

Form  
**Strength Based Assessment**

Student:

Today's Date:

**Abilities:** What are your strengths, talents, abilities, skills, things you like to do?

Student:

Parent:

**Dreams:** What are your hopes and dreams for the future?

Student:

Parent:

**What Helps:** What is needed to make the dreams happen? What helps you to do a good job and learn best?

Student:

Parent:

The Strength Based Assessment can be used for both the student interview and parent interview since both participate in the process. For students who are 13 years old, use the back of the form to write the Long-Term Adult Outcome statements that will be needed for the Transition Services section of the IEP.

**Follow-up questions to help obtain information for all the required Long Term Adult Outcome Statements when talking to students about their hopes and dreams.**

## Employment:

This is usually what students talk about when we ask them about their hopes and dreams. Always ask "**Why?**". The reason the student provides may open up other areas of interest. Also, answers that seem unrealistic may in fact be realistic after the student explains why. Always ask the "What if" question. "**What other careers do you think you might want to do?**"

It is fine to list both answers in the long-term adult outcome statement. i.e., "Tanya hopes to someday be a medical doctor. She has also expressed the possibility of pursuing a career working with children."

It is also okay to indicate the parents' and student's dreams if they are different: "Todd hopes to join the armed forces upon graduation, preferably the Marines. Todd's parents hope that he will attend the community college and be able to get a good paying job with a future."

## Postsecondary Education (Lifelong learning):

Since the students are young, the question that may be most effective is "**What do you want to learn more about?**" This allows the student to talk about college or areas of interest. A follow up question may be "**Where do you expect to learn about [the topic that is mentioned]?**"

For example:

- "Sean hopes to learn more about how music is made. His parents hope Sean can continue to receive schooling after he graduates to improve his career options."
- "Alyssa hopes to attend college to pursue her career goals."

## Community Living:

If the student has trouble responding to this question, ask more focused questions, i.e.,

**"Where do you plan on living?"** Some of the ways this could be answered are: geographically ("Florida"), domicile type ("in a nice house") or socially ("with friends").

**"What do you want to do with your spare time when you are not working or going to school?"** This refers to the pursuit of hobbies, sports interests, any activity that the individual finds personally fulfilling.