

## Job Foundation Report

**In alignment with Washington State's [Working Age Adult Policy](#), all individuals are presumed to be able to obtain and maintain integrated community-based employment. This report is intended to gather information about current capabilities, strengths, supports and recommendations for successful future employment.**

***Instructions:*** Each area should have information provided (no blank boxes). If an area is not applicable, please indicate that with an explanation.

**Student Name** Click or tap here to enter text.

**ADSA ID (contact county if unknown)** Click or tap here to enter text.

**School** Click or tap here to enter text.

**Provider** Click or tap here to enter text.

**Provider Contact Name** Click or tap here to enter text.

**Provider Contact Number** Click or tap here to enter text.

**Service Start Date** Click or tap here to enter text.

**Report Completed Date** Click or tap here to enter text.

### Communication

Communication Skills	Description of capabilities and strengths	Assessment of supports needed for success
Ability to communicate with others (verbal, assistive technology)		
Ability to express preferences and interests in particular job environments/tasks		
Tools to manage behavioral communication		
Other communication related information		
<b>Recommendations:</b>		

### Interactive Social Skills

Interactive Social Skills	Description of capabilities and strengths	Assessment of supports needed for success
Ability to understand and apply concepts about personal/professional boundaries (handshake vs hug, language, asking for time off)		
Ability to work with others to accomplish a task		

<b>Interactive Social Skills</b>	<b>Description of capabilities and strengths</b>	<b>Assessment of supports needed for success</b>
Ability to communicate with strangers (public transit, customer interactions, etc.)		
Ability to accept and apply feedback		
Other Interactive Social Skills Related Information		
<b>Recommendations:</b>		

### **Self-Advocacy**

<b>Self-Advocacy Skills</b>	<b>Description of capabilities and strengths</b>	<b>Assessment of supports needed for success</b>
Ability to ask for or indicate need for support		
Awareness of responsibilities or needs for personal care support		
Safety awareness – personal and physical		
Tools to manage emotional/mental health		
Self-Advocacy Training		
<b>Recommendations:</b>		

### Task Management

Task Management Skills	Description of capabilities and strengths	Assessment of supports needed for success
Ability to follow directions (verbally, visually, by example)		
Ability to transition from step to step or task to task (include info on prompts/supports)		
Able to stay focused on a task (how long, what supports, list tasks)		
<b>Recommendations:</b>		

### Work Interest Exploration

Work Interest Exploration	Details for job development preparation
Identified environmental factors for possible workplace Examples: <ul style="list-style-type: none"><li>• physical accessibility and mobility</li><li>• safety, social/cultural elements</li><li>• sensory elements</li><li>• coworker proximity</li><li>• public interactions</li></ul>	
Determine initial or potential marketable skills	

<b>Work Interest Exploration</b>	<b>Details for job development preparation</b>
Preference/Interests for Employment Examples: <ul style="list-style-type: none"> <li>• paid work hours (number of hours a week)</li> <li>• wages</li> <li>• types of industries</li> <li>• schedule (AM/PM shifts/time of day, number of days, lengths of shifts)</li> <li>• location</li> <li>• environment, i.e. indoors/outdoors</li> </ul>	
Resume of internships/work explorations through school and useful information for job development.	
<b>Recommendations:</b>	

### **Critical Documents and Enrollments**

<b>Critical Documents &amp; Enrollments</b>	<b>Complete Y/N</b>	<b>Next Steps Timelines and actions</b>
<b>Enroll in DVR through local office</b> <a href="https://www.dshs.wa.gov/office-locations">https://www.dshs.wa.gov/office-locations</a>		
<b>Washington State ID</b> <ul style="list-style-type: none"> <li>• Apply at your local driver licensing office or online</li> <li>• Before 18: need birth certificate and guardian's ID or driver's license</li> <li>• After 18: birth certificate; school transcript with DOB; Social security card with signature; school yearbook with photo. Other combinations of documents accepted- check website for more details.</li> <li>• <a href="http://www.dol.wa.gov/driverslicense/gettingidcard.html">http://www.dol.wa.gov/driverslicense/gettingidcard.html</a></li> </ul>		

<b>Critical Documents &amp; Enrollments</b>	<b>Complete Y/N</b>	<b>Next Steps Timelines and actions</b>
<b>Social Security card</b> <ul style="list-style-type: none"> <li>• Apply on-line or at a Social Security office</li> <li>• Required application documents: Social Security card application (available online), Washington State ID, and birth certificate.</li> <li>• <a href="https://faq.ssa.gov/en-US/Topic/article/KA-02017">https://faq.ssa.gov/en-US/Topic/article/KA-02017</a></li> <li>• Refer family to local benefits planners</li> </ul>		
<b>Birth certificate</b> <ul style="list-style-type: none"> <li>• Call (360) 236.4300 or order online</li> <li>• <a href="http://www.doh.wa.gov/LicensesPermitsandCertificates/BirthDeathMarriageandDivorce">http://www.doh.wa.gov/LicensesPermitsandCertificates/BirthDeathMarriageandDivorce</a></li> </ul>		
<b>Bank account</b> <ul style="list-style-type: none"> <li>• Most banks require a photo ID and social security number</li> <li>• Minimum opening balance depends on bank</li> </ul>		
<b>Obtain copy of student's IEP and attend when possible to align vocational goals</b>		
<b>Other certifications applicable to career path (food handler's permit, STARRS certifications, etc.)</b>		

### Transportation

Transportation resources available	
Experience with community transportation options (Paratransit, city bus, etc.)	

### **Key Next Steps:**