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

<u>WORKPLACE READINESS</u> 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

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

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_____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

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_____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

_____. 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).

	Rating
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.

_____

_____

_____

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:

- 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. _____ _____

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.