

Vocational Assessment

Innovations in Employment Supports

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ASSESSMENT DEFINITIONS

VOCATIONAL EVALUATION

A comprehensive process that systematically uses work, either real or simulated, as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development. Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural, and economic data into the process to attain the goals of evaluation.

CAREER INTEREST TESTING

Most often "paper-and-pencil" or online inventories that match the kinds of activities or interests' individuals endorse with career areas. It encompasses preferences for specific work activities, occupations or work reinforcers that are likely to arouse motivation and create feelings of satisfaction.

APTITUDE TESTING

Standardized tests that assess a person's ability or potential to learn or do some type of activity that does not necessarily reflect their interest (i.e., mechanical aptitude).

ACHIEVEMENT TESTING

Standardized tests that assess a person's knowledge and skills acquired through learning. They are often scored in terms of grade level (i.e., reading, spelling, math, history, etc.).

SITUATIONAL ASSESSMENT

Uses work setting as the environment to assess vocational aptitude. Individuals participate in occupational experiences identified to be necessary for acquiring specific skills and abilities. "On-the-job" assessment reveals what has been learned as well as aptitudes and in what ways additional competencies can be developed. This is an extensive process; it is usually looked upon as a supplement to the vocational evaluation.

PSYCHOLOGICAL TESTING

A comprehensive battery of tests, assessments, and clinical interviews for the purpose of diagnosis, psychological treatment and/or vocational planning. Information regarding personality, vocational preferences, intelligence and learning styles is often included.

SKILL

The ability to do something. [see Hard Skill, Soft Skill]

Hard skills are specific abilities, or capabilities, that an individual can possess and demonstrate in a measured way. Possessing a hard skill shows mastery and an ability within the individual to perform a specific task or series of tasks to complete a job.

Soft skills are behaviors, personality traits and work habits, such as collaboration, critical thinking, perseverance, and communication, that help people prosper at work.

TRANSFERABLE SKILLS

Transferable skills, also known as “portable skills,” are qualities that can be transferred from one job to another.

ABILITY

Actual skill, either mental or physical; native or acquired.

CAPACITY

Potential to develop a skill, usually mental; native as opposed to acquired

Breakout | Informal Work Sampling 1

Sandy wants to work as a mechanic assistance for an auto mechanic. The position will require the employee to use a variety of hand tools.

Design an informal work sampling to assess for this skill:

Breakout | Informal Work Sampling 2

Alicia wants to work at a local beading store. This position would require fine motor skills as well as being able to distinguish small differences in jewelry notions.

Design an informal work sampling to assess for this skill:

Situational Assessment

ENTRY EMPLOYABILITY STANDARD (EES) SITUATIONAL ASSESSMENT Level of support provided: _____		Name: _____ Worksite: _____	Date: _____ Job/Tasks: _____	
Accountability Reliability Responsibility	<input type="checkbox"/> Refuses to complete task given	<input type="checkbox"/> Completes less than _____ of the tasks with proficiency	<input type="checkbox"/> Completes majority of the tasks given with proficiency	<input type="checkbox"/> Completes all tasks given with proficiency
Attendance	<input type="checkbox"/> Missed more than 1 work training opportunity	<input type="checkbox"/> Missed 1 training opportunity but did not call	<input type="checkbox"/> Missed 1 training opportunity but called in	<input type="checkbox"/> Attends all assigned training opportunity
Attitude	<input type="checkbox"/> Never demonstrates a positive attitude about work	<input type="checkbox"/> Rarely demonstrates a positive attitude about work	<input type="checkbox"/> Demonstrates a positive attitude about work in some situations	<input type="checkbox"/> Demonstrates a positive attitude about all work situations
Self-advocacy Communication Social Behavior	<input type="checkbox"/> Does not communicate needs/wants	<input type="checkbox"/> Communicates needs/ wants, but not in an appropriate manner	<input type="checkbox"/> Is inconsistent communicating needs/wants in an appropriate manner	<input type="checkbox"/> Consistently communicates all needs/wants in appropriate manner
Dress/Attire	<input type="checkbox"/> Chooses to not follow worksite dress code	<input type="checkbox"/> Follows dress code inconsistently	<input type="checkbox"/> Follows dress code with prompting	<input type="checkbox"/> Follow dress code consistently
Hygiene	<input type="checkbox"/> Visibly dirty, needs major grooming and/or has an offensive odor	<input type="checkbox"/> Visibly dirty, needs minor grooming and/or has an offensive odor	<input type="checkbox"/> With prompting, visibly clean, needs minor grooming and has no odor	<input type="checkbox"/> Clean, well-groomed and has no odor
Jobsite Policies	<input type="checkbox"/> Never follows job site policies	<input type="checkbox"/> Rarely follows jobsite policies	<input type="checkbox"/> Inconsistently follows jobsite policies	<input type="checkbox"/> Consistently follow jobsite policies
Honesty	<input type="checkbox"/> Not honest in many situations—cannot be trusted	<input type="checkbox"/> Only honest when closely monitored and prompted	<input type="checkbox"/> Generally honest but may need prompting	<input type="checkbox"/> Honest in all situation—Can be trusted
Flexibility	<input type="checkbox"/> Never willing to switch tasks & does not make transitions	<input type="checkbox"/> Switches tasks and only makes transitions with repeated prompts	<input type="checkbox"/> Willing to switch tasks when asked and transitions with minimal prompts	<input type="checkbox"/> Willing to switch tasks when asked and transitions without prompts
Cooperation/Team Player	<input type="checkbox"/> Never cooperates & does not work well with others	<input type="checkbox"/> Seldom cooperates & rarely works well with others	<input type="checkbox"/> Cooperates & works well with others when prompted	<input type="checkbox"/> Always cooperates & works well with others
Initiative	<input type="checkbox"/> Never starts a task independently	<input type="checkbox"/> Rarely starts a task independently	<input type="checkbox"/> Most often starts a task independently	<input type="checkbox"/> Always starts a task independently
Problem Solving	<input type="checkbox"/> Does not attempt to come to a solution independently	<input type="checkbox"/> Attempts to come to a solution independently when prompted	<input type="checkbox"/> Attempts to come to a solution independently, but may require assistance	<input type="checkbox"/> Comes to a solution independently

Situational Assessment

Respect	<input type="checkbox"/> Does not demonstrate respect for self or others	<input type="checkbox"/> Demonstrates respect for self or others with repeated prompts	<input type="checkbox"/> Demonstrates respect for self and others with few prompts	<input type="checkbox"/> Independently demonstrates respect for self and others
Self-esteem	<input type="checkbox"/> Does not demonstrate confidence in abilities	<input type="checkbox"/> Seldom demonstrates confidence in abilities	<input type="checkbox"/> Sometimes demonstrates confidence in abilities	<input type="checkbox"/> Demonstrates confidence in abilities

Vocational Capacity

The Vocational Capacity assessment identifies the individual's ability to carry out the required tasks of the job. Indicate which factor or factors are required to perform a specific job/task function. Please note in the comment section the client's performance and any accommodations which may be needed.

Standing	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Walking	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Sitting	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Driving	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Lifting	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments (above the waist, below waist, pounds)				
Carrying	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments (pounds, distance)				
Pushing	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments (Pounds)				

Situational Assessment

Pulling	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments (pounds)				
Climbing	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments (ladders, stairs, ramps, poles)				
Balancing	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Stooping	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Kneeling	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Crouching	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Reaching	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments (overhead, chest level)				
Gross Motor Skills	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Fine Motor Skills	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Communication	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant

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Comments (oral/verbal, gestural, signing)				
Hearing Required	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments (regarding coworkers, phone, public)				
Exposure to weather	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Exposure to cold temps.	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Exposure to hot temps.	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Exposure to wet/humid	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Noise intensity level	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Vibration	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Atmospheric conditions	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments (odor, dust, mist, gas, fumes)				
Mechanical parts hazard	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				

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Other environmental cond.	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Protective clothing	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Color vision	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				
Lighting level	<input type="checkbox"/> Not present	<input type="checkbox"/> Occasional	<input type="checkbox"/> Frequent	<input type="checkbox"/> Constant
Comments				

Based on the results of the assessment results, how does the individual learn—what is their preferred learning style?		
<input type="checkbox"/> Visual	<input type="checkbox"/> Tactile/kinesthetic	<input type="checkbox"/> Auditory
What instructional techniques were effective for directing and re-directing the individual?		
<input type="checkbox"/> Verbal (direct/indirect)	<input type="checkbox"/> Model/gesture	<input type="checkbox"/> Physical
What skill areas will require additional training — barriers to employment?		
<input type="checkbox"/> Responsibility	<input type="checkbox"/> Attendance	<input type="checkbox"/> Attitude
<input type="checkbox"/> Communication	<input type="checkbox"/> Attire	<input type="checkbox"/> Hygiene
<input type="checkbox"/> Policies	<input type="checkbox"/> Honesty	<input type="checkbox"/> Flexibility
<input type="checkbox"/> Cooperation	<input type="checkbox"/> Initiative	<input type="checkbox"/> Problem-solving
<input type="checkbox"/> Respect	<input type="checkbox"/> Self-esteem/confidence	
Strategies to develop competencies:		

FUNCTIONAL VOCATIONAL ASSESSMENT

1. INDIVIDUAL PREFERENCES	A. What activities does the person enjoy?	
	B. What job(s) have been successful? What made them successful?	
	C. What job(s) have not been particularly successful and why?	
	D. Does the person seem to enjoy activities that involve:	
	<i>a. Extensive or minimal gross or fine motor movement</i>	<i>c. Peers, older, or younger people</i>
	<i>b. Many people or very few people</i>	<i>d. Usual or extensive visual and auditory stimulation or very little stimulation</i>
	E. What is important to them? What are their passions?	
F. Does the person want to work and why?		
2. INDIVIDUAL STRENGTHS	A. What does the person do well?	
	B. Does the person have particular strengths in any of the following areas:	
	<i>a. Assuming responsibility</i>	<i>e. Physical strength and endurance</i>
	<i>b. Social interactions</i>	<i>f. Attention to task</i>
	<i>c. Fine motor coordination (i.e., pinch, grasp, manipulation of small objects)</i>	<i>g. Attention to details</i>
	<i>d. Gross motor coordination</i>	<i>h. Responding favorably to correction/criticism</i>
3. WORK HISTORY	A. Where has the person worked before?	
	<i>a. Type of business</i>	<i>e. How long were they employed?</i>
	<i>b. Tasks performed</i>	<i>f. Reason for leaving</i>
	<i>c. Transportation, hours, salary</i>	<i>g. Relationships established</i>
	<i>d. Level of support provided</i>	
	B. Were past jobs that were good matches for the person? Why or why not?	

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<p>4.</p> <p>FUNCTIONAL USE OF ACADEMICS</p>	<p>A. To what extent does the person use reading skills to:</p>	
	<p><i>1. Gather information</i></p>	<p><i>3. Complete tasks</i></p>
	<p><i>2. Engage in leisure activities</i></p>	<p><i>4. Describe any adaptations the person uses to circumvent reading limitations.</i></p>
	<p>*Refers to use of both written words and numerals</p>	
	<p>B. Time telling skills</p>	
	<p>1. Is the person able to tell time from both a "clock face" and digital watch/wall clock/clock radio?</p>	
	<p>2. Does the person demonstrate time "awareness?"</p>	
	<p>3. How are events scheduled for the person during the day?</p>	
	<p>4. Does the person regularly wear and utilize a watch?</p>	
	<p>5. Does the person know sequence of days/week; months/yr.? Can s/he utilize a calendar to predict or schedule events?</p>	
	<p>6. Describe any adaptations that the person uses with regard to time telling and/or scheduling.</p>	
	<p>C. Money Skills</p>	
	<p>1. To what extent does the person demonstrate an accurate understanding of what money can be used to buy?</p>	
	<p>2. To what extent does the person identify and utilize money to make purchases for him/herself and/or others?</p>	
	<p>3. Who handles the person's money?</p>	
	<p>4. Describe any adaptations that the person uses with regard to money handling and /or purchasing.</p>	
	<p>D. Writing skills</p>	
	<p>1. What is the extent of the person's writing skills? Does the person print and/or write in cursive?</p>	
	<p>2. How does the person use writing skills on a daily basis? (Can the person complete her/his own job applications independently? What type of support would they need?)</p>	
	<p>3. Describe any adaptations the person uses with regard to writing skills.</p>	

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5. FOLLOW DIRECTIONS	A. If the person is able to read, can s/he follow simple written directions to complete a task?		
	B. If the person is unable to read, can s/he understand sequential pictorial directions to complete a task?		
	C. Is the person able to follow more than 1-step verbal directions? 2-steps? 3--steps?		
	D. Does the person understand basic spatial concepts (e.g., in, on, under, next to, left/right, in front of, etc.)?		
6. BEHAVIOR	A. Describe the person's behavior with regard to:		
	<i>a. Age-appropriateness</i>	<i>d. Ability to engage others in social interactions</i>	
	<i>b. Appropriateness to situation and location tasks</i>	<i>e. Ability to initiate and respond to social interactions</i>	
	<i>c. Interfering with work</i>		
	B. How does the person indicate how he/she is feeling?		
	C. Describe any challenging behavior(s) that have not been covered above and that are potentially dangerous either to the person or to others.		
	D. What precipitates challenging behavior(s) and what are strategies for either preventing or coping with behaviors?		
7. LEARNING STYLE	A. How does the person seem to receive and process information (auditory, visual, kinesthetic, i.e., "by doing")?		
	B. What methods seem to work best when teaching the person, a new skill?		
	C. What is the best method for correcting mistakes that the person makes? Does s/he learn from her/his mistakes?		
	D. What seems to interfere with the person being able to learn new skills?		
	E. What is the person's capacity to retain information?		
	<i>a. Short-term memory skills</i>	<i>b. Long-term memory skills</i>	<i>c. Social Skills/Interactions skills</i>
8. SOCIAL SKILLS/ INTERACTIONS	A. Does the person readily engage others in conversations?		
	B. Does the person respond appropriately to conversations, questions, and comments from others?		

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	<p>C. What types of things seem to encourage the person to interact with others?</p>	
	<p>D. Does the person like to be around people, or would she/he prefer to be alone most of the time?</p>	
	<p>E. What social networks does the person currently have?</p>	
<p>9. COMMUNICATION</p>	<p>A. Receptive skills</p>	
	<p>1. How does the person respond to simple "social" questions?</p>	
	<p>2. How does the person respond to simple requests or directions?</p>	
	<p>3. Does the person seem to understand good natured kidding and teasing from others?</p>	
	<p>4. Does the person have any diagnosed hearing or visual impairments?</p>	
	<p>5. How much does the person pay attention and react to how others around him/her are acting or reacting to circumstances (including his/her own actions)?</p>	
	<p>6. Can the person participate in interview process unassisted?</p>	
	<p>B. Expressive skills</p>	
	<p>1. How does the person communicate expressively?</p>	
	<p><i>a. Verbal words, phrases, or sentences</i></p>	<p><i>c. Combination of verbal and nonverbal means</i></p>
	<p><i>b. Gestures, sign language</i></p>	<p><i>d. Uses alternative communication system (describe)</i></p>
	<p>2. How well do others understand the person?</p>	
	<p><i>a. Those familiar with the person</i></p>	<p><i>b. Those unfamiliar with the person</i></p>
	<p>3. How will the person engage in the interview process?</p>	
<p>10. WORK ENDURANCE</p>	<p>A. Are there any limitations on the amount or type of work that the person can do?</p>	
	<p>B. If there are limitations, are they based on medical conditions or the result of other decisions?</p>	
	<p>C. What type of a work schedule would be reasonable and desirable for the person?</p>	

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<p>11.</p> <p>MEDICAL/ PHYSICAL STATUS AND MANAGEMENT</p>	<p>A. Describe the person's current medical condition and how it does or doesn't impact upon his/her ability to work.</p>
	<p>B. List any medications the person is currently taking, why they have been prescribed, and how effective they are currently.</p>
	<p>C. Discuss any side effects of medication, particularly as they may relate to work.</p>
	<p>D. Describe any hearing and/or visual impairments and how they may impact on work.</p>
<p>12.</p> <p>ORIENTATION/ MOBILITY</p>	<p>A. Indoors & Outside</p>
	<p>1. Describe the person's overall sense of direction</p>
	<p>2. Describe the person's mobility</p>
	<p>3. For the persons who use a wheelchair, describe how independent they are in moving/maneuvering in wide open spaces (e.g., down sidewalks) and in crossing streets.</p>
<p>13.</p> <p>FINE AND GROSS MOTOR COORDINATION SKILLS</p>	<p>A. Describe the person's capacity to grasp, hold, and manipulate small objects (e.g., money, buttons, nuts/bolts/screws, parts).</p>
	<p>B. What is the person's dominant hand?</p>
	<p>C. Describe any limitations and/or concerns relating to gross motor movement, particularly as they might affect work (e.g., head control, positioning, and posture).</p>
<p>14.</p> <p>WORK-RELATED SKILLS/CONCERNS</p>	<p>A. Can the person get from home to work independently and on time?</p>
	<p>B. Describe the person's personal hygiene and her/his capacity to maintain acceptable hygiene while at a work site (e.g., bathroom independence, ability and awareness to clean face, hands and mouth following lunch)?</p>
	<p>C. Describe the person's ability to take a break while at work (e.g., communicate with co-workers, occupy his/her time well, use money to make purchases, return to work on time, etc.).</p>
	<p>D. Describe what motivates the person to initiate and complete a task or activity (i.e., what seems to be reinforcing for the person?).</p>
	<p>E. Describe the person's problem-solving skills (e.g., can he/she relate his/her address and telephone numbers upon request? What is he/she likely to do if he/she misses a bus? How does he/she seek assistance if problems arise at work or on route to work?).</p>

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15. TRANSPORTATION NEEDS	A. How does the person currently access his/her job or day activities?	
	B. If the person's not using public transportation, explain why this decision was made.	
	C. What are the potential methods for the person get to work in the future?	
	D. Will the person need assistance/training in learning to utilize other transportation systems?	
16. CURRENT FINANCIAL INFORMATION AND CONCERNS	<i>* Has the person received Certified Benefits Advisement? If no, is there a plan in place to ensure this information is reviewed by an expert?</i>	
	A. Is the person receiving SSI? SSDI? If possible, information relating to the benefits being received would be helpful to obtain (with permission).	
	B. Will benefits be adversely affected if the person works? At what point (e.g., SSDI).	
	C. Have IRWEs or PASSs been submitted for the person? If so, for what expenses and when are they due for review?	
	D. Does the person or her/his family have any concerns about how work might affect benefits (i.e., are there any disincentives to the person's working?).	
17. SPECIAL CONSIDERATIONS/ SUPPORT NEEDS (LONG AND SHORT- TERM)	A. What does the person understand about vocational planning and job seeking skills?	
	B. Describe the nature of support that the person would need (both work and work-related) in order to maintain community employment.	
	C. Recommendation — [based on Discovery or CBPV Annual assessment] What had been identified as the ideal job for the person:	
	<i>1. Type of task(s)</i>	<i>4. Level of support</i>
	<i>2. Work environment</i>	<i>5. Location in community</i>
	<i>3. Hours</i>	<i>6. Transportation needs</i>
	D. What do they believe will be the most difficult part of the career planning process? Job retention?	

Group 1 Individual Strengths		
You are supporting someone who is interested in foodservice. Considering the items listed in <i>Individual Strengths</i> , what strategies and tools will you use to assess for these strengths?		
✓ <i>Standardized Assessment</i>	✓ <i>Informal Assessment</i>	✓ <i>Paper and pencil</i>
✓ <i>Online Assessments</i>	✓ <i>Community-based / Situational Assessment</i>	✓ <i>Informal Work Samples</i>
2. Individual Strengths	<ol style="list-style-type: none">1. Assuming responsibility2. Social interactions3. Fine motor coordination (i.e., pinch, grasp, manipulation of small objects)4. Gross motor coordination5. Physical strength and endurance6. Attention to task7. Attention to details8. Responding favorably to correction/criticism	
Strategies and tools:		

Group 2 | Functional Use of Academics

You are supporting someone who is interested in cashiering. Considering the items listed in *Functional Use of Academics, Part C—Money Skills*, how will you design a work sample to assess for strengths needed in this work?

Work sample assessment are methods used to assess an individual's ability to successfully perform a task. These assessments require individuals to perform tasks that are physically and/or psychologically similar to those they would experience completing this task.

4. Functional Use of Academics

C. Money Skills

1. To what extent does the person demonstrate an accurate understanding of what money can be used to buy?
2. To what extent does the person identify and utilize money to make purchases for him/herself and/or others?
3. Describe any adaptations that the person uses with regard to money handling and /or purchasing.

Work sample assessment Design:

Group 3 | Orientation/Mobility

You are supporting someone who uses a walker and is interested in working in Super Walmart. You have questions about their ability to navigate the large environment. Considering the items listed in *Orientation/Mobility*, how will you design an informal assessment for capacity in this area?

Informal assessments are non-standardized measures that are often personalized to the person. They can be given flexibly periodically to provide a snapshot of a person's skill in a specific area at any given time.

12. Orientation/Mobility

A. Indoors & Outdoors

1. Describe the person's overall sense of direction
2. Describe the person's mobility
3. For the persons who use a wheelchair, describe how independent they are in moving/maneuvering in wide open spaces (e.g., down sidewalks) and in crossing streets.

Informal assessment Design:

Group 4 Functional Use of Academics						
<p>You are supporting someone who is interested in working in a clerical capacity. You have questions regarding their reading and writing skills that would be an essential function of the position. What strategies and tools will you use to assess for these strengths?</p>						
<p>✓ <i>Standardized Assessment</i></p>	<p>✓ <i>Informal Assessment</i></p>	<p>✓ <i>Paper and pencil</i></p>				
<p>✓ <i>Online Assessments</i></p>	<p>✓ <i>Community-based / Situational Assessment</i></p>	<p>✓ <i>Informal Work Samples</i></p>				
<p>4. Functional Use of Academics</p>		<p>A. To what extent does the person use reading skills to:</p> <table border="0"> <tr> <td>1. Gather information</td> <td>3. Complete tasks</td> </tr> <tr> <td>2. Engage in leisure activities</td> <td>4. Describe any adaptations the person uses to circumvent reading limitations.</td> </tr> </table> <p>*Refers to use of both written words and numerals</p>	1. Gather information	3. Complete tasks	2. Engage in leisure activities	4. Describe any adaptations the person uses to circumvent reading limitations.
		1. Gather information	3. Complete tasks			
2. Engage in leisure activities	4. Describe any adaptations the person uses to circumvent reading limitations.					
<p>D. Writing skills</p> <p>1. What is the extent of the person's writing skills? Does the person print and/or write in cursive?</p> <p>2. How does the person use writing skills on a daily basis? (Can the person complete her/his own job applications independently? What type of support would they need?)</p> <p>3. Describe any adaptations the person uses with regard to writing skills.</p>						
<p>Strategies and tools:</p>						

PIG Personality Test

	If the pig is drawn:
1	Toward the top of the paper – You have a tendency to be positive and optimistic.
2	Toward the middle – You have a tendency to be a realist.
3	Toward the bottom – You have a tendency to be pessimistic and may be prone to behaving negatively.
4	Facing left – You have a tendency to believe in tradition and be friendly; you may also be prone to remembering dates well
5	Facing Right – You have a tendency to be innovative and active, but may be prone to forgetting dates easily and may not have a strong sense of family
6	Facing front – You have a tendency to be direct and may enjoy playing the role of devil’s advocate; you also are prone to neither fearing nor avoiding confrontational discussions.
7	With many details – You have a tendency to be analytical but may also be prone to being cautious to the point that you struggle with trust.
8	With few details – You have a tendency to be emotional and to focus on the larger picture rather than focusing on details. You also have a tendency to be a great risk taker and may sometimes be prone to reckless and impulsive decisions.
9	With less than 4 legs showing – May indicate that you are living through a major period of change and as a result you may be prone to struggling with insecurities.
10	With 4 legs showing – You have a tendency to be secure and to stick to your ideals, however, others may describe you as stubborn.
11	With large ears – Indicates how good of a listener you are (the bigger, the better).
12	With a long tail – Indicates how intelligent you are (the longer, the better)