Functional Vocational Evaluation

Name:

Date of report:

Functional Vocational Evaluation (FVE) is an important strategy in the process of secondary transition planning. It is the framework through which information is gathered to guide the development of a student’s program in order to successfully move the student from the public school to a post–high school setting. It is vital to identify student’s potential by looking at interests, skills, strengths, temperaments and determining areas of need. Once information is gathered and an outcome determined the Individualized Education Program (IEP) and transition plan can then be written with measurable goals and objectives specifically designed for the student based on needs, preferences, and interests.

This FVE is based on commercially available assessments, observations and interviews with staff, student and family.

Background information:
In this section include student name, sex, age, level of deafness, mainstreaming, age entering this school and additional disabilities/diagnosis known or unofficial but assumed.
Physical ability for work

Strength for lifting/carrying:
___ Poor
___ Fair
___ Average
___ Strong

Endurance:
___ <2 hours
___ 2 – 4 hours
___ 4+ hours

Orienting:
___ 1 room
___ Several rooms
___ Building wide
___ Building & grounds

Physical mobility:
___ Poor
___ Fair
___ Good

Fine motor skills:
___ Poor
___ Fair
___ Good

Medical conditions and/or medications (list):

Adaptive equipment (list):

Future Work Characteristics

Will work:
___ PT
___ FT
___ May need referral to DDD
___ Will be client of ORS

Family support:
___ Negative
___ Indifferent
___ Supportive but restrictive
___ Very supportive

Transportation:
___ Car
___ Family
___ RIPTA
___ RIDE

Financial situation:
___ Unwilling to give up SSI
___ Requires PT to keep SSI
___ Requires benefits
General skills:

Time awareness:
___ Unaware of time & clock function
___ Tells time to the hour
___ Tells time to the minute

Functional reading:
___ None
___ Symbols
___ Sight words
___ Simple reading
___ Fluent functional reading

Functional writing:
___ Does not write
___ Writes name
___ Writes words
___ Writes complete sentences

Functional math skills:
___ None
___ Simple counting
___ Simple addition & subtraction
___ Complex math skills

Travel skills:
___ Requires RIDE
___ Needs travel training
___ Uses RIPTA
___ Understands bus schedules

Supervision skills required:
___ Continuous job coach
___ Intermittent support
___ Environmental cues (posted schedule, pictures, etc)
___ Will use natural support (co-workers, supervisors, etc)

Lunch or break skills:
___ Needs others for time reminders
___ Needs help to make a purchase
___ Needs more time than co-workers
___ Can make purchases independently

Any other important general work skills (list):
Work behavior characteristics

Initiative:
___ Avoids next task
___ Waits for direction
___ Sometimes volunteers
___ Self initiates

Independent work rate:
___ Slow
___ Average
___ Above average
___ Fast

Attention to task:
___ Frequent prompts required
___ Intermittent
___ High supervision needed
___ Little supervision needed

Reinforcement needs:
___ Frequent
___ Daily
___ Weekly
___ Paycheck sufficient

Independent sequencing:
___ Can not perform task in sequence
___ Performs 2-3 steps in sequence
___ Performs 4-6 steps in sequence
___ Performs 7+ steps in sequence

Learning style:
___ Verbal
___ Written
___ Pictures
___ Signed
___ Demo
___ Learns best from women
___ Learns best from men

Adapting to change:
___ Rigid routine required
___ Adapts with great difficulty
___ Adapts with some difficulty
___ No difficulty

Handling criticism:
___ Resistant
___ Argumentative
___ Withdraws to silence
___ Accepts criticism but does not change
___ Accepts and changes behavior

Appearance:
___ Poor hygiene
___ Unkempt but clean
___ Clean but unmatched
___ Neat, clean, matched

Expressive communication:
___ Signs are hard to read
___ Signs are clear
___ Uses voice
___ Signs ASL

Receptive communication:
___ Demonstrated
___ Verbal
___ Written
___ Signed

Appropriate social interactions:
___ Does not interact
___ Overly social
___ Interacts appropriately

Interfering behaviors:
___ Many unusual behaviors
___ Some
___ None
If interfering behaviors exist:
1. Are there patterns that are predictable?
2. Are there environmental factors that contribute to the behavior?
3. Have intervention procedures been developed in collaboration with the worker and the significant people in his/her life?
4. Is it necessary to convey these to co-workers?

Rationale and strategy:

IF COMPLETED PLEASE SUMMARIZE & ATTACH

Summary of performance in Pre-Vocational Programming (Functional Skills, Garden Project, Café, School Store)

Summary of Situational Assessment in the Community

Summary of Summer Work Experience Program

Summary of Community Based Work Experience

Summary of DPT testing results

List any relevant formal testing completed (interest testing, transition assessment, psychological):

List any other relevant information (MAPS):

Recommendations: