Observations & Assessments of Students in Work and Community Settings

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Disclaimer

- This Information was developed for a presentation of October 2019.

- The information contained within this presentation, Power Point slides, and handouts should not be considered the sole source of information on assessments, nor the sole source or complete information that the presenter utilizes in providing services or opinions.

- The presenter is not representing any organization.

Objectives:

- Become familiar with writing individual work/volunteer evaluations

- Increase knowledge using observation data for predicting outcomes

"If something exists, it exists in some amount.
If it exists in some amount, then it is capable of being measured."

Rene Descartes, Principles of Philosophy, 1644

Theoretical Assumption*

- A good, comprehensive transition assessment leads to,
  - Good, comprehensive transition planning
- One does not usually exist in the absence of the other
- *Research Compilation for: The Transition Planning Inventory and the Individuals with Disabilities Education Improvement Act of 2004, PRO-ED, INC.

PURPOSE

Every activity needs a purpose

What tool/s are you currently using?

- Why are you using this?

- Is it the right tool?

Using the Right Tool

- Leads to
  - "good, comprehensive transition planning."

  - Using the wrong took may lead to inappropriate goals and failure to receive needed services

5 Questions

1. What is the purpose of the activity?

2. What needs to be measured?

3. What tool is being used to measure?

4. Is the tool the right tool to measure what needs to be measured?

5. Is the tool the right tools to predict outcomes?

What is the purpose of the activity?

Indentify the purpose of the activity

- To measure work skills?
  - What specific work skills
    - Physical, cognitive, or behavioral/social skills functioning
- To predict success in an occupation?
- To predict success in community settings?
- To measure social behaviors?
  - What specific behaviors
- To work on improving skills and/or decreasing specific behaviors?
- For student to learn about an occupation?
- To build endurance?
- To support vocational goals?

What tool is being used to measure?

- What tool/s do I already have to measure the purpose of the activity?

  - Can the tool be modified if needed?
  - Can the tool be individualized to address what needs to be measured

Is the tool the right tool to measure what needs to be measured?

- Does the tool measure what needs to be measure?
  - Is there a baseline for accepted performance
    - Community norms
    - Employment expectations for competitive employment

- Does the tool measure skills/behaviors that are already mastered?

Is the tool the right tool to predict outcomes?

- Identify Outcomes

  – Indentify all specific skills needed for successful outcomes

  – Determine if tool measures the specific skills needed for successful outcomes

- There is no one assessment tool that will measure everything

- Using more than one tool maybe necessary

- Most likely will need to individualize the assessment tool

Measuring the ability to perform a function

- Direct Observation
  - Provides <u>most reliable</u> information of functioning
  - Takes the most time and more cost

On-Site Vocational Observation and Assessment

Also known as...

- Functional Assessment

- On-the-Job Evaluation

- Work Try-Outs

- Situational Evaluation/Assessment

- Observation and Record of Behavior

Functional Assessment

- "Functional Assessment" termed used in used in all disciplines: medical, pharmaceutical, engineering, computers

- Vocational Functional Assessment not "Functional Behavior Assessment" as defined by IDEA

- The functional use of a skill in real world environment

- Assessment that measures level of function and ability to perform and complete a real function or work tasks over a period of time

- Use to identify functional obstacles to goal achievement, residual job skills,

Functional/Situational Evaluations

- Functional or Situational Evaluations are evaluations in ecological/natural true environment

- Observations of behavior in real world environment with real world stimuli

- Used for recommendations for work environments/structures/supports

On-site Vocational Observations?

- Evaluate behaviors that standardized testing can't
- Measure work behaviors in more real environment
- Provide feedback of performance
- Can obtain input form supervisors and outsiders
- Learn how individual best learns/performs
- Assess motivation and specific interest
- Write more complete and specific vocational goals and transition plans
- Assess ability to apply learned skills and behaviors in alternate settings
- Introduce accommodations

On-the-Job Evaluation

- Evaluation of the individual performing actual job duties in actual work situation
- Performance is evaluated by employer, evaluator, and student
- Predetermined beginning and end date
- Not necessarily resulting in employment

Job Tryout

- Temporary job placement or internship designed to provide real work experience with the benefits of:

  - assessing participant's work, social, and personal skills in actual work environment

  - obtaining data useful for making job placement recommendations

Work Trial Evaluations

- Each evaluation is individual to that student
- More specific then "functional assessment"
- Need description of work duties & work expectations
- Evaluation of tasks & behaviors over a period of time
- Actually performing work (volunteer or paid)
- Evaluation form completed by work supervisor/employer, student & vocational evaluator/teacher/job coach
- Comparison made between evaluation scores
- Students more accepting of feedback/evaluation from employer
- Duration of 1 day to 3 weeks or more
- Evaluations forms for each day or week time period with ongoing feedback to student
- Look for trends
- New goals may be written ongoing as student masters tasks/behaviors or as tasks/behaviors are determined to be too difficult for student

Components of Job/Task Analysis

Physical

sitting, standing, walking

reaching, handling

lifting, carrying

bending, stooping, crawling, climbing

Behavioral

working alone vs. with other

judgment/decision making

routine vs. variety

instruction/supervision

working under stress

Environmental

indoor/outdoor

dust/fumes/odors

moving machinery

heat/cold

noise/vibration

ergonomics

Cognitive

reasoning/problem solving

mathematics

language: written/expressive

auditory

visual/spatial

Measuring work skills?
What specific work skills

Examples:

- Behaviors in real world environment
- Ability to handle environmental distractions (e.g., noise, visual stimuli, proximity to others)
- Ability to re-group and return to work tasks after interruptions or distractions
- Ability to handle change
- Sustained physical and cognitive endurance
- Ability to follow verbal and written instructions

Behavior/Emotional/Social Skills

Use of Standardized Assessments:

- Standardized measures that weigh behaviors

- Takes subjective observations and allows for an objective rating
  - Better tool when there are a variety of individuals with different qualifications completing the assessment

- Measures of behavior over a period of time and/or in a variety of situations

- Maybe: check list, rating scale or other format

- May involve input from others: family, teachers, supervisors

- <u>Used to put a value on effect of behavior in work environment</u>

- Used as base for recommended behavior changes and recommended potential work settings

- Better tool when there are a variety of individuals with different qualifications completing the assessment

Behaviors in real world environment or simulations of work situations/tasks

- Ability to handle environmental distractions (e.g., noise, visual stimuli, proximity to others)
- Ability to re-group and return to work tasks after interruptions or distractions
- Ability to handle change
- Sustained physical and cognitive endurance
- Ability to follow verbal and written instructions

Development of Individualized Assessment

- Observation
  - Observation Forms of critical behaviors needed to perform activity
- Clearly Focused
- Develop a form of checklist and system
  - Examples
    - Functional Reading: abilities and scanning
      » Map reading
      » Menu
      » Food items
      » Travel schedules
    - Form Completion
    - Measurements
    - Sorting

Development of Individualized Assessment
Components of Job/Task Analysis

Examples

Physical

sitting, standing, walking

reaching, handling

lifting, carrying

bending, stooping, crawling, climbing

Endurance

Behavioral

working alone vs. with other

judgment/decision making

routine vs. variety

instruction/supervision

working under stress

social skills

temperments

Environmental

indoor/outdoor

dust/fumes/odors

moving machinery

heat/cold

noise/vibration

ergonomics

Cognitive

reasoning/problem solving

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To measure, need to know:

- Job duties

- Skills required

- Schedule/Routine of job

- Pace/Production requirements of job

- Expected behavior characteristics

- Compensation system

- Temperments

Also need to measure:

- Work Readiness/Preparedness for Work

- **Examples:**
  - Grooming
  - Proper clothing and supplies/tools for work and for work day
  - Time management
  - Transportation/Ability to travel to work site
  - Understanding of work environment and expectations

Designing Individual Assessments

- Determine work criteria

- Know job tasks and employment expectations

- Written goals should be included in assessment and reviewed regularly

- Goals should be adjusted/changed as skills are mastered or if determined not attainable

- Student should understand expectations

Designing Individual Assessments

- Know student's strengths & weaknesses
  - Areas of strengths do not need to be measured
  - Don't need to measure what is already known
- Focus on work skills and work behaviors that are needed for employment success
- Measure what <u>can't</u> be measured in other settings
- Write evaluation questions so supervisor and student can also evaluate performance

Sample Measurements

- If student has memory difficulties:
  - Remembers day to day work information or uses compensation strategy for recalling day to day work information
- If student has difficulties with dressing appropriately
  - Follows dress code
- If student takes too long or too many breaks
  - Follows work break schedule
- If student talks too much in work setting
  - Refrains from talking to co-workers
- If student uses mobile phone inappropriately
  - Does not use cell phone while working
- If student talks to loud
  - Talks in appropriate voice level

Other examples:

- Arrives to work on time/returns from breaks on time:

- Keeps headphone off while working:

- Writes down verbal instructions:

- Follows procedures step by step in yellow manual:

- Sets timer and takes computer breaks every 30 minutes:

- Refrains from calling females, "honey", "darling" etc:

- Does not engage in personal/social conversations while working:

- Accepts feedback:

- Refrains from swearing:

Rating Scales

- Yes or No

- 0% 25% 50% 75% 100%

- Low High
  - N/A Not Applicable Not observed or required
  - Acceptable   Meets employment standards
  - Above Average

% Rating Scale

- Completes activity/task correctly without cues 25%

- Completes activity/task correctly without cues 50%

- Completes activity/task correctly without cues 75%

- Completes activity correctly without cues 100%

Rating Scale 1 to 5

N/A Not Assessed or Skill Not Applicable

1. <u>Unacceptable</u>: Inability to meet minimal expectations of job responsibilities

2. <u>Marginal</u>: Inconsistent ability to meet minimal job expectations; needs continual improvement

3. <u>Acceptable</u>: Performance is generally adequate with periodic lapses in quality

4. <u>Competitive</u>: Meets standards within employment setting

5. <u>Exceeds Expectations</u>

Community Observation Menu Reading	
Identifies Menu	Notes
Find Sections	
Orders Meal	
Finds Prices	
Adds Bill	
Calculates Tip	
Scanning of menu	

The End

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