

Item Descriptions for Home Core Rating Form

Working: Career Choice and Planning		
Item 1	Names occupations he/she likes the most.	He/she knows and names the occupations or jobs that he/she likes the most. He/she has one or two jobs that he/she mentions from time to time, but he/she also mentions others as possible jobs to think about. He/she can name the ones he/she prefers above all others.
Item 2	Knows about jobs he/she is interested in and what they require.	He/she knows the basic job requirements and demands of jobs he/she likes most and that he/she is most interested in. Job requirements include education and various skills. Skills required might include computer keyboarding, reading, welding, or using equipment. Job demands might include physical strength, accurate spelling, accurate calculator use, willingness to work in risky conditions, and ability to work closely and cooperatively with others.
Item 3	Chooses occupations that fit his/her interests, preferences, and strengths.	He/she knows enough about himself/herself to be able to make a good match with various occupations or jobs within an occupation. For example, if a student knows he/she gets along well with others, then he/she will consider occupations requiring social and interpersonal skills, such as child care, health care, sales, and personal service jobs.
Item 4	Knows how to get a job.	He/she knows about different ways of looking for a job, applying for a job, and making a good impression in a job interview. He/she understands that getting a job requires knowing where to look for a job, when to apply, and what it takes to complete a good application form and interview.
Working: Employment Knowledge and Skills		
Item 5	Has the general job skills needed to keep a job.	He/she shows work behaviors that any employer expects to see at school, in a part-time job, or in a work-training situation. Examples of these behaviors are being on time and regular in attendance, following directions, making sure he/she understands directions, completing tasks within the expected time given, reporting problems that might come up, asking for help when needed, and being willing to take on new responsibilities.
Item 6	Has the work attitudes needed to keep a job.	He/she shows work attitudes that any employer or supervisor expects to see at school, in a part-time job, or in a work-training situation. Examples of these attitudes include wanting to make a good impression, showing respect for others, showing a cheerful and positive attitude toward work, and demonstrating pride in his/her work.
Item 7	Has the specific knowledge and skills needed for an entry-level job that he/she has an interest in.	He/she has shown in a school career-technical program, a part-time job, or a work program in the community that he/she can do all the tasks required to work in at least one occupation or job. The skills should be at a level that does not require any more training or experience.
Item 8	Knows how to change jobs.	He/she knows about giving notice before leaving a job, the importance of finding a new job before leaving an old job, and the importance of leaving a job with good recommendations. He/she also knows to leave with no unfinished work and to return all tools, materials, or uniforms belonging to the employer.
Item 9	Knows how to get into a community work- or job-training program, if needed, for a job he/she wants. [If a work- or job-training program is not needed for a job he/she wants, select NA ("not appropriate") for this item.]	He/she knows who to contact at school or the local/state employment service to get information on community work-training or job-training programs and the requirements for getting in (e.g., age, citizenship, English proficiency, recommendations). He/she is also familiar with the application process.

Learning: Postsecondary Education/Training		
Item 10	Knows how to get into a college or career-technical school that meets his/her needs. [If college or a career-technical school is not needed for a job he/she wants or he/she does not plan to go to college or a career-technical school, select NA ("not appropriate") for this item.]	He/she knows how to find out which program, including community college, 4-year college, or career-technical school, best fits his/her interests and needs. He/she also knows how to find information about applying to the program and how to obtain any special admissions requirements. He/she knows about using information sources such as the school guidance office and the Internet for getting application and admission information to select the school that best fits his/her program interests, support needs, and cost and transportation considerations.
Item 11	Has the study and organization skills expected by instructors in a college or career-technical program. [If college or a career-technical school is not needed for a job he/she wants or he/she does not plan to go to college or a career-technical school, select NA ("not appropriate") for this item.]	He/she shows at school the study skills that are important for success in a postsecondary education or training program. These skills may include studying effectively for class sessions and tests, preparing homework assignments and projects, gathering and using resource materials, and managing his/her time.
Item 12	Knows how to get the help that he/she will need in a college or career-technical program from the office of services for students with disabilities. [If college or a career-technical school is not needed for a job he/she wants or he/she does not plan to go to college or a career-technical school, select NA ("not appropriate") for this item.]	He/she knows how to find and connect with the disability support services office in his/her postsecondary education or training program. Getting services such as classroom accessibility, course accommodations, Braille services, or interpreters includes knowing about eligibility for services, ways of documenting eligibility for services, and how to ask for the specific services or accommodations he/she needs.
Item 13	Knows how to get help from classmates, friends, family, or others while attending a college or career-technical program. [If college or a career-technical school is not needed for a job he/she wants or he/she does not plan to go to college or a career-technical school, select NA ("not appropriate") for this item.]	He/she knows how to find and ask for help from other sources besides the disability services office. Support sources include family members, classmates, friends, dormitory counselors/assistants, campus services and organizations providing tutoring or study partners, private tutors, life coaches, local independent living centers, church or campus religious organizations' support programs, and community disability support groups.
Learning: Functional Communication		
Item 14	Has speaking skills needed after high school. [Speaking may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	He/she has the basic speaking or expressive skills he/she will need after high school at home, at work, or in the community. He/she can tell others about his/her needs, ask questions to get information, respond to questions, participate in social conversations, and express personal feelings appropriately.

Item 15	Has listening skills needed after high school. [Listening may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	He/she has the basic listening skills he/she will need after high school to understand what someone is saying. He/she can hear or understand and interpret others' expressions of personal needs, questions, directions, conversation, and expressions of personal feelings.
Item 16	Has reading skills needed after high school. [Reading may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	He/she has the skills to read materials expected after high school in work, learning (if in school), and living environments. He/she reads or gets written material information from sources other than reading, such as audiotaped materials, radio, or television.
Item 17	Has writing skills needed after high school. [Writing may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	He/she has the skills to be able to write various things that can be understood clearly by others at home, at work, or at school. He/she can use other ways to get his or her ideas into writing, such as speech-recognition software, text editing systems, or Braille. Student's writing skills will be helpful in functioning in work, learning, and living environments after high school.
Learning: Self-Determination		
Item 18	Understands his/her strengths and limitations.	He/she knows what he/she can do well and what areas are problems for him/her, and is able to use this knowledge in various situations related to learning, working, and living.
Item 19	Explains how his/her disability affects various life situations.	He/she describes and explains how his/her disability affects learning at school, doing work at home or in the community, and being active in the community (e.g., buying things, managing money, making decisions, and being a good citizen, neighbor, and family member).
Item 20	Speaks up for his/her self-interests and needs.	He/she speaks up for himself/herself and tells others (e.g., employers, instructors) what he/she needs to get services and accommodations. He/she welcomes and encourages others to speak up in support of his/her interests or needs but does not depend on others to say what needs to be said.
Item 21	Makes decisions that affect his/her personal life.	He/she makes his/her own decisions for such things as friendships and relationships, personal purchases, recreation and leisure, music, cell phone use, and computer searches.
Item 22	Sets goals based on personal preferences, interests, strengths, and needs.	He/she sets goals based on information and reasoning and can describe how those goals relate to his/her personal preferences, interests, strengths, and needs.
Item 23	Plans what he/she needs to do to reach goals and follows through to make the plan work.	He/she plans what he/she needs to do to reach a goal and can describe the actions he/she needs to take to reach the goal. He/she also knows when the action plan is not working and tries again using different actions to reach the goal or change the goal.
Item 24	Knows his/her basic legal rights.	He/she is aware of the basic legal rights that apply to all citizens, such as voting, freedom of speech, or choice of religion, as well as the specific legal rights he/she has as a person with a documented disability, including rights at school for an appropriate education and rights in the community for work, housing, and appropriate accommodations.
Item 25	Knows how to make legal decisions affecting his/her life.	He/she knows how to make or participate appropriately in making legal decisions related to his/her IEP goals, course of study, and educational/transition services as well as some decisions related to money management, personal health and safety, medical treatment, and access to legal help or bank loans.

Living: Independent Living		
Item 26	Knows how to find a place to live when he/she leaves home.	He/she knows what sources to use to find a place to live, such as an apartment, a house, or other living options. Sources of information include newspaper classified advertisements, rental brochures, Section 8 housing information, yard signs, Internet resources, and independent living centers.
Item 27	Knows how to do routine household tasks.	He/she knows how to do routine household tasks, such as cooking or preparing food; cleaning house; dishwashing; doing laundry; shopping for household items; storing foods; and taking out trash or garbage, including recycling of paper, plastic, glass, and cans.
Item 28	Knows how to take care of basic home maintenance and repairs.	He/she knows how to deal with simple home maintenance or repair needs. Maintenance needs include such things as changing light bulbs, batteries, and furnace filters; unclogging a sink or toilet; raking/bagging leaves; and removing snow. Repair needs include replacing parts for a toilet tank, repairing a faulty appliance plug, replacing a light fixture, and repainting or refinishing furniture. When a landlord or a building supervisor provides some maintenance and repair services, he/she knows when and how to request or report a problem.
Item 29	Solves problems in new or unexpected situations.	He/she uses some problem-solving strategies when a new situation comes up or something unexpected happens. Strategies for dealing with problems may include looking for the cause of the problem, calling an adult or friend for advice, calling 911 in emergencies, or seeking out a person nearby whom he/she trusts to ask for help.
Item 30	Knows how to be careful in situations that might be harmful to him/her.	He/she knows how to recognize a situation that would put him/her in harm's way or at risk for breaking rules or the law. He/she also knows when it is important to use precautions for safety, such as protective clothing or eye protection, protective headgear, or special safety equipment in situations at school, at home, or in the community. He/she knows how to handle pressure from others that could lead to problems.
Item 31	Knows how to use everyday technology.	Student knows how to use common technology, including computers, cell phones, DVD/CD players, remote controls, ATMs, automated checkout stations in grocery stores, and temperature control systems.
Living: Personal Money Management		
Item 32	Buys everyday items that he/she needs or wants.	He/she buys items such as food, clothes, CDs, DVDs, or personal items using cash, check, a debit card, or a credit card. Purchases are made in person, online, or over the telephone. He/she knows how much an item costs and how much money to give a cashier to pay for the item. He/she also knows how much change he/she should get back if paying for an item with cash.
Item 33	Knows how to pay bills.	He/she knows how to read a bill to figure out how much he/she owes, how much the minimum payment is, and when it is due. He/she knows how to make the payment, whether paying by check, online, or over the phone. He/she also knows when a mistake is made in a bill and how to correct such mistakes.
Item 34	Knows how to use a checking, savings, credit card, or other type of account.	He/she knows what is involved in opening and closing a checking or savings account, depositing and withdrawing money from a checking or savings account, how to pay bills through his/her bank account, and how to use credit or debit cards (including what to do if the card is lost or stolen).
Item 35	Knows how to budget and manage his/her money.	He/she knows how to budget income and expenses for managing money over a period of time. He/she also knows about simple record keeping for income tax, checking and credit card accounts, and making money last between paychecks or allowances. He/she knows the importance of a good bank account history; savings; a good credit rating; and using comparative shopping, sales, and discounts to save money.

Living: Community Involvement and Usage		
Item 36	Is a responsible citizen and respects the law.	He/she shows responsible citizenship at school and at home by following rules or expectations and being cooperative and helpful. He/she also obeys city, state, and federal laws related to driving, littering, trespassing, appropriate social and sexual behavior, and other community rules and regulations. Basic responsibilities also include such things as voting; obeying laws; paying taxes; and respecting the rights, privacy, and property of others.
Item 37	Locates and uses businesses to buy things he/she needs.	He/she finds and uses local businesses and services for purchasing products or personal services. For example, he/she finds who carries certain brands of clothing or types of music in the community and then goes to that store or purchases them online. He/she also finds local businesses, such as hair-care services; recreation and entertainment services; dental services; dry-cleaning services; and home utility services for lights, telephone, and water to use their services or pay for services in person.
Item 38	Knows how to get help from government programs to receive services or benefits.	He/she knows the basic services or benefits that agencies in his/her community or region offer to persons with disabilities. He/she also knows how to contact these resources or knows individuals or agencies that can assist him/her in making these contacts. Agencies that he/she might need to know about include state vocational rehabilitation services, county and state mental health services, public health services, Social Security services, and independent living services. After contact, he/she knows the steps for applying for services or benefits.
Item 39	Knows how to use local transportation systems when needed.	He/she knows how to use local community transportation systems, such as taxis, buses, subways, or special transportation systems for persons with disabilities. Knowledge of transportation systems includes knowing what choices are available, where to go to use them, how much each will cost, and how to pay for the service.
Item 40	Knows how to get to places he/she wants to go in the community.	He/she knows how to read and use a city map and a bus or subway schedule. Student knows how to ask or call for information about directions and the best transportation available to get to where he/she wants to go. He/she also knows how to choose a type of transportation (e.g., walk; ride a bicycle; use a moped or motorcycle; drive; take a taxi; use a bus, subway, or train) to reach a desired destination as well as how to ask someone else to provide transportation.
Item 41	Knows how to get a driver's license.	He/she knows the requirements for getting a driver's license, including age and type of examinations. He/she also knows where to obtain a driver's manual to study and where to go to apply for the driver's examination. He/she understands the difference between a learner's permit and a regular license and knows the restrictions for driving with a learner's permit.
Living: Leisure and Recreation		
Item 42	Knows what he/she likes to do in his/her free time.	Student can name leisure activities that he/she prefers over all other leisure activities.
Item 43	Participates in various indoor activities.	He/she participates in home and community indoor leisure activities. He/she does these activities on a regular basis. Examples of activities include playing board games, playing computer games, participating in indoor card games, participating in hobbies, listening to music, watching television, dancing, playing ping-pong, swimming, ice or roller skating, and bowling.
Item 44	Participates in various outdoor activities.	He/she participates in home and community outdoor leisure activities. He/she does these activities on a regular basis. Examples of activities include walking/hiking, bicycling, playing tennis, swimming, playing basketball, playing soccer, playing volleyball, skateboarding, skiing, snowboarding, playing softball, fishing, hunting, and participating in beach activities.
Item 45	Goes to different places for entertainment.	He/she chooses and goes to school and community entertainment events. He/she goes to school entertainment events, such as concerts, sports events, dances, plays, recitals, and student performances, and/or community events, such as fairs, exhibits, parades, sports events, music festivals, and music group performances.

Living: Health		
Item 46	Is physically healthy.	He/she does the things that help individuals be healthy and stay healthy. He/she takes steps to prevent illness, disease, infection, or weight problems, including washing hands, using tissues, cleaning and treating wounds, eating healthy food, getting enough sleep, and exercising.
Item 47	Knows how to take care of physical problems that arise.	He/she treats minor illnesses, accidents, and ailments that occur, either by himself/herself or with assistance. Student uses over-the-counter medications for headaches, cold symptoms, or stomach upset and for treating scratches, rashes, cuts, bites or stings, and burns. He/she also knows when to ask for help from an adult or professional health-care worker. He/she knows how to call 911 or his/her doctor for health emergencies.
Item 48	Is emotionally and mentally healthy.	He/she does those things that help to maintain his/her mental health and emotional well-being and prevent mental health problems, including recognizing problems; getting adequate rest and exercise; avoiding foods, beverages, and other substances that affect feelings and emotions; and taking any prescribed medications as directed.
Item 49	Knows how to take care of mental health problems that arise.	He/she knows how to deal with mental health problems that affect daily living, either by himself/herself or with assistance. He/she takes some steps for self-care by changing environments, talking to a helpful and accepting person, taking his/her prescribed medications, using relaxation techniques, or exercising regularly. He/she also knows when it is appropriate to request assistance from an adult or mental health professional. He/she knows a specific person to call when experiencing emotional crises or mental health emergencies.
Item 50	Knows how to make choices regarding sexual behavior based on accurate information.	He/she knows how to make good decisions related to his/her own sexual choices and behaviors based on accurate medical or health information. Accurate information is based on facts provided by qualified medical and health professionals. He/she knows where to find accurate biological, medical, and psychological information on sexuality.
Living: Social/Interpersonal Relationships		
Item 51	Gets along well with family members and relatives.	He/she shows mostly good interpersonal skills when with parents/guardians; brothers/sisters; and other family members, such as uncles, aunts, cousins, and grandparents. His/her interactions around family members and relatives do not usually result in conflict.
Item 52	Gets along well with people outside of the family.	He/she shows mostly good interpersonal skills with fellow students; teachers and adults at school; and co-workers, employers, or supervisors at work. His/her interactions around individuals at school and/or work usually promote acceptance, with very few conflicts.
Item 53	Makes and keeps friends in different settings.	He/she makes friends at school, at work, or in the community and keeps those friendships by being a good listener, supportive, loyal, and able to keep private information secret.
Item 54	Acts appropriately in different social settings.	He/she says and does what is socially appropriate with other people in situations and settings outside of the home. Examples of settings include the school cafeteria, classrooms, hallways, restrooms, dressing rooms, work areas, break areas at work, restaurants, parks, and malls.
Item 55	Knows how to handle problems that occur with other people in public.	He/she knows ways to deal with arguments, teasing, bullying, or threats in social situations, including things to say to ease the tension, using body language that helps to communicate calm, leaving the situation, and finding someone in charge to prevent the conflict from getting worse. He/she uses these skills at home, at school, and in public places.
Item 56	Figures out how to act appropriately in new social situations.	He/she sees and interprets the important cues in a new social situation that help him/her know how to act. He/she looks to others who are familiar with the situation for what to do and how to act. For example, if a student has never been to a play in a theater before, he/she can watch others in the audience to know whether it is appropriate to laugh out loud, whether to clap before the end of the play, when to remain quiet or speak to others, and what to do at intermission.

Item 57	Knows about the skills and responsibilities of being a parent.	He/she knows about the basic responsibilities of being a parent, including providing food, clothing, shelter, and health care; teaching children to talk, walk, feed, and dress themselves; teaching children to care for personal toileting and hygiene; and teaching social behaviors and values that are important for a family and individual child development. He/she understands that performing parental responsibilities requires the ability to earn a living, knowledge and understanding about the demands on parents for everyday living, the ability to keep children healthy and safe, and the ability to teach young children and teenagers how to be responsible and caring family members and good citizens.
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