Work Place Skills Inventory for Students and Young Adults (Ages 16 to 21 years) with Deaf-Blindness

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Student name/DOB:

Dates of Inventory:

This inventory consists of 6 domains (sections) relevant to independent living and is intended to provide relevant information for targeting and customizing instruction for an individual student. Each section of this inventory is intended to “stand alone,” to allow the user will to select sections that are relevant to the student. The user should indicate the most accurate response to each item using the scale below. If the inventory is used to chart progress over time, the user may wish to color code the responses according to the date the items or sections were charted.

**4 = Performs independently**

**3 = Performs with verbal cue**

**2 = Performs with a gestural cue and a verbal cue**

**1 = Performs the task with full assistance or does not yet perform the task**

**N/A = Not applicable or not assessed**

| **Section 1: Work Related Executive Functioning** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student selects attire appropriate to his/her worksite.
 |  |  |  |  |  |
| 1. The student maintains a neat, hygienic appearance appropriate to the work site.
 |  |  |  |  |  |
| 1. The student arranges transportation to and from work.
 |  |  |  |  |  |
| 1. The student knows his/her work schedule and arrives and departs work on time.
 |  |  |  |  |  |
| 1. The student uses a personal organizer to manage work related scheduling and appointments.
 |  |  |  |  |  |
| 1. The student begins and ends work on time.
 |  |  |  |  |  |
| 1. The student leaves for and returns to work from authorized/scheduled breaks on time.
 |  |  |  |  |  |
| 1. The student works through his/her entire shift without unscheduled or unauthorized breaks.
 |  |  |  |  |  |
| 1. The student exhibits initiative throughout the entire work shift including obtaining supplies, seeking additional work assignments upon completion of assigned tasks, clearing work station, etc.
 |  |  |  |  |  |
| 1. The student demonstrates problem solving skills for troubleshooting or for increasing efficiency (e.g., loading stapler, cleaning a spill, etc.)
 |  |  |  |  |  |
| 1. The student maintains a neat and organized work space commensurate with the assignment.
 |  |  |  |  |  |
| 1. The student manages his/her personal belongings while on the work site.
 |  |  |  |  |  |
| 1. The student is able to operate a time clock or other record keeping device on the job.
 |  |  |  |  |  |
| 1. The student the student refrains from conducting personal business during work time.
 |  |  |  |  |  |
| 1. If allowed to listen to music during work time, the student does so in a manner that is not disruptive to others or leads to inattention to assigned tasks.
 |  |  |  |  |  |
| 1. The student demonstrates reliability related to the quality of work output.
 |  |  |  |  |  |
| 1. The student fills out job related paperwork including name, address, phone, SSN.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 2: General Work Related Skills** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student maintains an efficient work pace in completing assigned work.
 |  |  |  |  |  |
| 1. The student completes assignments with multiple steps. (Specify # of steps. \_\_\_\_\_\_\_\_\_)
 |  |  |  |  |  |
| 1. The student completes assignments involving repetition.
 |  |  |  |  |  |
| 1. The student completes assignments given variations in procedures or steps.
 |  |  |  |  |  |
| 1. The student completes assignments that require fine motor abilities.
 |  |  |  |  |  |
| 1. The student completes assignments that require standing for long periods of time.
 |  |  |  |  |  |
| 1. The student completes assignments that require sitting for long periods of time.
 |  |  |  |  |  |
| 1. The student completes assignments that require lifting and carrying heavy objects (30+lbs)
 |  |  |  |  |  |
| 1. The student completes assignments that include utilizing a computer or other technology.
 |  |  |  |  |  |
| 1. The student uses personal devices (magnifier, note taker, etc.) to complete assigned work.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 3: Follows Workplace Instructions, Rules, and Regulations** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student complies with requests & directives made by supervisors and employment support.
 |  |  |  |  |  |
| 1. The student complies with rules in regards to the treatment of others.
 |  |  |  |  |  |
| 1. The student complies with rules in regards to the treatment of property.
 |  |  |  |  |  |
| 1. The student complies with the laws of the community and policies of the workplace in regards to alcohol, drugs, smoking, and personal property.
 |  |  |  |  |  |
| 1. The student complies with all rules in regards to job safety procedures.
 |  |  |  |  |  |
| 1. The student complies with established behavioral norms of the work place.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 4: Communication Skills / Workplace Literacy/Social Skills** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student engages in appropriate (in accordance with social norms) conversation with supervisor including greetings, questions, general conversation, etc.
 |  |  |  |  |  |
| 1. The student engages in appropriate (in accordance with social norms) conversation with co-workers including greetings, questions, general conversation, etc.
 |  |  |  |  |  |
| 1. The student engages in appropriate (in accordance with social norms) conversation with the employment support person including greetings, questions, general conversation, etc.
 |  |  |  |  |  |
| 1. The student engages in appropriate (in accordance with social norms) interactions with customers including greetings, questions, general conversation, etc.
 |  |  |  |  |  |
| 1. The student requests assistance from others in an understandable and socially appropriate manner.
 |  |  |  |  |  |
| 1. The student declines assistance from others in an understandable and socially appropriate manner.
 |  |  |  |  |  |
| 1. The student uses the telephone, VP, text messaging system, or other telecommunications device for sending and receiving calls or messages.
 |  |  |  |  |  |
| 1. The student uses written forms of communication to **gain access** to information.
 |  |  |  |  |  |
| 1. The student can use written forms of communication to **convey** information.
 |  |  |  |  |  |
| 1. The student demonstrates reliability regarding the relay of communication between other individuals (supervisor to customer, supervisor to co-workers, customer to supervisor, co-worker to supervisor, etc.).
 |  |  |  |  |  |
| 1. The student advocates for himself/herself in a respectful manner when in need of information or clarification.
 |  |  |  |  |  |
| 1. The student faces the direction of the person with whom he/she is speaking.
 |  |  |  |  |  |
| 1. The student initiates/sustains topics of conversation that are appropriate for the workplace and does so at time intervals appropriate for conversation.
 |  |  |  |  |  |
| 1. The student sustains attention when instructions or assignments are given by the supervisor or employment support person.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 5: Money Skills and Numeracy** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student counts to 20.
 |  |  |  |  |  |
| 1. The student counts to 50.
 |  |  |  |  |  |
| 1. The student counts to 100.
 |  |  |  |  |  |
| 1. The student recognizes written numerals. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student writes numerals. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student discriminates coin denominations.
 |  |  |  |  |  |
| 1. The student discriminates bill denominations.
 |  |  |  |  |  |
| 1. The student utilizes a paper folding method or means of identifying and locating paper money of varying denominations.
 |  |  |  |  |  |
| 1. The student calculates coin amounts.
 |  |  |  |  |  |
| 1. The student calculates bill amounts.
 |  |  |  |  |  |
| 1. The student counts and makes change.
 |  |  |  |  |  |
| 1. The student performs basic arithmetic calculations using a calculator.
 |  |  |  |  |  |
| 1. The student performs basic arithmetic calculations using mental math strategies.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 6: Orientation & Mobility Skills** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student utilizes specialized O&M techniques for modes of travel (cane, human guide, trailing, land marking, use of residual vision, etc.) for safe movement at the work place.
 |  |  |  |  |  |
| 1. The student can follow directions necessary to move about the environment.
 |  |  |  |  |  |
| 1. The student can navigate independently and safely indoors from location to location at the work place.
 |  |  |  |  |  |
| 1. The student can navigate independently and safely outdoors from location to location at the work place.
 |  |  |  |  |  |
| 1. The student uses his/her primary mode of mobility to do the following in a manner appropriate to his/her ability with the highest degree of independence possible.

(Circle all that apply.)* 1. Cross a street (controlled or uncontrolled intersections),
	2. Walk around a block, walk to a specific location (point to point),
	3. Use an escalator,
	4. Use an elevator.
 |  |  |  |  |  |
| 1. The student can safely navigate in unfamiliar environments using his/her primary mode of travel.
 |  |  |  |  |  |
| 1. The student can follow directions to safely travel in an unfamiliar environment.
 |  |  |  |  |  |
| 1. The student can develop and follow a tactile map based on input from others or his/her mental map of the environment.
 |  |  |  |  |  |
| 1. When in need of O&M assistance, the student can contact his/her O&M instructor.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |