Accredited Businesses:

In order to be eligible for BBB accreditation, a company must demonstrate a commitment to high standards of conduct and integrity, have no unanswered complaints or pattern of complaints, be licensed and/or registered as required by law, and meet and maintain rigorous BBB Accreditation Standards. Visit the BBB Accredited Business Directory to find a business you can trust.

KCR-15

**BBBOnLine Business Program:**

This program provides web visitors the means to identify reliable and trustworthy online businesses when on a company's website.

The BBBOnLine Reliability Seal identifies BBB Accredited Businesses that meet and maintain participation requirements. A BBB OnLine seal that appears on the company website clicks through to a verification page that will confirm participation and provide the company's marketplace Business Review. More information about the BBBOnLine Business Program is available in the "For Businesses" section of our website.

**Dispute Resolution:**

If you have a problem with a company located in Connecticut BBB's service area and you have been unable to resolve it with the company, we can try to assist you. BBB handles complaints filed against all Connecticut companies. You can submit a complaint online using our complaint form or by telephone, at 203-269-2700.

Consumers should note that BBB is unable to compel a company to respond to a customer complaint. We are a private not-for-profit organization, not a government or law enforcement agency. BBB acts as an impartial third party to try to assist both the consumer and business at no cost, in order to resolve the complaint outside of the legal system.

BBB offers dispute resolution for many companies in the form of conciliation, mediation and arbitration. If a consumer/business dispute cannot be resolved informally with assistance from BBB's complaint staff or through face-to-face mediation, the case may be referred to binding arbitration. BBB maintains a roster of trained volunteer arbitrators who hear the arguments of both parties at a meeting conducted at Connecticut Better Business Bureau, and then render a legally-binding decision to settle the case.

**Tips, General Advice, and News Releases:**

Connecticut Better Business Bureau develops information on subjects of interest to consumers and on topics that track local marketplace and consumer trends. We post weekly news releases to our website "News Center" in the lower left corner of our home page. Also, staff members are featured speakers at business and community meetings.

**Advertising Review/Investigations:**

Connecticut BBB monitors local print and broadcast advertising. When Better Business Bureau finds any questionable ads, we notify the advertiser and ask for substantiation of its claims or ask them to modify their ads to conform to both legal and ethical business practices. The results of the advertising challenge become a part of the company's Business Review.

In addition, BBB will investigate questionable business practices on matters that may be part of a complaint brought to our attention, or as part of an ad review. These investigations can take months, but often end in educating consumers, helping legitimate business level the playing field, and assisting state government officials in running a scam operation out of the state.

**What we don't do:**

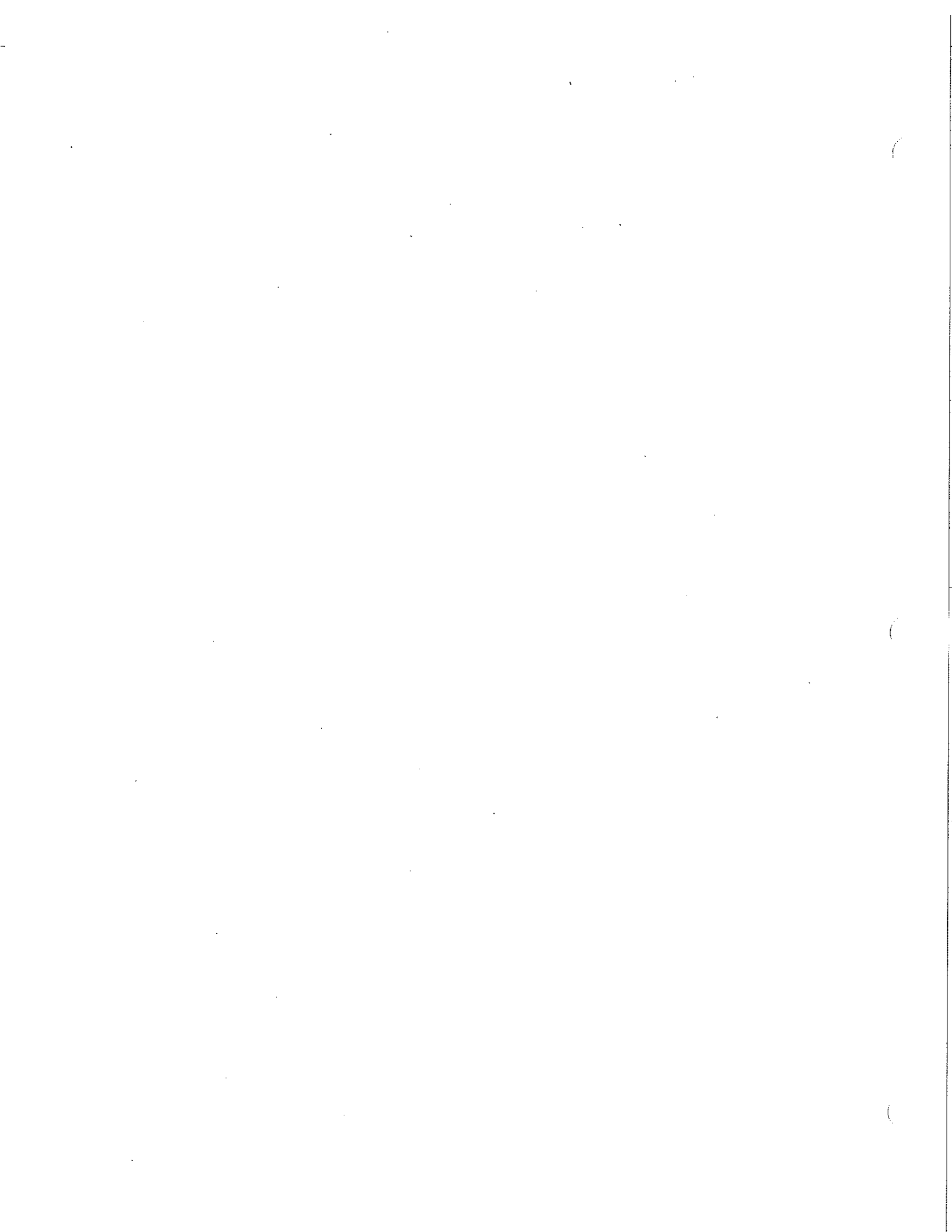
- Draft laws
- Act as a lawyer or interfere with any legal process
- Police work
- Recommend or endorse any product, service or company
- Undertake credit collections or report credit standing
- Accept verbal complaints for action

**Connecticut Better Business Bureau, Inc.**  
94 South Turnpike Road  
Wallingford, CT 06492

**Phone Inquiries and Complaints Specialists Available:**  
9:00 AM - 2:00 PM EST

**Automated Telephone Assistance Available 24 hours a day**  
Phone: (203) 269-2700      Fax: (203)-269-3124

General Office Hours: 8:30 AM - 4:30 PM EST





## Independent Living Skills Module II

# FIRE SAFETY AND PREVENTION

Did you know that most fatal fires occur when people are sleeping, usually between Midnight and 6 a.m.?

It's true! This is one reason why it's so important to have smoke detectors/alarms in your home or apartment. They will wake you when there is a fire, giving you time to escape. People who don't have smoke detectors may not wake up in time to escape the killing heat, smoke, and flames of a house fire.

### More Fire Safety Information Follows:

- Most fire deaths occur from smoke rather than burns. As a house fire burns, it gives off toxic gases, often carbon monoxide, which can kill.
- Smoke detectors are, therefore, one of the most important life saving devices you can own. Every home/apartment should have at least one smoke detector. Under Massachusetts law, landlords must provide smoke detectors in a building with three or more apartments. In some cities, such as Boston, all homes and apartments must have smoke detectors.
- Fire extinguishers can be used to put out small fires and can help clear an escape route. Don't waste time trying to put out a house fire, however; that's the fireman's job. Your job is to escape.
- Multi-purpose fire extinguishers are important household safety devices. The extinguishers labeled "ABC" are the best ones to buy; they can put out most fire -- wood, paper, cloth, flammable liquids, and electrical wires/appliances.
- Don't use water on a grease fire. Instead use baking soda, a fire extinguisher, sand, etc.
- If your bedroom is above the first floor and you don't have a fire escape stairway outside one of your bedroom windows, you should have a fire escape ladder. Should the stairway ever be blocked by fire, you'll have an escape route from the window. Fire escape ladders are collapsible and can be stored in a closet or under the bed.
- You should always sleep with your bedroom door closed. Should a fire occur, the closed door will temporarily hold back the heat and the smoke.
- Plan your fire escape route and have practice fire drills regularly.

What would you do first if you woke up at night and discovered there was a fire in your home and the smoke alarms were blaring?

## Independent Living Skills Module II

### Fire Escape Tips:

Roll from the bed. Do not sit up and jump out of bed. The air temperature at the level of the bed will be cooler (although it will be probably warmer than 100 degrees) than the air a few feet above the bed (probably 200 degrees or more).

Fire officials recommend that you roll from the bed to the floor. Temperatures will be lowest there. Then crawl along the floor where the air will be less smoky and the heat less intense. Cover your nose and mouth with a cloth (if possible, a wet cloth).

Touch the door before you open it. If it is hot to the touch, do not open it. Use another escape route. If it's cool, brace your shoulder against the door and open it slowly. Be ready to slam it if smoke or heat rush in.

### Get out quickly!

Do not waste time trying to put out the fire.

Call the fire department from a neighbors house.

Every second counts!

If you cannot escape through the door, use the window. If you're on the first floor, you're in luck. If not, choose a window that overlooks a ledge or roof that you can climb onto and wait for help to arrive.

Remember, if you sleep above the first floor and do not have a fire escape stairway outside one of your bedroom windows, you should have a fire escape ladder. If no ladder is available, straddle the window sill by putting one leg out the window and keeping the other inside.

Keep your head outside and wait for help.

Three very important words to remember if your clothes ever catch fire are:

STOP -- Stop where you are. Do not run.

DROP -- Drop to the ground or floor and cover your face with your hands.

ROLL -- Roll across the ground to smother the flames.

Treatment: Cool the burn immediately with cool water only.

# How to Properly Dispose of Smoking Materials

## **Smoking**

*The number one cause of fatal fires in the United States is smoking materials. The leading causes of smoking-related fires, injury and death are the following: Improperly discarded smoking materials, abandoned smoking materials, and misuse of smoking materials.*

## **Safety Tips:**

- Provide large/deep ashtrays throughout any areas where smoking is permitted.
- Do a "house check" before retiring if smoking took place during the day.
- Dispose of used smoking materials and ashes in safe metal containers, by simply dousing in water or by flushing down the toilet.
- Post "no smoking" signs in areas where flammable liquid may be stored or used.
- Extinguish all smoking materials before beginning to pump gasoline.
- Keep matches and lighters up high, out of the reach of children, preferably in a locked cabinet.
- Provide supervision for people in high-risk situations; the bedridden, chronically diseased, handicapped, heavy medicine, or alcohol users.
- Avoid smoking when drowsy, and NEVER smoke in bed.
- Check armchairs and sofas for lit embers and sparks after a person has been smoking – an ember can smolder for hours and burst into flames after the household has gone to bed.

## **Facts and Figures:**

- According to the U.S. Fire Administration and the National Fire Academy, smoking materials are the number one cause of fatal fires in the U.S.
- Males (especially ages 75 and up) have a much higher death rate, which relates to their overall portion of the general population and the smoking population.
- Adults and the elderly are especially in danger from serious burn injury and possible death when smoking materials are used in combination with drugs, alcohol or certain prescription medications.
- The most common problem areas in the home include the living and entertainment areas.
- Falling asleep in the bedroom or in a favorite lounge chair can mean disaster when you have a lit cigarette in your hand.
- Flammable liquids in the garage, shop area or basement and improper use or discarded smoking materials can prove to be a deadly combination.
- Improper use or disposal of smoking materials in places of public assembly poses great danger to many people.
- A frequent site of burn injury to teens and young adults is at the gas pump.

# Fire Extinguisher Operation

If you attempt to fight the fire, remember the acronym P.A.S.S.

## **P**ull the Pin

A small pin inserted through the handle of the fire extinguisher prevents accidental discharge. It is held in place by a thin plastic strap which will break easily when the pin is pulled or twisted.

## **A**im the Extinguisher

Point or aim the extinguisher at the base or front edge of the fire.

## **S**queeze the Handle

Squeeze the handle to discharge the fire extinguisher.

## **S**weep from Side to Side

Keep the extinguisher aimed at the base of the fire and sweep side to side, pushing the fire away from you.



## Safety Precautions

Keep in mind the following safety precautions if attempting to extinguish a fire:

- Be sure you have the correct fire extinguisher for the type of fire and know how to use it.
- In commercial kitchens with built-in fire protection systems, the system should be activated before attempting to use a portable fire extinguisher.
- Maintain your exit. Leave yourself a way out in case the fire gets out of control.
- Have a back-up person standing by whenever possible in case assistance is needed.
- Stop and leave the area immediately if you experience any physical problems such as dizziness or difficulty breathing.
- Even if you think a fire is out, call the fire department to inspect the area. A fire may reignite or may still be smoldering where it cannot be seen.
- If a fire extinguisher has been used and is rechargeable, have it serviced before returning it to original location.



www.sccfd.org

**Santa Clara County Fire Department**

A California Fire Protection District serving  
Santa Clara County and the communities of Campbell, Cupertino,  
Los Altos, Los Altos Hills, Los Gatos, Monte Sereno, Morgan Hill, and Saratoga

408.378.4010

90651\_Rev.09

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# Electrical Fire Safety

## A Fact sheet on Home Electrical Fire Prevention

*Electrical fires in our homes claim the lives of 310 Americans each year and injure 1,100 more. Some of these fires are caused by electrical system failures, but many more are caused by incorrectly installed wiring and overloaded circuits and extension cords.*

*The United States Fire Administration (USFA) would like consumers to know that there are simple steps you can take to prevent the loss of life and property resulting from electrical fires.*

### The Problem

During a typical year, home electrical problems account for 28,600 fires and \$1.1 billion in property losses. 53% of residential electrical fires involve electrical wiring.

December and January are the most dangerous months for electrical fires. Fire deaths are highest in winter months which call for more indoor activities and increases in lighting, heating, and appliance use. The bedroom is the leading area of fire origin for residential building electrical fires. However, electrical fires that begin in the living room/family room/den areas result in the most deaths.

### The Cause



- Most electrical distribution fires result from problems with "fixed wiring" such as faulty electrical outlets and old wiring. Problems with cords (such as extension and appliance cords), plugs, receptacles, and switches also cause many home electrical fires.
- Light fixtures and lamps/light bulbs are also leading causes of electrical fires.
- Many avoidable electrical fires can be traced to misuse of electric cords, such as overloading circuits, poor maintenance, and running the cords under rugs or in high traffic areas.

### Safety Precautions

- Routinely check your electrical appliances and wiring.
- Frayed wires can cause fires. Replace all worn, old or damaged appliance cords immediately.
- Replace any electrical tool if it causes even small electrical shocks, overheats, shorts out, or gives off smoke or sparks.
- Keep electrical appliances away from wet floors and counters; pay special care to electrical appliances in the bathroom and kitchen.
- Buy electrical products evaluated by a nationally recognized laboratory, such as Underwriters Laboratories (UL).
- Keep clothes, curtains, and other potentially combustible items at least three feet from all heaters.
- If an appliance has a three-prong plug, use it only in a three-slot outlet. Never force it to fit into a two-slot outlet or extension cord.
- Don't allow children to play with or around electrical appliances like space heaters, irons, and hair dryers.
- Use safety closures to "child-proof" electrical outlets.
- Use electrical extension cords wisely; never overload extension cords or wall sockets.
- Immediately shut off, then professionally replace, light switches that are hot to the touch and lights that flicker.

Finally, having a working smoke alarm dramatically increases your chances of surviving a fire. And remember to practice a home escape plan frequently with your family.

## What to Do/Not Do in case of a gas leak

Next to each statement put the symbol  if you think that is a step you should follow if you suspect a gas leak or a  if you think that it is a step you should not follow if you suspect a gas leak.

Leave the area at once

Light matches or smoke

Use any electrical device including appliances, doorbells and garage door openers

Turn light switches on and off

Go to a location outside the home or building where you can no longer smell gas.

Use any phones, including cell phones

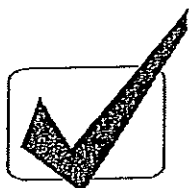
Call Southern Connecticut Gas immediately

Try to locate the source of the gas leak

Re-enter the home or building

## PREVENTING CRIME AT HOME

Did you know that approximately 50% of burglars get into homes through unlocked doors and windows? It may seem hard to believe, but it's true.



### ACTIVITY

How well do you protect yourself from crime in your home? Answer the questions below to find out.

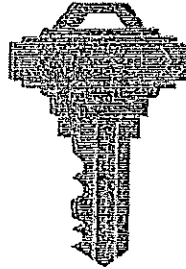
1. When someone rings your doorbell or knocks on the door, do you ever open the door without knowing who is out there?  
\_\_\_\_\_
2. Do you ever hide your house keys under the doormat? In the mailbox? On top of the door frame?  
\_\_\_\_\_
3. Have you ever given your key ring with all your keys to a mechanic or parking lot attendant?  
\_\_\_\_\_
4. Have you ever received a "wrong number" telephone call and told the caller your telephone number?  
\_\_\_\_\_
5. Have you ever left your door unlocked while you made a quick trip to the store or to a neighbor's house?  
\_\_\_\_\_

If you answered "Yes" to any of these questions, you're putting yourself at risk. Don't make it easy for a burglar to get into your home. Follow the safety tips on the next page.

## Independent Living Skills Module II

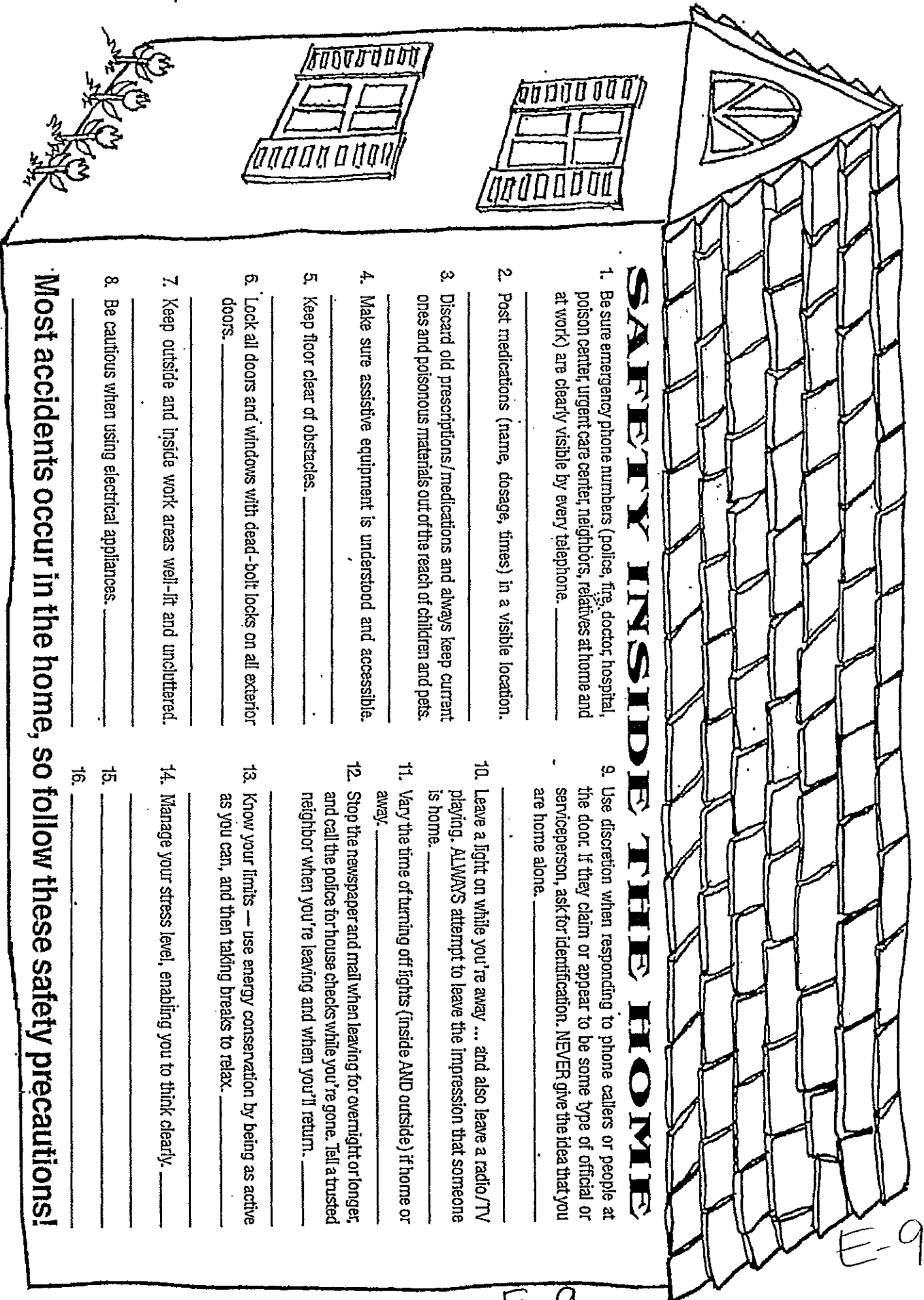
### CRIME PREVENTION TIPS FOR HOME SAFETY

- Don't open the door to anyone you do not know without first finding out who the person is and what he/she wants.
- Install a peephole or wide-angle viewer in your door so you can see who is outside without opening the door. A short chain between the door and its frame is not a good substitute, as it can be easily broken.
- Ask to see an identification badge or card for any repairman, meter reader, policeman, etc., before you allow him or her into your home.
- Put deadbolt locks on your doors, not the spring latch type with the key hole in the knob.
- Be sure to keep your entry way, porch, and yard well lighted.
- Do not put any personal identification on your key ring.



- Give only your ignition key to the car mechanic or parking lot attendant.
- Don't give any information to "wrong number" callers. Ask what number the person was trying to reach.
- Hang up immediately on any threatening or harassing telephone calls. If the caller persists, call the police and the telephone company.
- Check references of any person calling about a survey or credit check before volunteering information. Offer to call the person back instead of responding immediately.
- If you'll be away from home for a few days or so, ask someone to pick up your mail or have the post office hold your mail until you return.
- You can also buy inexpensive timing devices to turn on and off inside lights, a radio, or a television set at different times during the evening or night.
- Burglars hope to avoid confrontations, so make your home look occupied.





## SAFETY INSIDE THE HOME

1. Be sure emergency phone numbers (police, fire, doctor, hospital, poison center, urgent care center, neighbors, relatives at home and at work) are clearly visible by every telephone. \_\_\_\_\_
2. Post medications (name, dosage, times) in a visible location. \_\_\_\_\_
3. Discard old prescriptions/medications and always keep current ones and poisonous materials out of the reach of children and pets. \_\_\_\_\_
4. Make sure assistive equipment is understood and accessible. \_\_\_\_\_
5. Keep floor clear of obstacles. \_\_\_\_\_
6. Lock all doors and windows with dead-bolt locks on all exterior doors. \_\_\_\_\_
7. Keep outside and inside work areas well-lit and uncluttered. \_\_\_\_\_
8. Be cautious when using electrical appliances. \_\_\_\_\_
9. Use discretion when responding to phone callers or people at the door. If they claim or appear to be some type of official or serviceperson, ask for identification. NEVER give the idea that you are home alone. \_\_\_\_\_
10. Leave a light on while you're away ... and also leave a radio/TV playing. ALWAYS attempt to leave the impression that someone is home. \_\_\_\_\_
11. Vary the time of turning off lights (inside AND outside) if home or away. \_\_\_\_\_
12. Stop the newspaper and mail when leaving for overnight or longer, and call the police for house checks while you're gone. Tell a trusted neighbor when you're leaving and when you'll return. \_\_\_\_\_
13. Know your limits — use energy conservation by being as active as you can, and then taking breaks to relax. \_\_\_\_\_
14. Manage your stress level, enabling you to think clearly. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**Most accidents occur in the home, so follow these safety precautions!**



# SAFETY...

## OUTSIDE THE HOME

How safe are you outside of your home??? Rate yourself:

0 = NEVER      1 = SOMETIMES      2 = ALWAYS

- A \_\_\_ When leaving your home, do you put your extra house keys somewhere other than in a flowerpot or under a doormat?
- B \_\_\_ When outside, do you look around?
- C \_\_\_ Are you aware of safe spaces and safe distances?
- D \_\_\_ Are you aware of high-risk and low-risk areas?
- E \_\_\_ Would you be able to describe surroundings?
- F \_\_\_ Are you ready to think, to move, or to scream/yell at a moment's notice?
- G \_\_\_ Do you trust your instincts?
- H \_\_\_ Do you leave a situation/place if you feel uncomfortable?
- I \_\_\_ Are you careful of which people you talk to?
- J \_\_\_ Are you careful of what you say when talking to strangers/acquaintances?
- K \_\_\_ Do you carry keys in your hands?
- L \_\_\_ Do you remember your body language, giving the appearance of being aware, alert and assertive?
- M \_\_\_ Do you carry purse/wallet/money only if necessary?
- N \_\_\_ Do you keep money and valuables close to body and conceal, if possible?
- O \_\_\_ Do you wear your safety belt as a driver and as a passenger?
- P \_\_\_ Do you keep car doors locked, even when stopped in an emergency?
- Q \_\_\_ Do you keep an index card in your car with phone numbers of significant others and coins taped to it for phone calls?
- R \_\_\_ Do you check under the car and car interior (front and rear) before entering?
- S \_\_\_ When in your car, do you have a way of signalling for help?
- T \_\_\_ Do you try not to walk alone?
- U \_\_\_ When walking, do you wear non-restrictive shoes or clothing?
- V \_\_\_ Do you avoid overloading yourself with packages when walking?
- W \_\_\_ Do you wear highly-visible clothing when walking/jogging/biking, etc.?
- X \_\_\_ Do you make it a rule never to hitchhike?
- Y \_\_\_ Do you make it a rule never to pick up hitchhikers?
- Z \_\_\_ Are you on the lookout for any problems that affect your neighborhood's safety?

\_\_\_ TOTAL

Score: 0-13 = Safety Alert!  
14-26 = Uh-oh! Don't be so trusting!  
27-39 = You're doing well, but you can still fine-tune your safety skills!  
40-52 = Bravo! Keep up the good work!

BE SAFE!! DON'T BE A VICTIM! E-10

## Putting out Fires



Match the cause and the appropriate action plan to the 3 possible types of fires by drawing a line from each cause to the type of fire and from each fire fighting method to the type of fire.

### Types of Fires :

Flammable Liquids

Energized Electrical Equipment

Ordinary Combustibles

### Causes:

Paper, wood, cloth rubber & many plastics

Oils, gasoline, solvents lacquers, some paints, vegetable or animal oils  
This could be while cooking, or if flame or hot ash touch any of these materials

Electrical sources which are still supplied with power. This could be caused by an appliance or from wiring in the walls

### Action Plan:

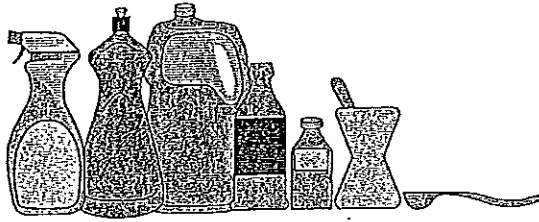
1. DO NOT USE Water
2. Smother fire with either a metal lid or baking soda
3. If fire is small and contained use a B fire extinguisher
4. If you can't smother fire leave house immediately & call 911

1. Do Not USE Water
2. If able unplug appliance or shut off circuit supplying electricity
3. If fire is small and contained use a C fire extinguisher
4. Leave house immediately & call 911

1. If fire is small and contained use a fire blanket to smother OR use an A fire extg.
2. If fire is large find a safe way out of the home and call 911
3. If there is a lot of smoke stay low to the ground as possible and crawl to nearest exit

## Independent Living Skills Module II

### Poisoning



#### A Quiz:

Which of the substances listed below could be poisonous to a child? Place a checkmark in the box beside each of your choices:

- paint thinner
- paint
- bleach
- dishwashing liquid
- alcohol
- vitamins
- aspirin
- cleaning fluids
- some plants
- drain cleaner
- cigarettes
- prescription medication

If you checked all the substances, you are correct. Children can be poisoned by a lot of substances that most of us might not consider dangerous or harmful, such as mouthwash.

Poisoning occurs most often when an unattended child finds cleaning products, medicine, alcohol, etc., in an unlocked cabinet. Children under age seven are at the greatest risk of poisoning.

Here are some suggestions to make your home or child safe from accidental poisoning:

- Be sure that all the medicine you buy (aspirin, prescription medication) is packaged in child-proof containers.
- Keep all medicine, even vitamins, in a medicine cabinet that is locked or latched and above a child's reach.
- Store all cleaners and other potentially poisonous substances in their original containers in a locked cabinet or closet. If you don't have a locking cabinet, keep these substances away from food on a high shelf far above a child's reach.

## Independent Living Skills Module II

### Taking Care of Yourself

Making the right decisions about how to respond to illnesses and health problems is very important. Read the following examples and discuss with your social worker, staff, or foster parent how you would best handle the following situations.

You wake up in the morning with an upset stomach. You feel as if you have diarrhea and might vomit. What would you do?

You wake up in the middle of the night with a pounding headache. You are dizzy and have abdominal pain. You take your temperature and see that it reads 104°. What would you do?

You are on your way home from work and feel as though you are getting a cold. Though you don't have a fever, your muscles are aching and your sinuses are congested. What would you do?

You are watching TV in the early evening when, all of a sudden, you discover that you have a rash. You have a temperature of 100°. What would you do?

## Independent Living Skills Module II

Responding to medical emergencies quickly and efficiently could save your life. What kind of circumstances would lead you to immediately seek medical care at the emergency room of your local hospital?

EMERGENCY
_____
_____
_____

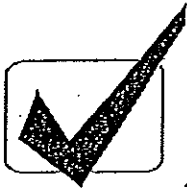
Sometimes symptoms of illnesses might be mistakenly identified as harmless when they actually may indicate serious health problems. Therefore, it is important to always seek medical help if you have any questions. It is better to be safe than sorry.

For example, various cancers can have the following seven warning signals:

- 1) Change in bowel or bladder habits.
- 2) A sore that does not heal.
- 3) Unusual bleeding or discharge.
- 4) Thickening or lump in breast or elsewhere.
- 5) Indigestion or difficulty in swallowing.
- 6) Obvious change in a wart or mole.
- 7) Nagging cough or hoarseness.

If you have a warning signal or any medical concerns, see your doctor.

Independent Living Skills Module II



**ACTIVITY**

Research emergency numbers in your community and write them in the Emergency list below. Post the list in a visible place nearby a telephone.

EMERGENCY NUMBERS
FIRE
POLICE Emergency
POLICE Non-Emergency
MEDICAL Emergency
AMBULANCE
HOSPITAL
DOCTOR
POISON
GAS COMPANY Emergency
OTHERS:

