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Description automatically generated**

***Missouri Division of Developmental Disabilities***

***Employment Services Toolkit***

**Tool # 1 – *Prevocational Services Progress Assessment***

* Prevocational Services provide one-to-one learning and group experiences to further develop an individual’s general, non-job-task-specific skills needed to succeed in competitive, integrated employment. These skills include but are not limited to:
  + Communication with supervisors, co-workers and customers
  + Workplace appropriate conduct, hygiene, and dress
  + Workplace problem solving skills
  + Use of strategies, including assistive technology, for task attendance and completion
  + Workplace safety skills
  + Mobility and motor skills training
  + Asset development and financial literacy
* Prevocational services may include volunteering, uncompensated work experience and compensated work experience settings to support the development of expanded habilitation skills. Service providers must comply with applicable wage and hour laws.
* Prevocational Services are not intended for development of skills for a specific job but instead are intended for generalized skill development for employment, such as compliance with directions, attendance, task completion, problem solving and safety
* Prevocational Services are expected to occur over a defined limited period of time, with specific and measurable outcomes to be achieved. Prevocational Services must be authorized based upon individual need and are not to exceed 2,080 units per annual support plan year. Additional units may be approved by the Division’s Regional Director or designee in exceptional circumstances.
* Prevocational services should be designed to support successful employment outcomes consistent with the individual’s goals in their person-centered plan.
* For Prevocational Services, an expected outcome is a monthly plan describing the progress on skill acquisition and ongoing development needed to be prepared for employment. This form can be used to meet the requirements for the monthly plan.
* A person receiving Prevocational Services may pursue employment opportunities at any time to enter the general work force, provided that Supported Employment is included in the ISP or as been authorized. Otherwise employment supports cannot be provided.

**Instructions:**

**The purpose of this tool is to document progress an individual is making in Prevocational Services.** Use this form to regularly document their progress, and identification of support needs. There are three sections to the form:

1. *Prevocational goals:* List of individual’s goals for Prevocational Services in line with the definition above.
2. *Skills Assessment:* Assessment of the specific skills listed in the definition above, as well as additional universal soft skills. Note that the skills being evaluated must conform to the above definition for Prevocational Services.
3. *Summary Comments:* Summary of individual’s status and progress in Prevocational Services.

Prevocational services are intended to develop those skills specified in the individual’s person-centered plan, and the documentation should address only those skills that are part of their ISP goals and person-centered plan.

### INDIVIDUAL:

### DMH ID:

### EMPLOYMENT SUPPORT STAFF:

### AGENCY:

### DATE INDIVIDUAL ENTERED PREVOCATIONAL SERVICES:

### DATE OF REPORT:

### SERVICE DELIVERY LOCATION:

### Prevocational Service Goals (from ISP/Person-Centered Plan)

### GOAL # 1:

### GOAL # 2:

### GOAL # 3:

### GOAL # 4:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skills Assessment**  Skills rated should only be those identified in the individual’s Person-Centered Plan/ISP. Add additional items if needed. | | | | | | | |
| **Skill** | **Performance Expectation** | **Meeting Expectations** | | | | | **Comments/Explanation**  Goals, reflections, strategies for addressing |
| **25%** | **50%** | **75%** | **100%** | **N/A** |
| **Communication with Supervisors, Co-workers and Customers** | * Communicates effectively using the language appropriate to the setting. * Demonstrates active listening skills: focuses attentively, makes eye contact or other affirming gestures, confirms understanding and responds. |  |  |  |  |  |  |
| **Workplace Appropriate Conduct (Workplace Protocols)** | * Follows rules * Acts in an appropriate/professional manner for setting. * Follows standards for use of phones, and other technology. * Arrives on time & prepared for activities. * Provides sufficient notice if unable to attend. |  |  |  |  |  |  |
| **Grooming and Hygiene** | * Dresses appropriately for setting and activities. * Practices personal hygiene appropriate for setting and activities. |  |  |  |  |  |  |
| **Workplace Problem Solving Skills** | * Notices and identifies challenges and problems that arise. * Brings concerns to attention of staff/supervisor when appropriate. * Develops solutions to challenges and problems. |  |  |  |  |  |  |
| **Use of Strategies (including assistive technology) for Task Attendance and Completion** | * Effectively utilizes strategies (accommodations, assistive technology, prompting techniques, systematic instruction, etc.) developed to ensure proper completion of tasks. * Works at expected pace for activities. * Demonstrates required time management for activities. * Participates fully in tasks or projects from start to finish. |  |  |  |  |  |  |
| **Workplace Safety Skills** | * Complies with health and safety rules. |  |  |  |  |  |  |
| **Mobility and Motor Skills Training** | * Is able to navigate work/activity site independently or with use of mobility device * Is able to competently complete tasks requiring gross and fine motor skills (e.g., gripping, holding, pushing, etc.) |  |  |  |  |  |  |
| **Asset Development and Financial Literacy** | * Understands basic money concepts (determining cost of items, making purchases, etc.). * Knowledge of how to budget and save. * Has basic knowledge of public benefits and how to manage them. |  |  |  |  |  |  |
| **Following Directions** | * Accurately follows verbal directions. * Accurately follows written directions. * Initiates task when provided directions. * Initiates interaction for next task or project upon successful completion of previous one. * Participates fully in tasks or projects from start to finish. |  |  |  |  |  |  |
| **Social Skills** | * Greets others appropriately. * Interacts appropriately with others for setting. * Works productively with other individuals and in teams. * Accepts direction and constructive feedback positively. |  |  |  |  |  |  |
| **Accepting Feedback** | * Listens to and responds appropriately to feedback. * Changes actions as a result of feedback. * Maintains a positive attitude after feedback * Has good frustration tolerance |  |  |  |  |  |  |
| **Stamina** | Ability to work full shift with breaks. |  |  |  |  |  |  |
| **Task Performance** | Performs tasks in a satisfactory fashion (initiation, focus, completion) |  |  |  |  |  |  |
| **Self-Advocacy** | Ability to advocate for their needs such as needing assistance, needing time off, etc. |  |  |  |  |  |  |

**Summary Comments**

* General summary of individual’s skill development:
* Skill strengths:
* Current areas of skill improvement needed to prepare for employment:
* Accommodation/support needs identified:
* Individual’s input and satisfaction regarding Prevocational Services:
* Plan and timeline for transitioning from Prevocational Services:
* Additional notes:

Amount of time spent providing this service (including preparation, coordination, meetings, service delivery, and documentation):

Hours: Minutes: