

# Vocational Evaluation Checklist for an Individual with Autism

**Student:** \_\_\_\_\_

**Work Setting:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

What are this student's strengths/limitations?

	Can do	Can do with help	Comments
<b>COMMUNICATION:</b>			
Understands verbal language			
Requests things desired/needed			
Expresses refusals			
Engages in social conversation			
Initiates communication			
Uses pictures/gestures to communicate			
Recognizes words			
Comprehends sentences			

	Can do	Can do with help	Comments
<b>SOCIAL SKILLS:</b>			
Initiates social interaction			
Responds to social interaction			
Shares with peers			
Waits when necessary			
Takes turns with peers			
Models from peers			

	Can do	Can do with help	Comments
<b>WORK BEHAVIORS:</b>			
Works accurately			
Works at appropriate rate			
Follows rules			
Stays on task			
Keeps things in order			
Finishes a job			
Works neatly			
Can do repetitive tasks			
Can do multi-step tasks			
Can solve easy problems			
Remembers steps in activities			
Can do 2-3 step long sequences			

	Can do	Can do with help	Comments
<b>MOTOR:</b>			
Has strength to do job			
Has gross motor ability			
Has fine motor ability to do job			
Has visual motor ability to do job			

	Can do	Can do with help	Comments
<b>FUNCTIONAL ACADEMICS:</b>			
Reads			
Tells time			
Counts			

<b>Where/How does this student do the following:</b>		
	Where	How
Greets people		
Gives eye contact		
Negotiates		
Initiates		
Waits		
Answer questions:		
Who?		
What?		
When?		
Where?		
Why?		
Shares materials		
Shares food		
Responds to compliments		
Initiates comments		
Carries on 4-6 exchanges on a subject		

<b>What problem-solving skills does this student have? What does the student do when:</b>	
Something is missing:	
Something is too difficult:	
Routine changes:	
Someone s/he cares about is absent:	
Doesn't know what to do:	
Does something incorrectly:	
Something doesn't work right:	
Corrected:	

<b>During work breaks, does the student:</b>			
	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
Imitate what others do?			
Follow a set routine?			
Imitate appropriate things to do?			
Pace or engage in self-stimulatory activities?			
Socially interact with others?			

<b>What does this student need to complete a job successfully?</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Consistent /clear definition of beginning and finish			
What is his or her motivation:			
“Likes doing” activities with someone			
“Likes doing” something preferred			
“Likes doing” something of special interest			
“Likes doing” something utilizing strengths			
“Likes doing” something to get something later			

<b>How well does the student do the following tasks? (Indicate approximate time to complete task)</b>			
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Assemble			
Move items			
Repetitive cleaning			
Sequence cleaning			
Cooking			
Collating			
Typing			
Filing			
Computer work			
Calculator			

**What preference/aptitudes for jobs does this student demonstrate? As reported by:**

**Family members:**

**Past experiences:**

**Observations:**

**Other comments:**

**Vocational assets:**

**Vocational liabilities and suggestions for support:**

**Specific recommendations:**

# WORK BEHAVIOR CHECKLIST

STUDENT: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

DATE: \_\_\_\_\_

*Code each behavior as **MS** – Mastered Skill; **ES** – Emerging Skill; **ND** – Not Demonstrated*

## Communication:

- \_\_\_\_\_ Communicates basic needs (i.e., asking for help, accessing information)
- \_\_\_\_\_ Initiates contact with supervision
- \_\_\_\_\_ Relays needed information
- \_\_\_\_\_ Understands work routine and expectations

## Social Skills:

- \_\_\_\_\_ Interacts with co-workers and supervisors
- \_\_\_\_\_ Works along-side co-workers
- \_\_\_\_\_ Cares for personal hygiene needs
- \_\_\_\_\_ Responds appropriately to social contacts
- \_\_\_\_\_ Manages free time during breaks

## Social Appropriate Behavior:

- \_\_\_\_\_ Works continuously without disruptions
- \_\_\_\_\_ Works without displaying/engaging in major disruptive behaviors
- \_\_\_\_\_ Accepts correction/supervision without becoming upset
- \_\_\_\_\_ Exhibits acceptable behavior during break time

## Rate and Production:

- \_\_\_\_\_ Works continuously
- \_\_\_\_\_ Leaves job site only at appropriate times
- \_\_\_\_\_ Works with limited supervision
- \_\_\_\_\_ Works independently and increases production
- \_\_\_\_\_ Works without disruptions in group settings
- \_\_\_\_\_ Maintains a reasonable production rate across the day and across time
- \_\_\_\_\_ Transitions to new task in reasonable period of time with adequate productivity

## Accuracy and Quality:

- \_\_\_\_\_ Completes tasks with sequenced steps
- \_\_\_\_\_ Demonstrates consistency over time
- \_\_\_\_\_ Demonstrates ability to prepare work area
- \_\_\_\_\_ Demonstrates ability to do a variety of tasks and maintain quality