



Please return application with the following:

- ___ A copy of a State issued ID
- ___ A copy of the most recent IEP
- ___ A copy of high school exit documents or plan
- ___ A copy of the official diagnosis on letterhead
- ___ 2 letters of recommendations

Attn: Program Coordinator, Lions Connected
1300 North General Pershing
SELU Box 10749
Hammond, LA 70402



Applicant Information: Please Print

Full Name: _____

Address: _____

Home Phone: () _____ Date of Birth: _____ Social Security Number: _____

Please provide a copy of a Government issued I.D.

Current Medications & Reasons for Medications:

NOTE Applicant must be independent in administering his/her medications. No exceptions can be made.

Applicant Parent/Guardian Information: Please Print

Primary Parent/Guardian: _____

Mailing Address: _____

Phone Number: () _____ E-mail address: _____

Secondary Parent/ Guardian: _____

Mailing Address: _____

Phone Number: () _____ E-mail address: _____

Please list all individuals who live in the applicant's home:

Emergency Contact

Name of a relative not residing with you:

Address:

Phone:

City:

State:

ZIP Code:

Relationship:

E-mail address:

Education

High School Attended: _____ Years in High School: _____

Address: _____ Exit Date: _____

Employment Information if Applicable

Current Employer:

Responsibilities:

Start Date:

Contact Phone:

E-mail:

Position:

Work Schedule:

Paid or Volunteer:

Any additional information we might need:

References

Name:

Years Known & Relationship to Applicant:

Phone/email:

Name:

Years Known & Relationship to Applicant:

Phone/email:

Name:

Years Known & Relationship to Applicant:

Phone/email:



By signing below, I understand the following (initial every item):

- ___ I will provide transportation to and from Southeastern Louisiana University for my Student.
- ___ My student must display appropriate behavior in classes, the Lions Connected Suite, and about campus. I am confirming my student has never had any disciplinary actions and/or a Behavioral Intervention Plan (BIP).
- ___ Each day, my student must attempt to attend their selected classes.
- ___ Classes must be finalized 2 weeks prior to the official start date of the semester.
- ___ At no time can I contact instructors. If I have questions about assignment, I will contact the program coordinator via the lionsconnected@selu.edu email account.
- ___ It is my responsibility to complete the electronic FAFSA application in order for my student to be eligible for financial aid. I also understand that all FAFSA related questions need to be discussed with FAFSA representatives (fafsa.ed.gov).
- ___ The program fee (\$3000) must be paid in full by the deadline.

Parent's Name: _____

Parent Signature: _____ Date: _____

Student Name: _____

*****This application is due February 1st.*****

PARENT/GUARDIAN OF THE APPLICANT: Please rank the applicant in the following categories.

Independent Living Skills	Needs Complete Assistance	Needs Much Assistance	Needs Little Assistance	Completely Independent
Finding way around a new environment				
Following a schedule				
Managing Personal Belongings				
Preparing Simple Meals				
Ordering and purchasing from a restaurant				
Finding items in a store				
Taking public transportation				
Social Skills & Communication	Needs Complete Assistance	Needs Much Assistance	Needs Little Assistance	Completely Independent
Communicating needs appropriately				
Asking for help				
Dealing with conflict				
Distinguishing between friends and strangers				
Interacting appropriately with peers				
Respecting authority figures				
Using cell phone				
Verbalizing and/or writing personal information (Name, address, phone, etc.)				

Please check all that apply.

Writing

- no functional writing
- writes/copies all letters
- writes name
- writes short sentences
- Uses assistive technology. If yes, please describe: _____

Reading

- No functional reading
- Identifies letters
- Recognizes familiar words/names
- Reads short sentences or phrases
- Reads chapter books
- Reads chapter books silently

Listening

- Retells a simple sentence
- Retells a simple story
- Able to retell story details like characters, problems, major events, resolutions

Parent/Guardian: Please describe in detail.

What are your short term and long-term goals for the applicant?

What descriptive words are often associated with the applicant?

What other traits are important for us to know about the applicant?

Applicant's Strengths:

Previous Supports/Accommodations:

Applicant's Areas of Need:

Behavior Management Plans:

Lions Connected Inventory (Parent/Guardian)

Please complete this inventory to the best of your knowledge. Your accurate responses on this scale will allow the Lions Connected program to appropriately serve the needs of future students.

Applicant's Name:
Inventory Completed by:
Relation to Applicant:
Month and year:

Follow the ratings below to complete the inventory.

Rating
1- skill is absent or very weak
2- skill is starting; needs work
3- skill is emerging
4- skill mastered or very good
NA- not applicable
DK- Don't know

Adapted from *Postsecondary Education Preparation Rating Scale* (Robert L. Morgan, Utah State University, 2014) and *Next S.T.E.P. Teacher Manual* (Andrew S. Halpern, et al. 2000)

Applicant Name:	Lions Connected Inventory Questions	Parent Responses
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
	I play back my recorded notes at a later time and memorize important material.	
	When I study my notes from class sessions, I use strategies to help me memorize long lists and complex concepts.	
	I study about 3 hours for every hour of class time.	
	I use a daily schedule and planner to record assignment due dates, requirements, and important information.	
	I refer to my daily schedule and planner frequently each day.	
	Computer Skills	I use word processing, presentation, and database programs.
I know how to protect myself from internet scams and predators.		
I avoid communications with strangers in all settings and on the Internet.		
I organize my files on a computer.		
I use search engines and databases, and cite sources from the Internet.		
I upload/download files from the Internet.		
I use the university computer and course systems.		
I get definitions of terms and get answers to questions using the Internet.		
I know who to contact if I need answers to computer questions.		
I back up my files and I do it frequently.		

Applicant Name:	Lions Connected Inventory Questions	Parent Responses
Academic Skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Disability Resource Center staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
	To study for tests, I help organize and attend study groups.	
	When taking objective tests such as those with multiple-choice questions, I read ALL sample answers before responding.	
	After reading all multiple choices on a test question, I start by figuring out which choices are NOT correct before marking the correct one.	
	On a multiple-choice test question, if I can only narrow it down to two or more correct answers, I make my decision based on what we studied in class.	
	On multiple-choice tests, I understand what it means when a choice states something like "both A and B above."	
	When I finish taking a test, I review all of my answers to make sure I answered every question. I don't rush through the test to be done early.	
	I can tell time and get to class without being late.	
	I put away a cell phone and other electronics when I need to pay attention to instruction.	
Communication	I look people in the eye when I talk with them or when they talk to me.	
	I listen carefully to other people when they talk and try to understand what they are saying.	
	I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.	
	I know who to turn to when I need help.	
	I follow through on commitments I have made to others and to myself.	
	When I don't understand what a teacher or employer wants me to do, I ask questions.	
	When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.	
	If a teacher or employer try to correct something I am doing, I accept their help.	

Applicant Name:	Lions Connected Inventory Questions	Parent Responses
Independent Living Skills	If I am living away from home, my apartment/dorm safety knowledge is adequate.	
	If I am living away from home, my food preparation, cooking, and storage skills are adequate.	
	If I am living away from home, my dressing, and hygiene skills are adequate.	
	If I am living away from home, cleaning and organizing skills are adequate.	
	If I am living away from home and I need self-help or domestic advice, I know who to call and I can follow the advice.	
	I can identify safety hazards and emergencies and respond immediately to eliminate the danger.	
	I use a telephone to get information about things I need.	
	I can use cash, a debit card, or credit card appropriately and within my budget.	
	I know when and how to contact a medical professional, how to make an appointment, and provide information about my medical insurance when I am sick or injured.	
	I can describe what medications I take and why they were prescribed.	
	I can safely take medications as prescribed.	
	I often volunteer to do something that helps other people.	
	I am registered to vote and I am aware of the people running for political office.	
	I effectively use public transportation.	
	Health, Nutrition, and	I know how much sleep I need to get and I get enough regularly.
When I am sick, I know what to do to get the help I need.		
I eat well-balanced, healthy meals.		
I limit the amount of junk food I eat.		
I maintain a healthy weight.		
I exercise regularly.		

Applicant Name:	Lions Connected Inventory Questions	Parent Responses
Problem Solving	When I have a problem, I often think of several different ways to solve the problem before I make up my mind.	
	When I can't think of a good way to solve a problem I ask other people to help me think of possibilities.	
	After I identify solutions to my problems, I often make my own decisions on what I am going to do.	
	When I am mad at someone, I am able to solve the problem without yelling.	
	When I get mad at someone, I am able to figure out what I want to do without hurting that person.	
	When I get mad at someone and I can't figure out what to do, I often ask for help.	
	If somebody tries to take advantage of me, I know how to stand up for myself and try to stop it from happening.	
Social Relationships	I get along with people my own age.	
	I do things for fun with other people on a regular basis (weekly).	
	If something isn't going well between me and my friends, I often work it out on my own.	
	I know who to talk to if I am having trouble with a relationship.	
	I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.	
	When I have a little bit of spare time, I find something interesting to do.	
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work.	
	I get along well with my co-workers.	
	I respect my boss and we get along well.	

Graff Parent Readiness Scale

This scale helps determine the family's readiness for the student with an intellectual and/or developmental disability to attend a post-secondary program. Please circle the family/guardian's response: 1=I strongly agree; 2=I agree; 3=I neither agree nor disagree; 4=I disagree; or 5=I strongly disagree.

1. I expect to know everything my student does at the university.

Strongly Agree 1 2 3 4 5 Strongly Disagree

2. I expect one-to-one support all day.

Strongly Agree 1 2 3 4 5 Strongly Disagree

3. I worry about my student talking to other students unsupervised.

Strongly Agree 1 2 3 4 5 Strongly Disagree

4. I worry about my student crossing the street.

Strongly Agree 1 2 3 4 5 Strongly Disagree

5. I need to know the homework assignment for each class.

Strongly Agree 1 2 3 4 5 Strongly Disagree

6. I need to know the calendar of activities offered to my student.

Strongly Agree 1 2 3 4 5 Strongly Disagree

7. I would like to speak with my student's support staff through e-mail or by appointment.

Strongly Agree 1 2 3 4 5 Strongly Disagree

8. I would like to attend life skills classes to see my student interact with others.

Strongly Agree 1 2 3 4 5 Strongly Disagree

9. I trust my student's judgment.

Strongly Agree 1 2 3 4 5 Strongly Disagree

10. I trust my student's ability to handle small sums of money.

Strongly Agree 1 2 3 4 5 Strongly Disagree

11. I know my student, with support, will develop friendships.

Strongly Agree 1 2 3 4 5 Strongly Disagree

12. I know my student, with support, will try new opportunities.

Strongly Agree 1 2 3 4 5 Strongly Disagree

13. My student has the ability to handle frustration.
Strongly Agree 1 2 3 4 5 Strongly Disagree
14. My student has the ability to seek assistance.
Strongly Agree 1 2 3 4 5 Strongly Disagree
15. Often, I am in contact with my student more than three times a day.
Strongly Agree 1 2 3 4 5 Strongly Disagree
16. Often, I tell my student what to do and say.
Strongly Agree 1 2 3 4 5 Strongly Disagree
17. I check up on my student.
Strongly Agree 1 2 3 4 5 Strongly Disagree
18. I check to see if my student has the correct facts.
Strongly Agree 1 2 3 4 5 Strongly Disagree
19. I believe I know what is best for my student.
Strongly Agree 1 2 3 4 5 Strongly Disagree
20. I believe a post-secondary education is important for my student.
Strongly Agree 1 2 3 4 5 Strongly Disagree
21. I feel that my student knows what is best for him/herself.
Strongly Agree 1 2 3 4 5 Strongly Disagree
22. I feel that my student wants to attend Lions Connected at Southeastern Louisiana University.
Strongly Agree 1 2 3 4 5 Strongly Disagree
23. My student will live independently after completing the program.
Strongly Agree 1 2 3 4 5 Strongly Disagree
24. My student will have meaningful employment after completing the program.
Strongly Agree 1 2 3 4 5 Strongly Disagree
25. Person Centered Planning will help my student achieve his/her goals.
Strongly Agree 1 2 3 4 5 Strongly Disagree

Student (next 7 pages): Please answer all questions completely and honestly. The questions must be answered directly from the student, but may be dictated.

1. Why do you want to participate in the Lions Connected program?

2. Describe 3 specific goals that the Lions Connected program will help you achieve.

A. _

B. _

C. _

3. Describe things you have done to prepare yourself for living away from home, and challenges you might experience as you move away from home.

4. Describe the strengths you will bring to the Lions Connected program.

5. What are your future plans if you are not accepted to the Lions Connected program?

Lions Connected Inventory (Student)

Please complete this inventory to the best of your knowledge. Your accurate responses on this scale will allow the Lions Connected program to appropriately serve the needs of future students.

Applicant's Name:
Inventory Completed by:
Month and year:

Follow the ratings below to complete the inventory.

Rating
1- skill is absent or very weak
2- skill is starting; needs work
3- skill is emerging
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NA- not applicable
DK- Don't know

Adapted from *Postsecondary Education Preparation Rating Scale* (Robert L. Morgan, Utah State University, 2014) and *Next S.T.E.P. Teacher Manual* (Andrew S. Halpern, et al. 2000)

Applicant Name:	Lions Connected Inventory Questions	Student Responses
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
	I play back my recorded notes at a later time and memorize important material.	
	When I study my notes from class sessions, I use strategies to help me memorize long lists and complex concepts.	
	I study about 3 hours for every hour of class time.	
	I use a daily schedule and planner to record assignment due dates, requirements, and important information.	
	I refer to my daily schedule and planner frequently each day.	
Computer Skills	I use word processing, presentation, and database programs.	
	I know how to protect myself from internet scams and predators.	
	I avoid communications with strangers in all settings and on the Internet.	
	I organize my files on a computer.	
	I use search engines and databases, and cite sources from the Internet.	
	I upload/download files from the Internet.	
	I use the university computer and course systems.	
	I get definitions of terms and get answers to questions using the Internet.	
	I know who to contact if I need answers to computer questions.	
	I back up my files and I do it frequently.	

Applicant Name:	Lions Connected Inventory Questions	Student Responses
Academic Skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Disability Resource Center staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
	To study for tests, I help organize and attend study groups.	
	When taking objective tests such as those with multiple-choice questions, I read ALL sample answers before responding.	
	After reading all multiple choices on a test question, I start by figuring out which choices are NOT correct before marking the correct one.	
	On a multiple-choice test question, if I can only narrow it down to two or more correct answers, I make my decision based on what we studied in class.	
	On multiple-choice tests, I understand what it means when a choice states something like "both A and B above."	
	When I finish taking a test, I review all of my answers to make sure I answered every question. I don't rush through the test to be done early.	
	I can tell time and get to class without being late.	
	Communication	I put away a cell phone and other electronics when I need to pay attention to instruction.
I look people in the eye when I talk with them or when they talk to me.		
I listen carefully to other people when they talk and try to understand what they are saying.		
I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.		
I know who to turn to when I need help.		
I follow through on commitments I have made to others and to myself.		
When I don't understand what a teacher or employer wants me to do, I ask questions.		
When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.		
If a teacher or employer try to correct something I am doing, I accept their help.		

Applicant Name:	Lions Connected Inventory Questions	Student Responses
Independent Living Skills	If I am living away from home, my apartment/dorm safety knowledge is adequate.	
	If I am living away from home, my food preparation, cooking, and storage skills are adequate.	
	If I am living away from home, my dressing, and hygiene skills are adequate.	
	If I am living away from home, cleaning and organizing skills are adequate.	
	If I am living away from home and I need self-help or domestic advice, I know who to call and I can follow the advice.	
	I can identify safety hazards and emergencies and respond immediately to eliminate the danger.	
	I use a telephone to get information about things I need.	
	I can use cash, a debit card, or credit card appropriately and within my budget.	
	I know when and how to contact a medical professional, how to make an appointment, and provide information about my medical insurance when I am sick or injured.	
	I can describe what medications I take and why they were prescribed.	
	I can safely take medications as prescribed.	
	I often volunteer to do something that helps other people.	
	I am registered to vote and I am aware of the people running for political office.	
	I effectively use public transportation.	
Health, Nutrition, and Fitness	I know how much sleep I need to get and I get enough regularly.	
	When I am sick, I know what to do to get the help I need.	
	I eat well-balanced, healthy meals.	
	I limit the amount of junk food I eat.	
	I maintain a healthy weight.	
	I exercise regularly.	

Applicant Name:	Lions Connected Inventory Questions	Student Responses
Problem Solving	When I have a problem, I often think of several different ways to solve the problem before I make up my mind.	
	When I can't think of a good way to solve a problem I ask other people to help me think of possibilities.	
	After I identify solutions to my problems, I often make my own decisions on what I am going to do.	
	When I am mad at someone, I am able to solve the problem without yelling.	
	When I get mad at someone, I am able to figure out what I want to do without hurting that person.	
	When I get mad at someone and I can't figure out what to do, I often ask for help.	
	If somebody tries to take advantage of me, I know how to stand up for myself and try to stop it from happening.	
Social Relationships	I get along with people my own age.	
	I do things for fun with other people on a regular basis (weekly).	
	If something isn't going well between me and my friends, I often work it out on my own.	
	I know who to talk to if I am having trouble with a relationship.	
	I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.	
	When I have a little bit of spare time, I find something interesting to do.	
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work.	
	I get along well with my co-workers.	
	I respect my boss and we get along well.	

Special Education Teacher (next 7 pages): Please describe in detail.

Name of Special Education Teacher: _____

Education Information:

Modifications: _____

Accommodations: _____

Has the student participated in the general education classes this year? Yes _____ No _____

If yes, please list subjects and teachers:

Subjects

Teachers

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Behavior Information

Does the student demonstrate satisfactory school attendance as defined by the board of education?

Yes _____

No _____ Please explain: _____

Does the student demonstrate satisfactory school behavior? Yes _____ No _____

If no, please explain the nature of the student's behavioral misconduct.

Has the student ever been suspended or expelled during his or her high school experiences?

Yes _____ No _____ If yes, what was the reason? _____

How was the suspension or expulsion resolved? _____

Lions Connected Inventory (Teacher)

Please complete this inventory to the best of your knowledge. Your accurate responses on this scale will allow the Lions Connected program to appropriately serve that the needs of future students.

Applicant's Name:
Inventory Completed by:
Relation to Applicant:
Month and year:

Follow the ratings below to complete the inventory.

Rating
1- skill is absent or very weak
2- skill is starting; needs work
3- skill is emerging
4- skill mastered or very good
NA- not applicable
DK- Don't know

Applicant Name:	Lions Connected Inventory Questions	Teachers Responses
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
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	I organize my files on a computer.	
	I use search engines and databases, and cite sources from the Internet.	
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	I use the university computer and course systems.	
	I get definitions of terms and get answers to questions using the Internet.	
	I know who to contact if I need answers to computer questions.	
	I back up my files and I do it frequently.	

Applicant Name:	Lions Connected Inventory Questions	Teachers Responses
Academic Skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Disability Resource Center staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
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	When I finish taking a test, I review all of my answers to make sure I answered every question. I don't rush through the test to be done early.	
	I can tell time and get to class without being late.	
I put away a cell phone and other electronics when I need to pay attention to instruction.		
Communication	I look people in the eye when I talk with them or when they talk to me.	
	I listen carefully to other people when they talk and try to understand what they are saying.	
	I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.	
	I know who to turn to when I need help.	
	I follow through on commitments I have made to others and to myself.	
	When I don't understand what a teacher or employer wants me to do, I ask questions.	
	When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.	
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	I can describe what medications I take and why they were prescribed.	
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	If something isn't going well between me and my friends, I often work it out on my own.	
	I know who to talk to if I am having trouble with a relationship.	
	I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.	
	When I have a little bit of spare time, I find something interesting to do.	
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work.	
	I get along well with my co-workers.	
	I respect my boss and we get along well.	