



TEACHER'S Assessment of Applicant for 2020-2021 School Year (include with student's application)

Student Name:	School District:
Name of person filling out form:	Relationship to Student:
Your Phone:	Your Email:
Student's Disability:	

Check all the statements that are TRUE for this applicant.

School Status

- The student has all needed credits for graduation.
- The student has one or more years of school eligibility.
- The student turns 21 during what school year? _____

Commitment to Community Employment

- Student wants to get a job.
- The family supports the goal of competitive community employment.
- The student has a Social Security Card.
- The student has a Wisconsin ID and/or driver's license in addition to a school ID.
- Student can pass a pre-employment drug screen.
- Student can pass a criminal background check.
- Student can be contacted through an answering machine or voice mail which has a business-like greeting.
- Student has a professional working email address.
- Student receives SSI and/or SSDI or other forms of public assistance.
- Student has had a benefits analysis and/or understands the impact of earned income on their benefits.



Attendance

- Student has had no absences or tardies within the past school year.
- Has had 1 – 5 absences or tardies within the past school year.
- Has had 5 – 10 absences or tardies within the past school year.
- Has had 10 or more absences or tardies within the past school year.
- Has had a medical condition that requires frequent hospital stays/excessive doctor/clinic visits (more than 20 days).
- If yes to 10 or more days:
 - o Why has the student missed so much school: _____

Independent Daily Living and Self Care Skills

Student need helps with the following. Please check appropriate box.

	Unknown	Not Very Good 1	2	Average 3	4	Very Good 5
Cooking and Nutrition						
Budgeting						
Handling Money/Making Change						
Taking Medication						
Toileting						
Daily Shower/Bath						
Appropriate Amount of Sleep for School and Work Schedule						

Appearance and Professional Presentation

- Student arrives at school and/or work daily with:
 - Clean and combed hair
 - Clean clothing and underwear
 - Brushed teeth/oral hygiene
 - Clean clothes
- Student wears appropriate clothing for the weather.
- Student follows the school dress code.
- Student willingly follows the designated dress code of my employer including rules on:
 - Appropriate clothing
 - Tattoos
 - Facial and body piercings
 - Shoes
 - Jewelry
 - Facial hair
 - Fingernail polish and length

Transportation

- Student has his/her own car, driver's license and insurance.
- Student knows how to use public transportation.
- Student is willing to learn to use public transportation.
- Student uses a door-to-door transportation system independently.
 - ___ Parent or other guardian makes appointment for student
 - ___ Student makes own appointments
- Student is eligible for ADRC transportation assistance.
- Student has a family member/other who is willing to provide on-going transportation.
- Other transportation options _____

Appropriate Social and Behavior Skills

- Student does not engage in flirting, inappropriate touching or public displays of affection such as holding hands, hugging, or kissing.
- Student does not swear or use profanity in a school or work setting.
 - Student shows respect to peers and adults.
- Student works cooperatively with others.
- Student accepts correction and criticism without a negative reaction.
- Student has appropriate behavior with adult supervision, but may not be appropriate in all independent situations (or needs some adult prompts on an on-going basis).
- Student has lost temper in a school or work environment.
- Student has acted aggressively in a school or work setting.
 - Screaming or yelling - Kicking
 - Hitting/Punching - Fighting
 - Spitting

Interpersonal Communication

- Student responds when someone speaks or asks questions.
- Student makes eye contact.
- Student uses an appropriate tone of voice.
- Student engages in appropriate conversation in a school or work environment.
- Student uses appropriate body language in the school or work environment.
 - No inappropriate hand gestures
 - Sitting appropriately in a chair / posture
 - Respecting personal space
- Student uses a cell phone and electronic equipment (iPod, iPad, Bluetooth, etc) appropriately according to the school or business policy including refraining from talking and answering the phone, texting and listening to music.

Verbal Communication

- Student is easily understood by others.
- Student sometimes has trouble getting message across to others.
- Student uses adaptive equipment to communicate.
- Student is willing to learn to use adaptive equipment to communicate, if appropriate.
- Student uses an interpreter and/or uses sign language to communicate.
- Student talks about the same topics over and over again.

Recreational Activities

- Student participates in organized group activities:
 - Sports (please list) _____
 - Band
 - Choir
 - Theatre
 - Scouts
 - Church youth group
 - Community recreation and/or Special Olympics
 - Computer or electronic games
 - Other _____

- Student likes to exercise on their own (walking, running, biking, etc.)
Exercises _____ each week for at least thirty minutes each time
- Student enjoys sit-down activities such as:
 - Computer or electronic games
 - Watching television
 - Reading
 - Scrap booking
 - Other
- Student has the following hobbies: _____

Physical Limitations

- Student has difficulty walking.
- Student uses the following to walk/navigate:
 - Cane - Scooter
 - Walker - Other _____
 - Wheelchair
- Student has limited use of arms and/or hands.
- Student has other physical limitations that may affect employment. Please list:

Production Rate and Work Quality

- At work or school, student completes all tasks by due date.
- At work or school, student turns in assignments by deadline or due date.
- At work or school, it is difficult for the student to get all tasks finished or turned in on time.
- Please list strategies that have assisted the student to complete and turn in work on time

- At school or work the student gets most of the tasks correct.
- If no, please explain: _____
- At school, with home chores or on the job the student's work is organized and neat.
- Other comments: _____

Employability Skills

- Student gets to school, work or other appointments on time and independently.
- After lunch or a break, the student gets back to class or work on time.
- The student knows how to tell and keep track of time.
- The student is able to count money and make change accurately.
- The student stays on a task until it is finished.
- If interrupted, the student can return to the task and finish it.
- The student can access personal information to complete a paper application.
- The student has had experience with completing on-line applications.
- The student knows how to answer common interview questions.
- The student can tell his/her boss or co-workers what help is needed on their job.
- Please list strategies that have been successful and leads to success and independence:

- _____
- _____
- _____

Prior Work Experience

- The student has had a paying job(s) in the community. Places they have worked are:

- _____
- _____
- _____

- The student has worked at their school doing _____
- The student has volunteered at _____
- The student does the following chores at home on a regular basis: _____
- The student has never worked or volunteered.
- If the student has a resume, please attach.

Academic Skills

- The student's favorite subjects in high school were/are: _____
- The student likes to read books for pleasure. The last book read was: _____
- The student uses a calculator when doing math problems or for everyday use.
- The student likes to read the newspaper and magazines for news, job hunting and other information.
- The student likes to write or keeps a diary/journal.
- The student has the ability to read.

Computer/Electronic Skills

- The student has basic keyboarding skills and uses correct typing techniques.
- The student has basic keyboarding skills and uses only two fingers (hunt and peck).
- The student can use Microsoft Office Suite to create letters and other documents.
- The student can use Microsoft Office Suite to create spreadsheets and other documents.
- The student can use Microsoft Office Suite to create cards, newsletters, flyers or other documents.
- The student can use email correctly.
- The student can access the internet to get information, find services such as map quest and use various search engines
- The student uses a computer to play games, watch TV shows, listen to on-line streaming, etc.
- The student has minimal computer skills.
- The student uses a cell phone to talk to others.
- The student uses a cell phone for texting.

Additional School and Community Supports

- The student receives Related Services through the school district.
 - Speech Therapy
 - Physical Therapy
 - Occupational Therapy
 - Other _____

Note: Related Services are only available on a consult basis once the student is enrolled in a Project SEARCH program.

- The student has a DVR Counselor

Please list: _____

- The student has completed their ADRC screening.
- The student has a meeting on _____ for their ADRC screening.
- The student is eligible for long term care services.
- The student has selected _____ as their long term care provider.

Please list case manager/service facilitator: _____

Please list other names and phone numbers of other support people below. It can be anyone in the school or community that helps the student to be successful.

Name	Title	Phone Number

Problem Solving and Conflict Resolution

Please give us some examples of the student's problem solving abilities and/or how they handle conflict in the following settings:

Home situation: _____

School situation: _____

Community or work situation: _____

THANK YOU for providing this information!