



Description of Forms on the CD-ROM

Interview Guide for Consumers With Functional Limitations

This guide explores consumer vocational functioning domains that usually are not evaluated by traditional assessment measures. The form is a self-assessment tool to be taken by the individual with a disability, and it provides information that may encourage further evaluation in specific areas. It can be administered during or immediately after the initial consumer assessment interview, when rapport has been established between the professional and consumer and the latter person understands the purposes of assessment. Both these individuals should have a copy of the Guide during its administration, as the consumer will respond to all the items but may have questions while completing the Guide, or may have difficulty reading or understanding some of the items.

This Guide may be particularly appropriate for those with a significant disability and who also represent an ethnic minority group, a population for whom many standardized assessment methods may not be appropriate.

<p style="text-align: center;">Interview Guide for Consumers With Functional Limitations</p> <p>Interests Everyone likes to do certain types of activities more than others. This is true of hobbies, sports, school subjects, and jobs. Knowing your interests will help you choose a career and succeed in it. In almost every group of people, there are different activities—some that we like and others that we don't like. Usually, we are more successful when we enjoy things than when we don't. Most workers prefer activities in one or more of 10 interest areas. After you have read over and understood all of the activities, select the one that you think you would like best on a job. Then circle the number next to the activity you have chosen.</p> <ol style="list-style-type: none">1. Activities dealing with things and objects2. Activities involving business contact with people3. Activities of a routine, definite, organized nature4. Activities that involve direct personal contact, to help people or deal with them for other purposes5. Activities that bring recognition or appreciation by others6. Activities concerned with people and the communication of ideas7. Activities of a scientific and technical nature8. Activities of an unusual, indefinite nature that require creative imagination9. Activities that are nonsocial and involve the use of machines, processes, or methods10. Activities that bring personal satisfaction from working on or producing things <p>General Education Level The things taught in school help us to do better in nearly every part of our lives. Imagine trying to order food in a restaurant if you couldn't read, trying to make change if you couldn't count, or figuring out how a new toy goes together if you couldn't think through the steps. Almost every job requires that you have some of the same general skills that schools teach. Some jobs require many of these skills, whereas others require fewer of them. You are asked to rate yourself in the following three areas. Enter your self-rating below.</p> <p>Reasoning: I can _____ Mathematics: I can _____ Language: I can _____ Comments: _____ _____ _____</p> <p style="text-align: right;"><small>(continued)</small></p> <p style="text-align: center;"><small>© 2013 by PRO-ED, Inc. #1999C</small></p>
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Independent Living Assessment

This form can be administered either immediately before or immediately after the formal assessment process and consists of questions that can be asked by the professional, particularly of those with a severe disability and who wish to live independently. The obtained information can be eventually used for vocational planning, and the professional can also select the questions that are to be asked. Many of the consumer's responses are facilitated when the consumer can look at a copy of the form as the professional asks the questions.

Independent Living Assessment

I. Independent Living
Goal: To discriminate ability for safe independent living within an apartment setting

A. Hygiene, personal cleanliness, and clothing

- How did you dress today?
- Did the weather outside influence your choice of clothes?
- Do you like to take a bath or a shower?
- Can you describe to me your routine for bathing or showering and dressing?
- How do you shop for clothes? Do you like to go by yourself or with a friend?
- When is it important to wash your hands?
- How often do you brush your teeth?
- How often do you wash your hair?
- How do you handle hygiene when you have your period?

B. Apartment cleanliness and care

- Do you do all of your own housekeeping? If you need help with housekeeping, whom do you ask and how?
- What would you do if your toilet backed up onto the bathroom floor?
- Where is the garbage kept?
- What would you do if you saw bugs in your apartment?
- Who would you call if...
 - the sink was clogged?
 - something was broken?
 - the heat was not working?
- Do you have a special day to do your laundry? Do you do it with assistance or independently?

C. Kitchen skills

- What are your favorite meals to cook?
- Tell me about the word nutrition.
- Do you shop for food on your own or with another person?
- Can you show me where you keep...
 - TV dinner?
 - hamburger and other meat?
 - cheese?
 - unopened cans of fruit?
 - open cans of food?
 - milk?
 - corned?
- What happens to food when the refrigerator does not cool it down properly?
- How can you tell if food is spoiled?

(continued)

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Employment Readiness Scale

Name: _____ Date: _____

Directions
 This is a survey used to learn about the many feelings people have toward working. Please fill in the blanks below. Then read the statements on the following pages and circle the number in the column that explains the way you feel about the statement.

Highest grade of education you have completed: _____ Age: _____

	This is true for me all the time	This is usually true for me all the time	This is usually not true for me all the time	This is not true for me at all
1. When working I meet at a steady pace.	4	3	2	1
2. If I watch someone do something that I know I will forget it because it does not affect me.	4	3	2	1
3. I believe that safety is important.	4	3	2	1
4. I like to work around machinery.	4	3	2	1
5. People can depend on me.	4	3	2	1
6. Most people are against me.	4	3	2	1
7. I feel I could succeed at a job.	4	3	2	1
8. I like to look neat at work and away from work.	4	3	2	1
9. I am willing to study when I am not working in order to learn better than the job.	4	3	2	1
10. I am willing to get dirty when I work.	4	3	2	1
11. Once I can gain something to do, I want to complete it.	4	3	2	1
12. I respect people in authority.	4	3	2	1
13. I think children should work for their spending money.	4	3	2	1
14. I can get along with people.	4	3	2	1
15. I enjoy taking on more responsibility.	4	3	2	1
16. I dislike most other people.	4	3	2	1
17. I would like to be paid at what I do.	4	3	2	1
18. I would like to improve myself.	4	3	2	1
19. I am willing to work a 40-hour week.	4	3	2	1
20. My work is important to my employer.	4	3	2	1
21. I feel that I could develop a feeling of belonging to a company.	4	3	2	1
22. I believe in being on time for work.	4	3	2	1
23. I am willing to get up early in the morning to come to work.	4	3	2	1
24. I want to support myself.	4	3	2	1
25. I am willing to work just my regular hours for more money.	4	3	2	1
26. The kind of job I want is one that pays well for very little work.	4	3	2	1
27. I would have to live on welfare.	4	3	2	1

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Employment Readiness Scale

This form is to be completed by the consumer and can be done so either at the beginning of the assessment process or during the conclusion of this process. The form is a self-assessment tool, and it explores the consumer's perceptions about many employment demands. The information obtained from the form is usually more reliable if consumers complete the form themselves but the

professional is available to answer any questions during its administration. Yet there may be occasions, because of disability limitations, when the professional will have to read the items and direct the consumer to his or her response. In such situations, each person should have a copy of the form.

Suggested Format for the Vocational Assessment Report

This recommended format can be used by the professional as a structure to communicate assessment results to both the consumer and the referring agency. It should be completed at the conclusion of the vocational assessment process, when all the results are available. During the session when the professional communicates these assessment results to the consumer, the format can be used not only to communicate important information but also to solicit valuable consumer feedback that may provide significant insights into short-term and long-term recommendations. Such mutual involvement enhances the validity of the report's recommendations.

Suggested Format for the Vocational Assessment Report

Name: _____ Evaluation Dates: _____
 Date of Birth: _____

I. Summary
 This opening paragraph contains a brief sentence on the reason for referral and information on basic demographic data (age, gender, race, type of disability), including family and educational background, work history, current career job, and any other characteristics that distinguish this consumer from someone else. For specific reports, a brief medical and educational history could be included here. This introductory paragraph of the summary section usually comprises six or seven sentences. The next paragraphs highlight and prioritize the most significant information from the assessment results and are presented in the following format:

A. Most developed skills/behaviors from assessment results
 1. "76% to ... can effectively use ... works with ...," etc.
 2. _____
 3. Etc.

B. Least developed skills/behaviors from assessment results
 1. _____
 2. _____
 3. Etc.

C. Recommendations
 This paragraph should highlight the work/career-related strengths suggested from the assessment results. What do you want the reader to know about the consumer from the assessment results and that establishes the foundation for short-term and long-term goals? This information should be as specific as possible, with pertinent facts and reasons for the recommendations. Of course, it should also be realistic and provide options for the consumer. It is particularly helpful if possible resources are identified with each recommendation. The assistance facilitates the implementation of the recommendations and enhances the usefulness of the report. These recommendations may also include limitations and/or obstacles to career achievement that were revealed during the assessment and that could be remediated or managed by the achievement of a short-term goal.

1. Short-term goals
 What should the consumer implement immediately? Goals should be specific and concrete and relate to selective recommendations identified in the assessment results. (List several short-term goals.)
 a. _____
 b. _____
 c. Etc.

2. Long-term goals
 (Begin with, for example, "Upon successful completion...")

II. Overall Test Results
A. Measures used
 (List the measures taken during the assessment)

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Proposed Structure for the Vocational/Career Plan

Proposed Structure for the Vocational/Career Plan

Consumer's name: _____
 Overall goal: _____

Objective 1 **Reinforcement**

Beginning time: _____

Steps to Achieve Objective 1	Completion Date	Services Needed
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____

Assistive/support resources needed: _____

Monitor: _____

Goal: _____

Objective 2 **Reinforcement**

Beginning time: _____

Steps to Achieve Objective 1	Completion Date	Services Needed
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____

Assistive/support resources needed: _____

Monitor: _____

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Following completion of vocational assessment, and usually after the reporting of the evaluation results, a vocational/career plan is developed identifying the goals and objectives of this plan. A copy of the plan should also be given to the consumer, allowing the consumer to provide any feedback related to the plan. This feedback may include the consumer's response to the feasibility of the objectives and the steps needed to achieve them.

Suggested Situational Assessment Supervisor Evaluation Form

To be completed by the consumer's situational assessment supervisor or a related person, this form pinpoints the occupational behaviors that are important to evaluate during this specific approach to evaluation. The form should be completed on a regular schedule, either weekly or monthly, and can also be used by the supervisor as a guide to identify behaviors that are necessary for appropriate work adjustment. The results can also be discussed with the consumer after the form's completion.

Suggested Situational Assessment Supervisor Evaluation Form	
Consumer's name: _____	Rating Key A - Strong Area B - No Problems C - Work Behavior Needs Improvement D - Change Possible for Work Behavior E - Change Appears Doubtful for Work Behavior
Evaluator: _____	
Period Covered: _____	
Date of First Evaluation: _____	
Category	Rating
1. Relationship With Supervisor	
Comfortable	_____
Anxious	_____
Benefits from instruction	_____
Appropriateness of personal relations with supervisor	_____
Open and clear communication with supervisor on work site	_____
2. Work Related Factors	
Productivity is consistently high	_____
Cooperates with others on work tasks	_____
Understands and follows through on instructions	_____
Work accomplished is consistently acceptable	_____
3. Personal Work Behaviors	
Attendance	_____
Punctuality	_____
Grooming	_____
Dress	_____
Levels of energy	_____
Motivation to perform tasks	_____
Recognizes work as different from school, home, and recreation	_____
Relations with co-workers/works well with co-workers	_____
Accepts unpleasant tasks	_____
Organizes work	_____
Adapts to changes in the work situation	_____
Shows ability to learn	_____
Communicates with supervisor and co-workers clearly	_____
Acceptable frustration tolerance	_____
Awareness of rules and safety precautions	_____
Inappropriate work behaviors	_____
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