

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
COMMUNICATION:			
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
SOCIAL SKILLS:			
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
WORK BEHAVIORS:			
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
MOTOR:			
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
FUNCTIONAL ACADEMICS:			
Reads			
Tells time			
Counts			

Where/How does this student do the following:		
	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		

What problem-solving skills does this student have? What does the student do when:	
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:	

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

What does this student need to complete a job successfully?			
	Yes	No	Comments
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			

How well does the student do the following tasks? (Indicate approximate time to complete task)			
	Good	Fair	Poor
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