

11/4/2011

Special Education Situational Assessment Tool
Vocational competencies: For vocational training/employment options
(Adapted from a tool by Lawrence McCarron, Ph.D.)

Students Name: _____ **Age:** _____ **Campus:** _____ **Grade** _____ **Anticipated Graduation Date:** _____
Teacher: _____ **Date completed:** _____

Completed by: _____ **Student** _____ **Teacher** _____ **Support Staff** _____ **Student with Adult Support** _____ **Parent** _____

MARK THE STATEMENT WHICH BEST DESCRIBES THE STUDENT

	Needs Extensive Vocational Training		Needs Work-Based Learning in Community		Ready for Vocational Paid Placement	
Interpersonal Relationships Appearance & Mannerisms	Generally, unkempt appearance or frequent annoying mannerisms.		Occasional inappropriate appearance or annoying mannerisms.		Appropriate appearance and mannerisms.	
Interaction with Other	Some inappropriate or aggressive interaction with others.		Interacts with a limited number of familiar persons.		Appropriately interacts with many different people.	
Direction following Instructional Procedures	Does not consistently follow directions with/without clues.		Needs assistance in either oral or Written instructions.		Follows both oral and written instructions.	
Safety Standard	Unaware or unresponsive to safety of self and others.		Minimal infractions of safety or careless distractible behavior.		Follows standards of safe contact.	
Self-Reliance Initiative	Requires direct, usually constant supervision to initiate performance.		Requires intermittent supervision or may not ask for help when needed.		Works independently and asks for help when needed (can self-monitor work).	
Retention of information	Requires intensive structuring of tasks, and direction prompting.		Occasionally needs repeated instructions and prompting/ cues.		Remembers or has a system for task organization and initiates activities.	
Responsibility Reliability	Other persons have to assume responsibility for work completion.		Occasionally Unreliable in assuming own responsibilities.		Maintains personal responsibility for materials and work.	
Adherence to Standards	Frequently inappropriate violations of policies, schedules, and work completion.		Occasional infractions of policies and work schedule.		Adheres to policies and work schedule.	

Updated 12/2/07

11/4/2011

	Needs Extensive Vocational Training		Needs Work-Based Learning in Community		Ready for Vocational Paid Placement	
Adaptability Application of skills	Significant difficulty in applying basic skills in learning vocational task.		Needs assistance in application of acquired skills to learn vocational tasks.		Can apply to policies and work schedule.	
Flexibility	Changes in work or environment result in substantial reduction in productivity or inappropriate behaviors.		Initial difficulty accommodating to changes in work or environment with temporary reduction in productivity or increase in inappropriate behavior.		Accommodates to change in work or environment and maintains productivity.	
Experience Work Stability Focused Attention	Environmental stimuli disrupts productivity and discontinues performance.		Environmental distractions temporarily interrupt performance.		Maintains work performance despite environmental distractions.	
Persistence	Unable to persist at a task until completed.		Occasional encouragement needed to persist on and completed task.		Able to sustain work performance until completed.	
Learning Capacity Productiveness	Performs work at an extremely slow rate or unable to complete task within reasonable time frame.		Inconsistent rate of work performance. Productivity varies from task to task.		Performs work at an acceptable rate.	
Quality	Consistently poor quality of work (i.e. sloppiness, incomplete, frequent errors).		Inconsistent quality of work (i.e. one area of work completed well, while another poorly done.)		Consistently good quality of work; few errors.	
Response To Training Accepts Supervision	Rejects or is resistant to suggestions and corrections.		Accepts suggestions, but may be resistant to corrections.		Willingly accepts and responds to suggestions and corrections.	
Improvement of Skills	Work skills show little or no improvement with training.		Work skills show slow, but steady improvement with training.		Work skills show noted and consistent improvement with training.	
Stress Tolerance Emotional Stability	Becomes easily upset, emotionally distressed, and disorganized.		Occasionally becomes emotionally upset, but able to regain composure and resume work.		Uses strategies to remain emotionally calm even under stress.	
Impulse Control	Impatient, unable to wait turn. Acts without anticipating consequences of behavior.		Occasionally becomes impatient or does not wait turn. Is able to regain self-control.		Consistent, predictable behavior, adequate self-control.	
Work Attitude Work Satisfaction	Dissatisfied with the work, and/or environment.		Has a neutral or passive attitude toward the work and environment.		Finds pleasure and satisfaction in the work and environment.	
Self-Image	Reflects a negative, demeaning self-image or pessimistic outlook.		Has an indifferent self-image and undefined outlook for future career development.		Has a positive self-image and optimistic outlook.	

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Class Supports: Campus Based

Community Sites/WBL

VAC Lab/ VAC/Supp. Employment

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