

\_\_\_\_\_ ISD  
Special Education Situational Assessment Tool

**Vocational Competencies Informal Assessment - For Vocational Training/Employment Options**

(Adapted from Lawrence McCarron, Ph.D.)

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

Completed By: \_\_\_\_\_ Case Manager: \_\_\_\_\_ Date completed: \_\_\_\_\_

**MARK THE STATEMENT WHICH BEST DESCRIBES THE STUDENT**

	Needs Extensive Vocational Training	Needs Work Based Learning	Ready for Vocational Paid Placement with Support	Ready for Vocational Paid Placement
<b>Interpersonal Relationships Appearance &amp; Mannerisms</b>	Usually looks messy and not clean or has annoying behaviors	Sometimes looks messy and not clean or has annoying behaviors	Always clean and dressed right with good behavior	Always clean and dressed right with good behavior
<b>Interaction with Others</b>	Has some inappropriate actions with or toward others	Interacts with a limited number of people they know	Interacts appropriately with many different people	Interacts appropriately with many different people
<b>Direction following Instructional Procedures</b>	Does not always follow written directions or spoken directions	Needs help with written directions or someone to speak directions	Can follow written directions or when directions are spoken	Can follow written directions or when directions are spoken
<b>Safety Standard</b>	Does not follow safety rules on their own or in front of others	Needs some reminders of safety rules at work or doing chores	Follows all safety rules while working or doing chores	Follows all safety rules while working or doing chores
<b>Self-Reliance Initiative</b>	Always needs direct support to start or complete tasks	Needs some support to start or complete tasks, or may not ask for help when needed	Can start and complete tasks on their own and will ask for help when needed	Can start and complete tasks on their own and will problem solve or ask for help when needed
<b>Retention of information</b>	Needs a lot of help and someone monitoring to complete tasks	Needs some instructions repeated and an adult to make sure the task is complete	Can remember tasks and start activities on their own	Can remember tasks and start activities on their own
<b>Responsibility Reliability</b>	Other persons have to take responsibility for work to be completed	Sometimes will not take responsibility for completing work tasks	Takes responsibility to complete all work tasks	Takes responsibility to complete all work tasks
<b>Adherence to Standards</b>	Often does not follow rules or work schedule/complete chores	Sometimes does not follow rules or work schedule/chores	Always follows rules and work schedule and completes chores	Always follows rules and work schedule and completes chores
<b>Adaptability Application of Skills</b>	Has problems with learning skills to learn work tasks/chores	Needs help from others to use the skills to learn work tasks on the job or at home	Can use all skills to work, learn new tasks on the job or do chores at home with no prompts	Can use all skills to work, learn new tasks on the job or do chores at home with no prompts
<b>Flexibility</b>	Change in work tasks/work place/home expectations will stop work progress and cause poor behaviors	With change in work tasks/chores or work place will stop work for a short time and some poor behaviors can happen	Able to make changes in work tasks/chores or work place without a change in work completion or behaviors	Able to make changes in work tasks/chores or work place without a change in work completion or behaviors
<b>Work Stability Experience Focused Attention</b>	When distracted will stop work/chores and not restart without being told	When distracted will stop work/chores but is able to restart in a moment or two	Continues work/chores even when there are distractions	Continues work/chores even when there are distractions
<b>Persistence</b>	Does not stay with task until completed	Needs some encouragement to stay on tasks until complete	Can stay on task until work is complete	Can stay on task until work is complete
<b>Learning Capacity Productiveness</b>	Works very slow and not able to complete work/chore on time	Sometimes will complete work/chore on time and sometimes does not	Always completes work/chores on time	Always completes work/chores on time

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<b>Quality</b>	Usually has poor work habits (sloppy, incomplete work, many mistakes)	Sometimes has good work habits (completes one part of work/chores well and other parts are not done)	Always completes work/chores well and makes few mistakes	Always completes work/chores well and makes few to no mistakes
<b>Response to Training Accepts Supervision</b>	Does not follow suggestions or corrections	Follow suggestions, but does not follow corrections	Follows suggestions and follows corrections	Follows suggestions and follows corrections, continually follows through with suggestions and corrections after redirection without reminders
<b>Improvement of Skills</b>	Work/chore skills show little or no improvement with training	Work/chore skills show slow but steady improvement with training	Work/chore skills show improvement and are steady with training	Work/chore skills show improvement and are steady with training
<b>Stress Tolerance Emotional Stability</b>	Becomes easily upset and disorganized	Sometimes becomes upset, but is able to settle down and go back to work or complete chore	Can remain calm even when under stress	Can remain calm even when under stress
<b>Impulse Control</b>	Unable to wait turn, acts without thinking of what will happen	Sometimes does not wait turn, but is able to regain self-control	Always has good behavior and can keep control of self	Always has good behavior and can keep control of self
<b>Work Attitude Work Satisfaction</b>	Not happy with work, work place or chores	Does not care whether they work, where they work or chores	Is happy when working, where they work or chore given	Is happy when working, where they work or chore given
<b>Self-Image</b>	Not positive about self, has a negative outlook about work for future or wanting to do chores	Does not have a concern about self, job for future, or living on their own	Likes them self, wants to work in the future and live on their own	Likes them self, wants to work in the future and live on their own
<b>Job Placement Skills</b>	Unable to understand the need for a job or the process for which a job is obtained. Needs to be supervised while on the job.	Does not know what type of job personal skill set is appropriate for, how to find jobs, or how to obtain employment. Needs readily available support while on the job.	Understands the importance of paid employment. Needs support finding a job, completing steps to obtaining a job, and may need minor support in training or while on the job site.	Understands the importance of paid employment. Able to find a job, complete steps to obtaining a job, and needs no support while on the job site.
<b>Class Supports</b>	<b>Campus Based</b>	<b>Community Sites Work Based Learning</b>	<b>VAC Lab or VAC Supported Employment</b>	<b>Career Preparation CTE (General Education)</b>