

School District _____

Student: _____ Date Completed _____

School Building _____ Grade: _____

Completed By: _____

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

- . _____ 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 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

- ._____ 14. Sets long-term goals
- ._____ 15. Is self-accepting
- ._____ 16. Identifies and requests appropriate accommodations
- ._____ 17. 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

___ k. algebra

___ l. geometry

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
- ._____ Performs simple mending
- ._____ 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

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- ._____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
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- ._____ 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

Social Behaviors Rating

Rating

- | | |
|--|-------|
| 1. Handles stress and frustration. | _____ |
| 2. Handles failure. | _____ |
| 3. Admits mistakes. | _____ |
| 4. Accepts praise. | _____ |
| 5. Makes eye contact. | _____ |
| 6. Has neutral or pleasant facial expression. | _____ |
| 7. Respects the feelings of others. | _____ |
| 8. Responds to friendly gestures/smiles. | _____ |
| 9. Refrains from unnecessary social interaction. | _____ |
| 10. Sets personal goals. | _____ |

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. | _____ |

Rating

9. Asks for clarification of instructions.

10. Communicates adequately.

Appearance

1. Maintains clean appearance.

2. Maintains good hygiene.

3. Maintains good posture.

4. Dresses appropriately for the job.

5. Is cheerful and has a sense of humor.

Job Performance

1. Follows adult directions.

2. Accepts adult criticism.

3. Follows general rules and regulations.

4. Follows a schedule.

5. Maintains good attendance.

6. Attends to job task consistently.

7. Completes tasks independently.

8. Completes tasks accurately.

9. Observes safety rules.

10. Keeps work area neat.

11. Returns supplies to proper area.

12. Initiates new tasks.

13. Works at appropriate rate.

14. Works well with co-workers.

15. Asks for help when needed.

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).

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.

Functional Skills Inventory. (From Wisconsin Division of Vocational Rehabilitation Counselors, Wisconsin Association of Children and Adults With Learning Disabilities, and Vocational Studies Center. Best practices: *Successful vocational rehabilitation of persons with learning disabilities* [pp. 133-138]. Madison: University of Wisconsin-Madison; reprinted by permission)

Math

YES

NO

13. Counts to 100 accurately.

14. Performs the following accurately 95% or better of the time:

Adding whole numbers

Adding fractions

Subtracting whole numbers

Subtracting fractions

Uses a pocket calculator correctly

15. Can make correct change for purchases under \$20.

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

Phone number

Complete mailing address

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

	YES	NO
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:		
<input type="checkbox"/> Place of work	_____	_____
<input type="checkbox"/> Vocational Rehabilitation office	_____	_____
<input type="checkbox"/> Grocery store	_____	_____
<input type="checkbox"/> Bank	_____	_____
<input type="checkbox"/> 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.	_____	_____

YES **NO**

- 43. What does this individual do if assigned work is finished? _____
- 44. If work is completed ahead of schedule, uses unassigned work time appropriately. _____
- 45. Works cooperatively in a group of three or more. _____
- 46. Works appropriately alone. _____
- 47. Behaves appropriately during work breaks. _____
- 48. Behaves appropriately during lunch breaks. _____
- 49. Handles criticism from fellow workers appropriately. _____
- 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. _____
- 52. Can accurately describe in writing what he or she did on these jobs (e.g., when asked to fill out a job application). _____

Other skills

- 53. Understands and follows three-step verbal directions. _____
- 54. Can explain how he or she learns best. _____
- 55. List other skills that this individual has (e.g., musical, athletic). _____

Learning style and strategies

- 56. Needs extra time to answer questions
 - Verbally _____
 - In writing _____

YES

NO

57. Gets distracted by sounds (e.g., people talking).

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

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.
