



STUDENT REFERENCE FORM

Completed by

Title: _____

KENT STATE UNIVERSITY
Career & Community Studies
218 White Hall
150 Terrace Drive
Kent, OH 44242

Email: yhale@kent.edu ♦ Phone: 330-672-0725

CONFIDENTIAL REFERENCE FORM

Applicant: Before you give this form to your reference person, please fill out your information below. Also, please read the Waiver Statement and sign. Then give this form to your reference. Upon completion, please instruct the reference to send the form directly to CCS via mail or email.

Applicant Name: (Name of student)

Last	First	MI
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Applicant Address:

Street	City	State	ZIP
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Waiver Statement: I understand this reference form and behavioral assessment is to be submitted and maintained in confidence by Kent State University for admission consideration to the Career & Community Studies Program. I hereby waive all rights I may have to access these documents under the Family Education Rights and Privacy Act of 1974, and any/all other laws, regulations, or policies. I understand the rights I am waiving include, but are not limited to, the right to review these documents; the right to have a copy of these forms; and/or the right to request an amendment to any of the documents.

___ I agree to waive my access to these documents.

___ I do not agree to waive my access to these documents.

Applicant Signature: _____ Date: _____

Parent Signature: _____ Date: _____

CONFIDENTIAL REFERENCE FORM

Note to Reference: The applicant named on page 1 is applying for admission to the Career and Community Studies Program (CCS) at Kent State University. The CCS Program is a 4-year comprehensive campus-based non-degree program for young adults with intellectual or developmental disabilities that desire a transition/postsecondary experience on a college campus and require a strong system of supports. These students are expected to be highly motivated, emotionally stable, and should not exhibit behaviors that would interfere with their ability to participate or affect any other student's participation in the program. The applicant and parent(s) have been asked to waive their rights to access the recommendation form; however, if they did not waive their rights, then they may request a copy of this form at any time. Please, honestly complete this reference form and assessment to the best of your ability. For inquiries, contact us at 330-672-0725 or yhale@kent.edu. **Please type or print legibly. Use additional pages if needed.**

Reference Name:

Last	First	MI
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Reference Address:

Street	City	State	ZIP
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Organization: _____ Position: _____

Phone: _____ Email Address: _____

How long have you know the applicant?

What is your relationship to the applicant?

Do you feel the applicant would benefit from a postsecondary experience? Yes No
Please explain. Use the back for additional space.

Please describe applicant strengths and weaknesses that you observe in your role.

May we contact you for further information if necessary? Yes No

If yes, what is your preferred method of contact? ___ Phone ___ Email

SKILLS ASSESSMENT

Please honestly evaluate the applicant’s ability in each of the areas below. You may place a checkmark in the *Do Not Know or Not Applicable* column if you do not have information necessary to evaluate applicant on a specific skill.

Applicant Name: _____ **Date :** _____

Form Completed by: _____

INDEPENDENT LIVING	Completely Independent	Moderate Assistance	Complete Assistance	Do Not Know	Does Not Apply
Demonstrates personal care habits, such as:					
Comb hair					
Brush teeth					
Trims nails					
Shaves					
Showers					
Laundry (washing machine/dryer)					
Self-administers all personal/over-the-counter prescriptions and medications					
Dresses appropriately for the weather					
Presentable appearance					
Makes personal doctor/dental appointments					
Calls pharmacy to refill personal prescriptions					
Female: Understands care of menstrual period					
Understands routines, such as:					
Completes morning routine in a timely manner					
Selects appropriate sleep schedules					
Understands time needed to complete homework					
Understands time needed to complete housework					
Understands time needed to complete hygiene tasks					
Manages personal belongings, such as:					
Uses cell phone					
Responsible with keys					
Understands safety concepts, such as:					
Understands the usage of 911					
Remains calm in emergency situations.					
Follows directions during emergency situations.					
Demonstrates caution disclosing information to strangers.					
Maintains physical distance when interacting with strangers.					
Aware of ways that one could be taken advantage of (someone getting money, computer, phone)					
Knowledge of basic first aid care					
Carries medical alert information					
Carries emergency contact information					
Carries identification					
Displays community living skills, such as:					
Can use public transportation					

Can cross street at appropriate places and times					
Makes his/her own purchases					
Uses a debit card					
Makes change using bills and coins					
Follows a weekly budget (allowance)					
Able to order from menu					
Adds tip onto total cost of meal					
ADDITIONAL COMMENTS: Write any comments concerning independent living skills on back of page.					

ACADEMIC SKILLS	Completely Independent	Moderate Assistance	Complete Assistance	Do Not Know	Does Not Apply
Demonstrates computer skills, such as:					
Computer, iPad, assistive technology, etc					
Knows how to use MicroSoft Office applications (Word, PowerPoint)					
Uses email					
Navigates a computer management system to relay information (grades, assignments, announcements, etc).					
Demonstrates responsible academic behavior, such as:					
Applies acquired knowledge in a consistent manner (once a technology skill is learned the student continue to apply it)					
Demonstrates appropriate classroom behaviors					
Self-motivated to learn					
Demonstrates responsibility by working hard to set high standards for self (attendance, quality work, optimism)					
Gets to class on time					
Completes assignments on time					
Turns assignments in on time					
Can complete in-class assignments in a reasonable amount of time					
Demonstrates and maintains organization of course materials (brings materials needed to class, uses planners)					
Follows written directions					
Follows verbal directions					
Able to recognize when to ask for assistance or additional instruction					
Works well with others in class/group settings					

SOCIAL AND INTERPERSONAL SKILLS					
Displays appropriate interactions with others, such as:					
Greets others appropriately					
Engages in conversation					
Establishes relationships with friends					
Maintains relationships with friends					
Participates in social activities					
Responds appropriately to persons of authority					
Recognizes the emotions of others					
Responds appropriately to the emotions of others					
Demonstrates good safety habits in social situations					
Works well in a group situation					

Uses social media etiquette (appropriate emails, websites)					
Understands concepts of intimacy:					
Understands sexual reproduction system					
Understands safe and appropriate sexual practices					
Respects others' personal physical boundaries					
Demonstrates appropriate affection toward others in public					
ADDITIONAL COMMENTS: Write any comments concerning academic and social skills on back of page.					
SELF-DETERMINATION SELF-ADVOCACY	Completely Independent	Moderate Assistance	Complete Assistance	Do Not Know	Does Not Apply
Displays self-determination, such as:					
Recognizes his/her own emotions					
Responds appropriately to his/her own emotions					
Communicates needs to others effectively					
Expresses his/her opinions appropriately					
Identifies possible problems or changes that may be needed					
Identifies more than one solution to fixing a problem					
Weighs pros and cons of possible options when solving a problem or in making a change					
Understands the difference between short-term and long-term goals					
Can determine a realistic and attainable goal					
Able to establish steps toward achieving goal					
Effectively analyzes progress toward a goal					
Demonstrates ability to make adjustments when steps toward goal achievement are not working					
Identifies when goal has been reached					
Analyzes level of satisfaction with completed goal					
Displays self-advocacy, such as:					
Able to explain disability					
Communicates personal strengths – things one is able to do well					
Recognizes/ communicates areas of difficulty					
Uses voice to appropriately advocate for what is wanted or needed					
Advocates for accommodations when needed					
Demonstrates motivation and willingness to try new things					
Can express confidence and self-esteem					
Plans activities without waiting for someone else to do it					
Takes the initiative to begin school and free time activities					
Accepts responsibility for self-made decisions					
Reflects and learns from experiences					
Recognizes self-value and worth as a person					
Takes the lead in determining daily schedule					
Understands the link between goals and daily decisions made that can influence success of goal attainment					
Use of judgment skills in making every day decisions					
ADDITIONAL COMMENTS: Write any comments concerning self-determination and self-advocacy skills on back of page.					
WORK and/or VOLUNTEER	Completely Independent	Moderate Assistance	Complete Assistance	Do Not Know	Does Not Apply
Displays appropriate work behavior, such as:					
Arrives at work/volunteer site on time					
Follows break-time procedures					

Dresses appropriately for the work/volunteer site					
Completes assigned work/volunteer tasks					
Follows supervisor's directions					
Works well with co-workers as a team					
Exhibits appropriate social skills in the work setting					
Exhibits flexibility and ability to adapt to changing circumstances					
Demonstrates motivation to increase responsibilities in the work setting					
ADDITIONAL COMMENTS: Write any comments concerning employment skills on back of page.					

Thank you for dedicating the time to complete this recommendation as we value the insights you are able to provide us regarding the applicant. **If you are not an educator, you do not need to complete the next section of this reference form.**

Reference Signature: _____ Date: _____

THE FOLLOWING SECTION IS FOR EDUCATORS ONLY

Indicate the academic areas/subjects in which you interacted with the applicant:

___ Reading ___ Writing ___ Math ___ Social Studies
 ___ Science ___ Other: _____

Approximate grade levels: _____ Reading and writing skills _____ Mathematics

Computer Skills: _____ Word Processing _____ Internet

Use additional pages if necessary:

Describe how much time per week and in what capacity you interacted with the applicant:

Describe the applicant's perseverance in learning:

Describe the applicant's academic strengths:

Describe the applicant's academic weaknesses:

Describe the applicant's interaction with peers and adults:

How has the student continued to develop their academic skills?

Describe the accommodations that were most effective for this applicant. Does the applicant utilize any assistive technology, and if so, what?

Indicate the most effective learning strategies for the applicant:

Auditory Reading Visual Presentations/Organizers
 Memorization Repetition Experiential Learning Other (specify):

Additional Remarks: Please list/discuss any physical, intellectual, social, or emotional conditions that may need to be considered when planning a postsecondary experience.

Mail completed form to:
Career & Community Studies
150 Terrace Drive
218 White Hall
Kent State University
Kent, OH 44242
ATTN: Dr. Vonnie Michali

OR Email to: yhale@kent.edu