FUNCTIONAL SKILLS TRANSITION ASSESSMENT

Please complete using the following code:

- **M** to indicate he/she has mastery of this skill or competency,
- **P** to indicate he/she is progressing in this but it is not always correct or complete,
- **No** to indicate no he/she is not able to do this or with little accuracy or completeness, or
- **DK** to indicate you don't know if he/she can do this from your observations

SUPPORTED EMPLOYMENT

**SELF-DETERMINATION** is defined as the competencies needed to understand one’s abilities, needs and rights. Although the individual may not be able to act as his/her own advocate, family and professionals may assume that role.

1. Knows where to get assistance when needed
2. Asks for assistance when needed
3. Can explain own disability
4. Can accept their disability
5. Can describe successful coping behaviors
6. Takes responsibility for appointments during school
7. Takes responsibility for appointments outside school
8. Demonstrates ability to act as own advocate
9. Understands need for goals
10. Looks at alternatives
11. Anticipates consequences
12. Knows where to find good advice
13. Is self-accepting of their responsibilities
14. Identifies and requests appropriate accommodations for various situations

**ACADEMIC AND LIFELONG LEARNING** is defined as the academic and functional competencies
needed to pursue and benefit from future educational and learning opportunities.

**Communicates Adequately with Others**

1. Speaks at a level needed for projected adult living and work environments
2. Understands communications necessary to complete a task
3. Reads at a level needed for projected adult living and work environments
4. Writes at a level needed for projected adult living and work environments
5. Possesses math skills needed for projected adult living and work environments
6. Uses a calculator accurately to compute basic math problems
7. Makes local telephone calls
8. Responds appropriately to incoming telephone calls
9. Uses a pay telephone
10. Accurately uses TDD (hearing impaired students only)

**Lifelong Learning**

1. Follows a problem solving strategy
2. Makes choices
3. Understands cause/effect relationship
4. Discriminates size, shapes, and colors
5. Follows sequence of steps
6. Identifies community resources
7. Attends during instruction
8. Follows verbal directions
9. Follows written directions
10. Remains on-task
11. Is able to verbalize understanding of instructions given
12. Ignores distractions

**DAILY LIVING** is defined as the academic and functional competencies needed to live independently as possible and desired. Following are several areas of daily living skills.

**Housekeeping**

1. Selects adequate housing
2. Maintains a comfortable room temperature
3. Gathers housekeeping supplies
4. Strips and makes beds
5. Recognizes when specific things need cleaning
6. Cleans bathroom fixtures
7. Cleans floors
8. Collects and disposes of trash
9. Vacuums carpet
10. Dusts furniture
11. Performs dishwashing tasks
12. Cleans refrigerator and freezer

Food Preparation
1. Sets and clears table
2. Follows simple recipes
3. Plans nutritious meals
4. Makes purchases from a grocery store
5. Stores food properly
6. Prepares food from packages
7. Operates small appliances
8. Operates a microwave oven
9. Operates a conventional oven/stove

Clothing Care
1. Sorts laundry according to care label
2. Load/unloads washer/dryer
3. Chooses and measures detergent
4. Starts washer/dryer
5. Folds laundry
6. Puts away folded laundry
7. Recognizes when clothing repair is necessary
8. Performs simple mending

Manage Clothing
1. Puts possessions in designated place (i.e. locker)
2. Adjusts own clothing
3. Identifies own clothing
4. Keeps track of personal items
5. Chooses clothing appropriate to environment
6. Shops for and chooses own clothing
7. Utilizes comparison shopping techniques
8. Chooses and wears clothing appropriate in size, color, pattern and style

**HEALTH AND PHYSICAL CARE** is defined as the academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

**Exhibits Proper Grooming and Hygiene**
1. Maintains a clean body
   a. Consistently washes using soap
   b. Consistently uses deodorant
2. Maintains a neat appearance
3. Locates public restroom
4. Has own grooming supplies available
5. Initiates use of tissue
6. Practices good oral hygiene

**Manages Meals Away From Home**
1. Uses cafeteria or restaurant independently
2. Reads and chooses from menu
3. Orders meal According to available funds
4. Pays for meal, including tip

**Manages Personal Health Needs**
1. Practices preventive health care
2. Treats minor illnesses
3. Determines temperature by reading thermometer
4. Recognizes emergency situations
5. Implements emergency procedures
6. Knows when and how to seek medical advice
7. Takes prescription and non-prescription medicines appropriately
LEISURE is defined as the academic and functional competencies, interests and self-expression of the individual that can lead to enjoyable and constructive use of leisure time.

1. Participates in age-appropriate individual activities
2. Participates in simple interactive games
3. Demonstrates cooperative skills
4. Chooses appropriate free time activity
5. Initiates involvement in recreation/leisure activities
6. Plans and attends activities outside the home
7. Entertains friends and others at home

MOBILITY is defined as the academic and functional competencies needed to interact and travel within and outside of the community.

1. Demonstrates knowledge of traffic rules
2. Demonstrates knowledge of safety practices
3. Reads and interprets public transportation schedules
4. Demonstrates appropriate behavior needed for use of public transportation
5. Is able to locate and get to relevant community resources
6. Has a means of transportation for accessing community environments

MONEY MANAGEMENT is defined as the academic and functional competencies such as budgeting, and balancing a checkbook, and insurance planning.

1. Identifies money and makes correct change
2. Plans and uses a simple budget
3. Utilizes comparison shopping techniques
4. Pays bills on time
5. Maintains a checking account
6. Maintains a savings account
7. Keeps basic financial records
   a. health
   b. auto
   c. personal property
   d. life
   e. disability
8. Files personal income tax
SOCIAL is defined as the competencies needed to participate and interact in a variety of settings in society.

**Personal Interaction With Others**
- 1. Speaks in appropriate tone of voice
- 2. Makes eye contact
- 3. Deals with anger appropriately
- 4. Accepts responsibility for actions
- 5. Is able to delay gratification
- 6. Dresses appropriately for occasion
- 7. Expresses affection appropriately
- 8. States disagreement appropriately
- 9. Compromises when needed
- 10. Is honest
- 11. Respects the property of others

**Initiates Interaction With Others**
- 1. Initiates conversation appropriately
- 2. Greets others appropriately
- 3. Seeks attention appropriately
- 4. Disagrees appropriately
- 5. Initiates apology as needed
- 6. Introduces self to others

**Responds to Social Contacts**
- 1. Respects “personal space” of others
- 2. Avoids inappropriate gestures
- 3. Takes turns in conversation
- 4. Responds appropriately to teasing
- 5. Manages frustration appropriately
- 6. Responds appropriately to feedback
- 7. Recognizes informal social rules
- 8. Participates in group activities
- 9. Resists peer pressure
- 10. Makes refusals appropriately
WORKPLACE READINESS is defined as the academic and functional competencies and basic work behavior, such as endurance and working continuously, responding appropriately to instructions, ability to work under pressure. Knowledge of occupational alternatives and self-awareness of needs, preferences and abilities related to occupational alternatives.

Exhibits Appropriate Work Habits and Behaviors

1. Displays acceptable attendance
2. Displays acceptable punctuality
3. Checks in with supervisor
4. Responds appropriately to criticism
5. Works without complaining
6. Maintains productivity with change in routine
7. Listens to and follows instructions
8. Remembers instructions from day to day
9. Pays attention to work
10. Displays initiative
11. Seeks help when needed and waits for assistance
12. Continues working in spite of difficulties
13. Organizes work efficiently
14. Follows safety procedures
15. Follows work schedule
16. Records time worked
17. Maintains work productivity with reduced supervisor contacts
18. Independently awakens each day in time to meet appointments/ maintain schedule
19. Demonstrates balance and coordination necessary for lifting, carrying, etc.
20. Demonstrates manual dexterity necessary for grasping, stacking, turning, unwrapping, transferring, etc.
21. Demonstrates stamina and endurance required to work at a job for _____ hours
22. Identifies occupational aptitudes
23. Identifies occupational interests
24. Identifies requirements of available jobs
25. Makes realistic occupational choices
26. Recognizes and uses break time appropriately

**OCCUPATIONALLY SPECIFIC SKILLS** is defined as the academic and functional competencies that would be needed in specific occupations or clusters of occupations.

1. Demonstrate ability to learn job specific skills
2. Demonstrates ability to maintain employment in the community
3. Improves quality of work with experience
4. Improves quantity of work with experience
5. Does more work than assigned

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.
School District________________________________________________________

Student: __________________________________________ Date Completed __________________
School: ___________________________________________ Grade: ______________
Completed By: __________________________________________

Please complete using the following code:

M to indicate he/she has mastery of this skill or competency
P to indicate he/she is progressing in this but it is not always correct or complete
No to indicate no he/she is not able to do this or with little accuracy or completeness
V to indicate that one or more verbal prompts are needed for he/she to accomplish
DK to indicate you don’t know if he/she can do this from your observations
A to indicate that advocacy from someone is needed in support of he/she accomplishing this
AT to indicate that assistive technology is needed for he/she to accomplish this

VOCATIONAL TRAINING

SELF-DETERMINATION is defined as the individual's ability to act as his or her own advocate.

.____ 1. Knows where to get assistance when needed
.____ 2. Asks for assistance when needed
.____ 3. Can explain own disability
.____ 4. Can accept disability
.____ 5. Can describe successful coping behaviors
.____ 6. Takes responsibility for appointments during school
.____ 7. Takes responsibility for appointments outside school
.____ 8. Demonstrates ability to act as own advocate
.____ 9. Understands need for goals
.____ 10. Looks at alternatives
.____ 11. Anticipates consequences
.____ 12. Knows where to find good advice
.____ 13. Sets immediate goals
Sets long-term goals
Is self-accepting
Identifies and requests appropriate accommodations
Is familiar with ADA and education/employment rights

**ACADEMIC AND LIFELONG LEARNING** is defined as the competencies needed for future education.

English Skills
1. Has reading skills that are adequate for college program selected
2. Uses dictionary
3. Demonstrates basic grammar, punctuation, and spelling skills
4. Can develop sentences into paragraph
5. Can develop outline
6. Writes about own experiences
7. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
8. Knows how to use word processor
9. Makes local telephone calls
10. Responds appropriately to incoming telephone calls
11. Uses a pay telephone
12. Accurately records telephone messages

Mathematic Skills
1. Use a calculator accurately
2. Computes without calculator
   a. addition
   b. subtraction
   c. multiplication (without using times table)
   d. division (without using division table)
   e. all decimal operations
   f. all fraction operations
   g. positive-negative numbers
   h. measurements
   i. percentages
   j. averages
Science Skills
. 1. Has background adequate for selected vocational program

Social Studies
. 1. Has background adequate for selected vocational program
. 2. Is aware of current events
. 3. Reads newspaper to gain information

Study Skills
. 1. Sets realistic goals
. 2. Practices time management
. 3. Uses personal planner
. 4. Is prompt
. 5. Has necessary supplies and equipment
. 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
. 7. Summarizes written or verbal information
. 8. Uses self-management strategies to complete assignments
. 9. Completes assigned work by deadlines
. 10. Takes notes
. 11. Underlines and highlights text and/or handouts appropriately

Test Taking
. 1. Independently prepares for tests
. 2. Can manage test anxiety
. 3. Brings needed supplies
. 4. Knows day, time and location of test
. 5. Knows format of test and skills needed to pass test
. 6. Knows what topics the test will cover

Lifelong Learning
. 1. Identifies community resources
. 2. Possesses critical and creative thinking skills
3. Obtains and analyzes data and information
4. Follows problem solving strategy
5. Makes decisions
6. Evaluates consequences and outcomes
7. Obtains internal and external feedback
8. Is self-motivated
9. Demonstrates initiative, perseverance, determination, responsibility, accountability and flexibility
10. Attends during instruction
11. Follows verbal directions
12. Follows written directions
13. Remains on-task
14. Able to verbalize instructions given
15. Ignores distractions

**DAILY LIVING** is defined as the academic and functional competencies needed to live independently.

**Selects, Manages & Maintains a Home**
1. Selects adequate housing

**Buys & Prepares Food**
1. Plans balanced meals
2. Purchases food
3. Prepares meals
4. Cleans food preparation areas
5. Stores food

**Buys and Cares for Clothing**
1. Washes clothing or chooses appropriate alternatives
2. Irons and stores clothing
3. Performs simple mending
4. Purchases clothing
HEALTH AND PHYSICAL CARE is defined as the academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs
- 1. Demonstrates knowledge of physical fitness, nutrition & weight control
- 2. Demonstrates knowledge of common illness prevention and treatment
- 3. Demonstrates adequate personal hygiene

Emergencies
- 1. Recognizes emergency situations
- 2. Knows what to do in an emergency
- 3. Selects health care professionals

LEISURE is defined as the academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure
- 1. Knows activities and available community resources
- 2. Uses recreational facilities in the community
- 3. Plans and chooses activities wisely

MOBILITY is defined as the academic and functional competencies needed to interact and travel.
- 1. Demonstrates knowledge of traffic rules & safety practices
- 2. Drives a car
- 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT is defined as the academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances
- 1. Identifies money and make correct change
- 2. Plans, uses and adjusts a budget
- 3. Utilizes comparison shopping
- 4. Obtains and uses bank and credit facilities
- 5. Keeps basic financial records
. 6. Files personal income tax
. 7. Understands basic contracts

**Insurance Planning**
. 1. Identifies resources for insurance
   ___ a. health
   ___ b. auto
   ___ c. personal property
   ___ d. life
   ___ e. disability
. 2. Utilizes comparison shopping techniques for insurance
   ___ a. health
   ___ b. auto
   ___ c. personal property
   ___ d. life
   ___ e. disability

**SOCIAL** is defined as the competencies needed to participate and interact in a variety of settings in society.

**Personal Interaction With Others**
. 1. Speaks in appropriate tone of voice
. 2. Makes eye contact
. 3. Deals with anger appropriately
. 4. Accepts responsibility for actions
. 5. Is able to delay gratification
. 6. Dresses appropriately for occasion
. 7. Expresses affection appropriately
. 8. States disagreement appropriately
. 9. Compromises when needed
. 10. Is honest
. 11. Respects the property of others

**Initiates Interaction With Others**
. 1. Initiates conversation appropriately
. 2. Greets others appropriately
Responses to Social Contacts

1. Respects “personal space” of others
2. Avoids inappropriate gestures
3. Takes turns in conversation
4. Responds appropriately to teasing
5. Manages frustration appropriately
6. Responds appropriately to feedback
7. Recognizes informal social rules
8. Participates in group activities
9. Resists peer pressure
10. Makes refusals appropriately
11. Accepts “no” for an answer
12. Responds appropriately to an angry person

WORKPLACE READINESS is defined as the academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

1. Follows directions
2. Exhibits collaborative work skills
3. Works at a satisfactory rate
4. Accepts supervision
5. Displays acceptable attendance
6. Is punctual
7. Produces quality work
8. Demonstrates occupational safety
9. Works independently
10. Demonstrates responsibility
11. Demonstrates dependability
12. Independently awakens each day in time to meet appointments/maintain schedule
Knows & Explores Occupational Possibilities

1. Identifies personal values met through work
2. Identifies social values met through work
3. Identifies financial value of work
4. Is familiar with job clusters
5. Identifies job opportunities available locally
6. Identifies sources of job information

Selects & Plans Occupational Choices

1. Identifies occupational interests
2. Identifies occupational aptitudes
3. Identifies requirements of appropriate and available jobs
4. Make realistic occupational choices

Exhibits Adequate Physical-Manual Skills

1. Demonstrates balance and coordination
2. Demonstrates manual dexterity
3. Demonstrates stamina & endurance
4. Demonstrates sensory discrimination

OCCUPATIONALLY SPECIFIC SKILLS is defined as the academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill

1. Is cognizant of job specific skills required for career choice
2. Completes vocational courses with accommodations as needed
3. Selects and enrolls in a post-secondary vocational training program

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.
VOCATIONAL EVALUATION

School ________________________________

Student ________________________________ Sex _____ Grade ____

Parent/Guardian ____________________________

Evaluator ________________________________

Date ___________________________________________________________________

DIRECTIONS: Rate the student on a three point scale as to their proficiency level for the following behaviors with: 1 - LOW  2 - MEDIUM  3 – HIGH

WORK RELATED BEHAVIORS

<table>
<thead>
<tr>
<th>Social Behaviors Rating</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Handles stress and frustration.</td>
<td>______</td>
</tr>
<tr>
<td>2. Handles failure.</td>
<td>______</td>
</tr>
<tr>
<td>3. Admits mistakes.</td>
<td>______</td>
</tr>
<tr>
<td>4. Accepts praise.</td>
<td>______</td>
</tr>
<tr>
<td>5. Makes eye contact.</td>
<td>______</td>
</tr>
<tr>
<td>6. Has neutral or pleasant facial expression.</td>
<td>______</td>
</tr>
<tr>
<td>7. Respects the feelings of others.</td>
<td>______</td>
</tr>
<tr>
<td>8. Responds to friendly gestures/smiles.</td>
<td>______</td>
</tr>
<tr>
<td>9. Refrains from unnecessary social interaction.</td>
<td>______</td>
</tr>
<tr>
<td>10. Sets personal goals.</td>
<td>______</td>
</tr>
</tbody>
</table>

Communication

1. Participates in social conversation ______
2. Expresses personal needs. ______
3. Initiates and ends conversations. ______
4. Interrupts appropriately. ______
5. Listens and pays attention. ______
6. Takes part in group activities. ______
7. Respects rights and privacy of others. ______
8. Asks for help at appropriate times. ______
<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
</tr>
<tr>
<td>1. Maintains clean appearance.</td>
</tr>
<tr>
<td>2. Maintains good hygiene.</td>
</tr>
<tr>
<td>3. Maintains good posture.</td>
</tr>
<tr>
<td>4. Dresses appropriately for the job.</td>
</tr>
<tr>
<td>5. Is cheerful and has a sense of humor.</td>
</tr>
<tr>
<td>Job Performance</td>
</tr>
<tr>
<td>1. Follows adult directions.</td>
</tr>
<tr>
<td>2. Accepts adult criticism.</td>
</tr>
<tr>
<td>3. Follows general rules and regulations.</td>
</tr>
<tr>
<td>4. Follows a schedule.</td>
</tr>
<tr>
<td>5. Maintains good attendance.</td>
</tr>
<tr>
<td>6. Attends to job task consistently.</td>
</tr>
<tr>
<td>7. Completes tasks independently.</td>
</tr>
<tr>
<td>8. Completes tasks accurately.</td>
</tr>
<tr>
<td>10. Keeps work area neat.</td>
</tr>
<tr>
<td>11. Returns supplies to proper area.</td>
</tr>
<tr>
<td>12. Initiates new tasks.</td>
</tr>
<tr>
<td>13. Works at appropriate rate.</td>
</tr>
<tr>
<td>14. Works well with co-workers.</td>
</tr>
<tr>
<td>15. Asks for help when needed.</td>
</tr>
</tbody>
</table>

**INTEREST INVENTORY**

**Vocational Attitudes**

1. Shows a desire to do specific jobs.  
2. Knows what to look for in a job (e.g., duties, salary, hours, location).  
3. Communicates about the best place to work (e.g., indoors or outdoors, large or small business).
4. Knows which jobs he/she does best. _____
5. Is willing to try different jobs. _____
6. Can identify jobs he/she is not willing to do. _____
7. Can identify training needed for specific jobs. _____
8. Is aware of own limitations which limit types of jobs. _____
9. Can identify jobs which are too hard to learn to do. _____
10. Is aware of health problems which limit his/her ability to do specific jobs. _____

TOTAL POINTS _____

TOTAL RATING RANGE: Low: 50-83 Medium: 84-117 High: 118-150

Comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Functional Skills Inventory

School

Student _______________________________ Sex ______ Grade ____

Parent/Guardian ________________________________

Evaluator ________________________________

Date ________________________________

Rate with YES or NO the student’s ability on the following skills. Leave blank any item you don’t have enough knowledge to rate.

Independence

YES NO

1. Will need parental support to arrange and complete interviews with
   VR counselor.

2. Follows a schedule if someone else prepares it.

3. Prepares and follows own schedule.

4. Can tell time to the minute.

5. Meets new people easily.

6. Accurately states his or her:
   □ Social Security number
   □ Phone number
   □ Complete mailing address

Reading

7. Can read, understand, and interpret a single-sentence statement or question.

8. Can read, understand, and interpret a paragraph-length statement or question.

9. Can read, understand, and carry out instructions that are:
   □ Typed
   □ Handwritten
   □ In paragraph form

10. Can read and understand a job application.

11. Can read and understand newspaper articles.
12. Summarize this individual's reading skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.


Math

13. Counts to 100 accurately. YES NO

14. Performs the following accurately 95% or better of the time:
   □ Adding whole numbers YES NO
   □ Adding fractions YES NO
   □ Subtracting whole numbers YES NO
   □ Subtracting fractions YES NO
   □ Uses a pocket calculator correctly YES NO

15. Can make correct change for purchases under $20. YES NO

16. Summarize this individual's math skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

Writing

17. Accurately writes his or her:
   □ Social Security number YES NO
   □ Phone number YES NO
   □ Complete mailing address YES NO

18. Can correctly fill in an application for a job, a school, or a training program. YES NO
19. Has prepared a complete resume.  

20. Summarize this individual's writing skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

__________________________________________________________________________

__________________________________________________________________________

Physical coordination and orientation

21. Has this person been observed to have any physical coordination problems?  

If “YES” describe how this might limit the individual's employment possibilities.

__________________________________________________________________________

__________________________________________________________________________

22. Does this person have any directionality problems?  

If “YES” the problems are:

__________________________________________________________________________

__________________________________________________________________________

Health and Hygiene

23. Practices good grooming and hygiene.

__________________________________________________________________________

24. Implements good health practices:

- Balanced diet
- Exercise yes no
- Medical checkups
- Dental checkups
25. Missed more than 4 days of school per year. _______  _______
26. If “YES”, why?

---

**Travel**

27. Uses public transportation. If yes, describe type(s) used. _______  _______
28. Possesses valid driver’s license. _______  _______
29. Knows route to:
   - Place of work _______  _______
   - Vocational Rehabilitation office _______  _______
   - Grocery store _______  _______
   - Bank _______  _______
   - Laundromat _______  _______
30. Can determine routes to new locations without assistance. _______  _______
31. Can follow verbal directions to a new location. _______  _______
32. Can follow written directions to a new location. _______  _______
33. Must be “walked through” route to a new location in order to learn it. _______  _______

**Employment**

34. Can use telephone directory to obtain addresses and phone numbers of potential employers and social services agencies. _______  _______
35. Will need assistance and encouragement to arrange and complete successful job interviews. _______  _______
36. Determines appropriate time to arrive at work or other scheduled events (not too early nor too late). _______  _______
37. Once at work, finds own work station. _______  _______
38. Asks questions of supervisor if he or she does not understand work assignment. _______  _______
39. Reacts well to changes in work assignment _______  _______
40. Learns and follows safety procedures. _______  _______
41. Can read and understand technical manuals. _______  _______
42. Understands that work can result in earning money. _______  _______
43. What does this individual do if assigned work is finished?   YES   NO
44. If work is completed ahead of schedule, uses unassigned work time appropriately.   YES   NO
45. Works cooperatively in a group of three or more.   YES   NO
46. Works appropriately alone.   YES   NO
47. Behaves appropriately during work breaks.   YES   NO
48. Behaves appropriately during lunch breaks.   YES   NO
49. Handles criticism from fellow workers appropriately.   YES   NO
50. List the work history of this individual and state how he/she obtained these jobs.
   Jobs performed in the school setting. ________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   Jobs performed in the community. ________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
51. Can accurately describe verbally what he or she did on these jobs.   YES   NO
52. Can accurately describe in writing what he or she did on these jobs
   (e.g., when asked to fill out a job application).   YES   NO

Other skills
53. Understands and follows three-step verbal directions.   YES   NO
54. Can explain how he or she learns best.   YES   NO
55. List other skills that this individual has (e.g., musical, athletic).   YES   NO

Learning style and strategies
56. Needs extra time to answer questions
   □ Verbally   YES   NO
   □ In writing   YES   NO
57. Gets distracted by sounds (e.g., people talking).

YES ☐ NO ☐

58. Gets distracted by visual stimuli not related to the task at hand (e.g., people, birds).

YES ☐ NO ☐

59. What approaches work best if this person needs to learn or practice a new skill that involves eye/hand/body coordination?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Learning Style/Strategies

60. What approaches work best when teaching this person information that he or she does not know?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

61. Describe this individual's attitudes and abilities in regard to his or her career choice. Include work habits, initiative, teacher comments, and so forth.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________