**Situational Vocational Assessment Materials**

including

**Appropriate Work Habits Data Sheet**

**Work-Site Summary Report**

**Employer/Supervisor Feedback Form**

**Vocational Summary Form**

 **CONTENTS**

**SITUATIONAL ASSESSMENT MATERIALS EXPLANATION**

**APPROPRIATE WORK HABITS DATA SHEET**: Used to monitor, on a daily or otherwise routine basis, each student's general work habits and attitudes while he or she receives community-based job training.

**WORK SITE ASSESSMENT REPORT:** Used to summarize each student's work-related behaviors based on the data collected using the Appropriate Work Habits data sheet. The Project recommends that one Report be completed for each different community job training experience.

**EMPLOYER/SUPERVISOR FEEDBACK RECORD:** Used to document employer or supervisor feedback concerning a student's performance while at the employer's or supervisor's business. Question #12 is particularly helpful in adding to the documentation supporting a reasonable expectation for the student to obtain and sustain meaningful employment in a community business.

**VOCATIONAL SUMMARY FORM:** This is a type of resume. It is used to summarize a student's work history over the course of his or her high school career.

**SITUATIONAL ASSESSMENT MATERIALS EXPLANATION**

Situational assessments have been referred to as edumetric, because of their emphasis on both educational and training needs (Menchetti & Rusch, 1988),and ecological, because of their focus on the match between the person and his/her community (Berkell, 1988). It is believed that this type of assessment can be more helpful than traditional assessments by identifying both the social and work requirements of a certain job while defining specific supports needed to maintain that job (Browser & Belfore, 1991; Menchetti & Rusch, 1988). Since 1988, Jennifer Butterworth and her staff have been developing and field testing a situational vocational assessment procedure and accompanying materials to complement and perhaps replace traditional assessment procedures. This package has been reviewed favorably by state and local Division of Rehabilitation Services (DRS) counselors and supervisors. The situational assessment is comprised of (a) student-specific performance data (Appropriate Work Habits Data Sheet, "Video Resume") and data summary (Work Site Assessment Report(s)), (b) work history, including personal preference indications (Vocational Summary Form), and (c) employer/supervisor satisfaction and evaluation data (Employer/Supervisor Feedback Record(s)).

 STUDENT-SPECIFIC PERFORMANCE DATA

 Appropriate Work Habits Data Sheet

 The Appropriate Work Habits Data Sheet (AWHDS) is used to record student performances on generic work habits and attitudes considered most important for employment. The list of work habits contained in the AWHDS is adapted from the Vocational Assessment and Curriculum Guide (VACG) (Rusch, Mithaug, Stewart, and Mar, 1982). The habits and skills in the VACG were determined by surveys of employers and supervisors in food and hotel industries as important skills needed for entry-level positions in community businesses.

 The AWHDS is intended to serve as a starting point in the ongoing situational assessment process. Initial data collection is used as (a) a pretest and (b) a criterion-referenced assessment from which to target specific skills to teach, while at a given job site. Final data collection is used as a post test and final documentation of performance after a given amount of time at a job site. There are thirty generic work habits and skills on the AWHDS. These are listed and numbered from the bottom of the page to the top. Note that the order of the items follows a fairly typical order encountered throughout a work day. For example:

 6. Goes to break/lunch at appropriate time

 5. Clocks/signs in appropriately

 4. Appropriately greets co-workers and/or supervisor

 There are five major steps or phases in using the AWHDS. First, teachers, vocational specialists, or transition coordinators (hereafter referred to as support professionals) who provide community-based vocational education meet with the employer at the job site. The purpose is to review the AWHDS to ensure it is accurate and complete relative to that specific place of business. Since the skills and habits on the AWHDS are not specific to a job site, there may be one or more skills or habits that an employer or supervisor considers (a) unimportant or not needed from employees at his/her place of business, (b) important to his/her place of business but missing from the AWHDS, and/or (c) out of order from the typical order encountered throughout the workday at that place of business. Based on the interview with the employer, delete work habits deemed unimportant or invalid, add skills or habits the employer expects his/her employees to exhibit that were not already on the AWHDS, and/or revise the sequence of habits and skills, as needed or suggested by the employer.

 Second, begin teaching at the job site and collect baseline data on student performance of all work habits, recording student performance on the updated, business-specific AWHDS. This baseline data also serves as a reliability check with the employer's perceptions as to whether the list of work habits and skills are accurate and complete (e.g., Are each of the items exhibited by other employees?). The Project recommends that baseline data be collected during the first five opportunities spanning at least three days at the job site. If an item does not naturally occur at a particular site during the first two days, then the Project, in the name of expediency, recommends that the support professional construct opportunities for the skills or habits to occur. Baseline data should be collected on these constructed opportunities as well. Note on the data sheet if opportunity to perform a skill or habit was constructed. Third, after collecting baseline data, meet with the employer again. Together, prioritize three to eight items to teach the student.

 Fourth, after prioritizing the work habits, support and teach the student at the job site. Focus intense instruction on the targeted skills and habits prioritized jointly by the employer and support professional(s). Document student performance of these skills on the AWHDS or other data sheet. If the particular item involves multiple performances, take data on the first trial only or design a data sheet that allows data collection on more than one trial per skill or habit per day or training opportunity. Once the student reaches criterion on the prioritized habits or skills, target new work habits or skills and/or focus on job-specific skills (e.g. filing accident reports, stocking shelves, hanging clothes on the hangers, etc.). Routinely (e.g., once a week), probe the student's performance on all originally prioritized work habits and skills after the student reaches criterion.

 Fifth, during the last ten days at the work site, again take data on ALL habits and skills in the updated, business-specific AWHDS. This documents the work habits the students may have learned incidentally during instruction at that job as well as maintenance of acquired habits and skills. If at all possible during these last ten days ask the employer to collect data or provide direct feedback (interview) concerning the student's performance on each habit or skill. This provides a reliability check that is intended to improve the credibility of results with adult service providers. Repeat steps one through five for each different job experience.

 Work Site Assessment Report

 The Work Site Assessment Report (WSAR) is a summary of the last ten days of student performance of generic work habits and skills at a job training site. Completing one report for each different job experience. With appropriate authorizations for release of information, give completed report(s) to appropriate persons/agency(s) providing vocational support to the student as she/he transitions from high school to competitive employment, including supported employment.

 The first paragraph of WSAR identifies the person, the community business, job tasks performed, job format, hours worked or being trained per day, and duration of training at the given job site. In addition, the first paragraph notes whether the experience was "work" (student received pay) or "training" (student was not paid as there was no employer-employee relationship established).

 The next six sections of the WSAR are divided into specific areas related to generic work habits and skills. Each area is listed in bold print. The six areas are: (a) Time Management, (b) Hygiene, Grooming, and Dress; (c) Social Skills , (d) Communication Skills, (e) Daily Work Habits/Behaviors, and (f) Safety and Regard for Work Materials and Tools. Listed under each of area are specific habits and skills associated with the area. For example:

 **Time Management**

 1. Attended work

 2. Prepared to go to work on time (1)

 3. Arrived at work prior to scheduled time (2)

 4. Notified office within 30 minutes prior to being late or absent

 5. Clocked/signed in appropriately (5)

 6. Clocked/signed out appropriately (30)

The skills and habits listed under the area of "Time Management" are the generic work habits and skills related to managing time. Most skills and habits listed under each area correspond directly to generic work habits or skills found on the AWHDS. The number of the skill or habit on the AWHDS is noted in parenthesis. For Example:

 2. Prepared to go to work on time (1)

 3. Arrived at work prior to scheduled time (2)

Item number two under "Time Management" has a (1) at the end. This (1) refers back to skill/habit #1 on the AWHDS, which reads, "Prepares to go to work on time."

 Summarizing the raw data from the AWHDS using the data taken during the last ten days at the job site. In this first blank note the number of times the student correctly performed that habit/skill or exhibited the appropriate attitude. Note the number of opportunities given the student to perform the skill or habit in the second blank. Divide the number in the first blank by the number in the second blank to get the percent reliability in the third column. For example:

 3. Used appropriate

 manners 7 out of 10 opportunities 70% reliability

During the last ten days at this job training site, this individual used appropriate manners seven out of the ten days for a seventy percent reliability. Conversely, this means on three of those last ten days this individual was observed not using appropriate manners. For items that were added to the AWHDS add these under the appropriate section on the WSAR and summarize as previously stated.

 There are two items on the WSAR that are not completed in the way just described. These are "attended work" and "reasons for absence/tardiness are justified". Skill or habit number one under "Time Management" is "attended work" Calculate percent reliability for attending work for the entire duration at the job training site. For example,

 1. Attended Work 48 out of 50 opportunities 96% reliability

In the example, the student had an opportunity to work 50 days at a particular site. The student attended work 48 of the 50 days. This results in a 96% reliability for those 50 work days.

 Skill number "9" under "Time Management" relates to the number of times the individual was absent or late to work. For example, if an individual was absent two times during a fifty day work training experience (one day due to "not wanting to work") and also was late to work one day, the item might read:

 9. Reasons for 1 out of 3 opportunities 67% reliability

 absence/tardiness

 were justified?

This indicates that this individual had genuine reasons to be absent or late for two of the three occurrences.

 At the end of each area in the report is a "Comments" section. This is space for additional information that might convey a clearer picture of the student's abilities within each area. In addition, there are four sections that allow for specific information regarding "adaptive behavior", "environment", "support needs" and "transportation needs". Include information about behaviors not previously addressed, including physical stamina, that influence the student's work performance and inclusion at the job site and with coworkers without disabilities in the "Comments on Adaptive Behavior" section. Include information about the design, set-up, and operations of the work environment, such as staffing patterns, noise level, temperature, and accessibility, in the "Comments on Environment" section. Include information about the levels of support needed by the student to perform the job in the "Comments on Support Needs" section. This includes information such as modifications to the job, job site, instructional approaches, individual adaptations, and levels of personal supports. Finally, include information about the student's transportation needs in the "Comments on Transportation Needs" section. Include specific information such as how transportation was provided during this particular work training experience, projected transportation needs, need for a drivers license, performance level in using public transportation, or noting reliable family members, peers, and co-workers who provided transportation in this section.

 Video Resume

 Because "seeing is believing", the Project recommends that support professionals develop a videotape that samples the student's performance during his/her last ten days at each job training site. This, too, is intended to provide added credibility for adult service providers who might be considering employment capabilities and/or providing post school employment supports. It may also be used by the young adult to provide a potential employer with a demonstration of current skills and habits.

 WORK HISTORY

 The Vocational Summary Form summarizes a student's work history. It functions similarly to a resume; however, it also provides additional information such as whether or not the student liked the job, the type of job performed by the student, format for job training, level of supervision, hours of work, and whether the training opportunity was for pay or training (nonpaid). The Project recommends that each student's work history be updated on the Vocational Summary Form following the completion of each community-based vocational education opportunity. The Vocational Summary form can also be used to ensure that individuals experience a variety of work settings, job formats, and job clusters. This provides an experiential base from which an individual can determine job preference.

 EMPLOYER/SUPERVISOR SATISFACTION AND EVALUATION

 The Employer/Supervisor Feedback Record is used to document the employer's satisfaction and evaluation of the student's work performance at the job site. Complete the information on this form be on a monthly basis. Encourage the employer to complete each item on the form. Follow-up with the employer concerning any item (a) not marked, (b) marked with a "1" (strongly disagree) or a "2" (somewhat disagree), or (c) if "no" is checked on item 12 or 13. It may be necessary to complete this as part of a brief interview with an employer. All completed Employer/Supervisor Feedback Records are, with appropriate authorization for release of information, shared with the agency or agencies determining capabilities for employment and/or types of post school employment supports/services. This, with data collected from the employer concerning the student's generic work habits and skills (refer to discussion concerning the Appropriate Work Habits Data Sheet) provides information concerning employer/supervisor satisfaction and evaluation.

**APPROPRIATE WORK HABITS and FLSA Hours DATA SHEET**

**STUDENT: STAFF: JOB SITE(S):**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  CODE Date: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  **BEHAVIORS**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervisor’s time spent with a teacher/job coach |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Co-worker’s time spent with a student worker |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inappropriate procedures used |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Damage to materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exploration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30. Clocks out/signs out appropriately and on time | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| 29. Cleans work area/Puts materials back observing safety rules | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 |
| 28. Works without breaking or tearing work materials, tools, or supplies | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 |
| 27. Exhibits appropriate safety behaviors, around materials, equipment, and supplies | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 |
| 26. Continues working during distractions | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| 25. Works on acquired job/parts of jobs without direct supervision | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| 24. Works steadily at assigned job | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| 23. Responds appropriately to corrections/feedback | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| 22. Appropriately follows instructions | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |
| 21. Attends to instructions, refrains from interruptions | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| 20. Notifies appropriate person when work is finished | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| 19. Notifies appropriate person when needs assistance | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| 18. Notifies appropriate person when directions unclear | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 17. Notifies appropriate person when need materials or materials broken | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| 16. Age-appropriately communicates need to use restroom | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| 15. Secures person's attention appropriately | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| 14. Conducts self appropriately during break/lunch | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| 13. Uses appropriate manners (excuse me, please, thank-you, etc.) | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| 12. Maintains appropriate social interactions/contacts with supervisor(s), co-worker(s), and/or other(s) | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| 11. Uses restroom appropriately | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| 10. Uses appropriate sanitary habits (washes hand, blows nose, etc.,) | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 9. Grooms appropriately (hair, teeth, nails, clothes, etc.,) | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 8. Dresses age and work appropriately | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 7. Returns from break/lunch at appropriate time | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6. Goes to break/lunch at appropriate time | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5. Clocks/signs in appropriately | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4. Appropriately greets co-workers and/or supervisor | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3. Notifies office within 30 minutes prior to being late or absent | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2. Arrives at work prior to scheduled time | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1. Prepares to go to work on time | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

 **Work Site Assessment Report**

(Student) was assessed and received work training experiences at (Business) , hours per day, days per week. This was a (circle one) paid/training assessment and training experience within the context of a/an (circle one) individual placement/enclave/mobile crew/shared job/other. Specific job-related responsibilities included

This report presents assessment data collected from to . It documents (Student's) strengths and areas for needed support at this job training site with respect to those behaviors and work skills necessary for obtaining and maintaining paid employment in integrated community businesses.

**Time Management**

|  |  |  |
| --- | --- | --- |
| 1. Attended work | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 2. Prepared to go to work on time (1) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 3. Arrived at work prior to scheduled time (2) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 4. Notified office within 30 minutes prior to being late or absent (3) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 5. Clocked/signed in appropriately (5) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 6. Clocked/signed out appropriately (30) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 7. Went to break/ lunch at appropriate time (6) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 8. Returned from break/lunch at appropriate time (7) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 9. Reasons for absence/ tardiness were justified? | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |

**COMMENTS:**

**Hygiene, Grooming, and Dress**

|  |  |  |
| --- | --- | --- |
| 1. Dressed age and work appropriately (8) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 2. Arrived appropriately groomed and maintained appropriate grooming throughout the day (9) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 3. Displayed appropriate sanitary habits throughout the day (10) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 4. Used restroom facilities appropriately (11) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |

**COMMENTS:**

**Social Skills**

|  |  |  |
| --- | --- | --- |
| 1. Appropriately greeted co-workers and/or supervisor(s) (4) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 2. Maintained appropriate interactions/ contacts with supervisor(s), co-workers, and/ or others. (12) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 3. Used appropriate manners (13) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 4. Conducted self appropriately during break/lunch (14) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |

**COMMENTS:**

**Communication**

|  |  |  |
| --- | --- | --- |
| 1. Secured person's attention appropriately and timely. (15) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 2. Notified appropriate person when materials were needed or broken (17) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 3. Notified appropriate person when directions were unclear (18) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 4. Notified appropriate person when needed assistance (19) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 5. Notified appropriate person when work was finished (20) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |

**COMMENTS:**

**Daily Work Habits/Behavior**

|  |  |  |
| --- | --- | --- |
| 1. Attended to instructions and explanations and refrained from interrupting (21) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 2. Appropriately followed instructions (22) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 3. Responded appropriately to correction/s feedback (23) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 4. Worked steadily at assigned job (24) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 5. Worked on acquired jobs/ parts of jobs without requiring direct supervision (25) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 6. Continued working during distractions (26) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |

**COMMENTS:**

**Safety and Regard for Work Materials and Tools**

|  |  |  |
| --- | --- | --- |
| 1. Exhibited appropriate safety behaviors around materials, equipment, and supplies (27) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 2. Worked without breaking or tearing work materials, tools, or supplies (28) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |
| 3. Cleaned work area and returned materials observing safety rules (29) | \_\_\_out of\_\_\_opportunities | \_\_\_\_% reliability |

**COMMENTS:**

**COMMENTS ON ADAPTIVE BEHAVIOR:** **(Address behaviors which significantly influenced work performance, including perceived strengths and weaknesses.)**

**COMMENTS ON ENVIRONMENT: (Address job-specific environmental factors which influenced work performance)**

**COMMENTS ON SUPPORT NEEDS: (Address supports provided at this particular work site and perceived level of support necessary for continuation.)**

**COMMENTS ON TRANSPORTATION NEEDS:**

**EMPLOYER/SUPERVISOR FEEDBACK RECORD**

**Student: Date:**

**Job Site: Phone:**

**Employer/Supervisor:**

**Direction:** Please circle the number that corresponds best with your opinion about the student's present situation.

1. Student arrives and leaves on time.

 1 2 3 4 NA

 Seldom Not Often Usually Always

 Enough

2. Student maintains good attendance.

 1 2 3 4 NA

 Seldom Not Often Usually Always

 Enough

3. Student takes breaks appropriately.

 1 2 3 4 NA

 Seldom Not Often Usually Always

 Enough

4. Student maintains good appearance.

 1 2 3 4 NA

 Seldom Not Often Usually Always

 Enough

5. Student maintains a good attitude.

 1 2 3 4 NA

 Seldom Not Often Usually Always

 Enough

6. Student's performance compares favorably with other worker's performance.

 1 2 3 4 NA

 Strongly Somewhat Somewhat Strongly

 Disagree Disagree Agree Agree

7. Student's co-workers relations compares favorably with other co-workers relations.

 1 2 3 4 NA

 Strongly Somewhat Somewhat Strongly

 Disagree Disagree Agree Agree

8. Co-workers accept student as a positive contributor to the operations of the business.

 1 2 3 4 NA

 Strongly Somewhat Somewhat Strongly

 Disagree Disagree Agree Agree

9. Communication with the student is not a problem.

 1 2 3 4 NA

 Strongly Somewhat Somewhat Strongly

 Disagree Disagree Agree Agree

10. The student attends to jobs consistently.

 1 2 3 4 NA

 Strongly Somewhat Somewhat Strongly

 Disagree Disagree Agree Agree

11. Is current level of supervision from school staff appropriate?

 1 2 3 4 5

 Needs Somewhat Satisfactory Somewhat Much

 Immediate Sub- More Than More

 Improvement Standard Required

12. Given the student's present level of performance, would you hire him/her if you had the opportunity? **Yes No**

 Please explain:

13. Given the student's present level of performance, would you consider alternative strategies for hiring him/her if you incurred no additional expenses?

 **Yes No**

**VOCATIONAL SUMMARY FORM**

STUDENT: DATE OF BIRTH:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  JOB SITE |  DUTIES |  STUDENT LIKE? | JOBCLUSTER(a) | JOBFORMAT(b) | PRIMARYSUPERVISOR(c) | LEVEL OFSUPPORT(d) | STARTDATE |  STOP DATE |  WAGES OR NON-PAID |  HOURS PER WEEK |  DAYS PER WEEK |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

(a)Job Cluster (b)Job Format (c)Primary Supervisor (d)Level of Support

1. Agriculture/Natural Resources/Animals 1. Individual T=Teacher/School Job Coach O=Ongoing Support

2. Construction 2. Enclave J=DRS Job Coach P=Periodic Checks

3. Distribution 3. Work Crew B=Business Supervisor RE=Regular

4. Domestic and Building Services 4. Facility Based C=Co-Worker Employees

5. Food Preparation Services V=Vocational Coordinator

6. Health Occupations/Human Services P=Peer Tutor

7. Manufacturing/Machine Operations

8. Office and Building Services