



RI School for the Deaf
1 Corliss Park
Providence, RI 02903

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: