



Using Mnemonics to Teach Completing a Job Application

What is the evidence base?

- This is a promising practice for **students with disabilities** based on one methodologically sound group study across 33 participants with disabilities.
- This is a promising practice for **students with learning disability** based on one methodologically sound group study across 33 participants with learning disability.

Where is the best place to find out how to do this practice?

The best place to find out how to implement mnemonics to teach job completing a job application is through the following research to practice lesson plan starters:

- [Mnemonic - Job Application Skills – Lesson – \(Nelson & Smith, 1994\)](#)

With who was it implemented?

- Students with
 - Learning disability (1 study, n=33)
- Ages ranged from 15-16 years of age
- Males (n=20), females (n=13)
- Ethnicity
 - African American (n=1)
 - White (n=32)

What is the practice?

Mnemonics has been defined as using keywords that provide acoustic reconstructions of unfamiliar information such as symbolic pictures of abstract concepts or descriptive pictures of concrete information (Scruggs & Mastropieri, 1989).

The study used to establish the evidence-base for using mnemonics to teach completing a job application included a six-step mnemonic called “SELECT” (i.e., Survey the entire application, Emphasize words that indicate the type of information requested, Location cues that indicate where the information is to be entered, Enter the information requested, Check to see if the information is accurate, and Turn the application in to the appropriate individual; Nelson, Smith, & Dodd, 1994).

Where has it been implemented?

- Self-contained, prevocational high school classroom (1 study)

How does this practice relate to Common Core Standards?

- Production and Distribution of Writing (Anchor Standards for Writing, Grades 9-12)
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

How does this practice relate to the Common Career Technical Core?

- Demonstrate skills related to seeking and applying for employment to find and obtain a desired job (Employability and Career Development)
 - Complete an employment application

References used to establish this evidence base:

Nelson, J. R., Smith, D. J., & Dodd, J. M. (1994). The effects of learning strategy instruction on the completion of job applications by students with learning disabilities. *Journal of Learning Disabilities, 27*, 104-110.

This Practice Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using Mnemonics to Teach Completing a Job Application*.

