NIMH VOCATIONAL ASSESSMENT AND PROGRAMMING SYSTEM FOR PERSONS WITH MENTAL RETARDATION (NIMH-VAPS)

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Lecturer in Vocational Counselling and employment

Vocational profile
Generic skills assessment checklist
Job analysis format
Work behaviour assessment checklist

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED
Manovikas Nagar,
Secunderabad - 500 009.
NIMH VOCATIONAL ASSESSMENT AND PROGRAMMING SYSTEM FOR PERSONS WITH MENTAL RETARDATION
(NIMH-VAPS)

**VOCATIONAL ASSESSMENT**

Trainee Assessment

Generic Skills Assessment (Readiness Skills)

- Personal Communication
- Social behaviour
- Functional Academics
- Safety
- Domestic
- Mobility & hand functioning

Community Assessment

Job Identification (Specific Skills)

- Job Analysis
- Job matching
- Job training
- Job related Skills
- and work behaviour training in Simulated and actual Job setting

Job placement

Supported employment / Open employment / Sheltered employment / Self employment

* Use vocational profile and generic skills assessment checklist (page nos. 6-10) for preparation of vocational profile and work readiness skills assessment.
* Use job analysis format (page nos. 11 -15) to develop job analysis - the Vocational curriculum and checklist - for training and periodical evaluation.
* Use work behaviour assessment checklist (page nos. 16-19) for systematic work behaviour assessment, training and evaluation.
FUNCTIONAL VOCATIONAL ASSESSMENT FOR PERSONS WITH MENTAL RETARDATION

* provides information on work readiness skills.
* helps to identify suitable jobs in the community.
* provides information on jobs selected.
* identifies areas in which training is needed.
* emphasises on-the-job training.
* evaluates work related skills and work behaviour.
* targets employment for all trainees who are assessed.
* extends support for job retention.
VOCATIONAL PROFILE

I. Identification data:
   1.1 Name of the trainee
      (Person with Mental Retardation
       above 15 years)
   1.2 Sex / age / Date of Birth
   1.3 Level of Mental Retardation
   1.4 Marital status of the trainee
   1.5 Father's / guardian's name,
      occupation & address

2. Family History (Pedigree Chart)

3. Socio economic status
   3.1 Monthly Income of Parents
   3.2 Rural/semi urban / urban

4. Generic skills - (Readiness skills)
   (based on generic skills assessment
    checklist (page nos: 6-10)
   4.1 Personal skills
   4.2 Communication
   4.3 Social behaviour
   4.4 Functional academics
   4.5 Safety skills
   4.6 Domestic behaviour
   4.7 Mobility and hand functioning
   4.8 Occupational

5. Associated conditions (tick ✔)
   a. Epilepsy
   b. Physical handicap
   c. Hearing handicap
   d. Visual handicap
   e. Psychiatric features
6. Training received
   a) Normal school : 
   b) Special school : 
   c) Vocational training : 
   d) Any other : 

7. Daily routines
   06.00 A.M. - 09.00 A.M. : 
   09.00 A.M. - 01.00 P.M. : 
   01.00 P.M. - 05.00 P.M. : 
   05.00 P.M. - 09.00 P.M. : 

8. Experience in employment
   8.1 Domestic works : 
   8.2 If employed where? what type of work? salary/wages : 

9. Possibilities of employment
   9.1 In what type of employment family members involved : 
   9.2 Potential employment opportunities in the neighbourhood : 
   9.3 Possibilities of self employment : 
   9.4 What type of work the trainee wants to do? : 
   9.5 What type of support the parents expect for their son/daughter? : 
   9.6 What type of support the parents expect for employment of their son/daughter : 
   9.7 Financial position : 


10. Areas in which guidance required (tick ✓)
   a. Medical
   b. Educational
   c. Family counselling
   d. Guidance to select a job
   e. Vocational training
   f. Mobilisation of funds
   g. Project preparation
   h. Any other

11. Selection of suitable job (based on generic skills assessment & Vocational profile)
   11.1 Suitable job selected - first choice
        Reasons for selection
        a.
        b.
        c.
        d.
   11.2 Suitable job - second choice
        Reasons for selection
        a.
        b.
        c.
        d.
   11.3 Suitable job - third choice
        Reasons for selection
        a.
        b.
        c.
        d.

12. Any other Remarks
# GENERIC SKILLS ASSESSMENT CHECK LIST

WORK READINESS SKILLS - PREREQUISITE SKILLS FOR VOCATIONAL TRAINING

Name of the Trainee:

Age:

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<th>Periodical Evaluation</th>
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## 1. PERSONAL

1. Anticipates needs, uses toilets independently  
2. Maintains cleanliness unaided (brushing, bathing, combing)  
3. Eats properly and observes manners in a family situation without supervision  
4. Manages dressing unaided and maintains a neat appearance

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## 2. COMMUNICATION

1. Can use gestures as an adjunct to verbal communication  
2. Communicates using words  
3. Gesturally or verbally makes himself understood to others  
4. Communicates properly in sentences  
5. Engages in meaningful conversation

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## 3. SOCIAL BEHAVIOUR

1. Sits properly in a class room situation  
2. Greets peers and elders appropriately  
3. Cooperates in group situation  
4. Offers help when needed without prompting  
5. Behaves acceptably and makes visitors feel welcome  
6. Recognizes and protects his own property  
7. Asks permission to use the property of others

Tick ✓ independent  
X dependent
8. Maintains discipline in a given situation.
9. Leads peer group in simple activities
10. Follows routine

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4. FUNCTIONAL ACADEMICS

1. Reads his/her name
2. Reads his/her address
3. Reads survival words (poison, man, woman, hot, stop, toilet etc)
4. Comprehends what is read by him/her
5. Reads simple sentences
6. Writes his/her name
7. Writes his/her address
8. Copies simple sentences
9. Writes simple sentences
10. Counts meaningfully upto 10
11. Identifies and writes the numbers upto 10
12. Counts upto 100
13. Identifies and writes the numbers upto 100
14. Does simple single digit addition
15. Does simple double digit addition
16. Does simple single digit subtraction
17. Does simple double digit subtraction
18. Identifies coins of all denominations
19. Identifies rupee notes of all denominations

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</table>
20. Exchange coins for one rupee
21. Makes purchases and gets balance for 1 rupee
22. Makes purchases and gets balance for 5 rupees
23. Makes purchases and gets balance for 10 rupees
24. Answers correctly day or night, morning or afternoon, yesterday, today or tomorrow
25. Tells the position of the long and short hand on the clock
26. Reads the numbers on the clock
27. Tells his/her date of birth
28. Tells time to the minute on the clock
29. Tells hours, 30 mnts, 15 mnts, 45 mnts.,
30. Associates time to the daily routine

5. SAFETY SKILLS
1. Uses stairs and corridors in a safe manner
2. Aware of hazards in the environment
3. Knows dangers of fire
4. Aware of traffic signals
5. Crosses street safely
6. Uses sharp objects safely
7. Uses household electrical items safely

6. DOMESTIC BEHAVIOUR
1. Sweeps rooms
2. Dusts the furniture
3. Sets a table for lunch

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</table>
### Periodical Evaluation

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>4. Washes and dries dishes</td>
<td></td>
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<tr>
<td>5. Operates a grinder or mixie</td>
<td></td>
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<tr>
<td>6. Washes clothes</td>
<td></td>
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<tr>
<td>7. Dries clothes</td>
<td></td>
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<tr>
<td>8. Buys necessary things for cooking if listed and given</td>
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<tr>
<td>9. Prepares coffee</td>
<td></td>
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<tr>
<td>10. Prepares and serves a meal</td>
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<tr>
<td>11. Rides a bicycle</td>
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<tr>
<td>12. Can retain verbal messages and convey to the respective person</td>
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<td>13. Can attend to telephone call</td>
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**7. MOBILITY AND HAND FUNCTIONING**

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<tr>
<th>Task</th>
<th>Date</th>
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<tbody>
<tr>
<td>1. Walks independently</td>
<td></td>
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<tr>
<td>2. Climbs and descents with alternate feet</td>
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<tr>
<td>3. Can pour without spilling</td>
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<tr>
<td>4. Can cut a drawn rectangle with scissors</td>
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<td>5. Can pick up pins from a surface using fingers.</td>
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**8. OCCUPATIONAL SKILLS**

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<tr>
<th>Task</th>
<th>Date</th>
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<tbody>
<tr>
<td>1. Attends to an assigned task without disturbing others for one hour</td>
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<tr>
<td>2. Goes to an assigned area without reminder in a routine daily programme</td>
<td></td>
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<tr>
<td>3. Understands and completes a task</td>
<td></td>
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<tr>
<td>4. Increases speed of work when guided</td>
<td></td>
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<tr>
<td>5. Rises and leaves from residence to school on time</td>
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<tr>
<td>6. Travels by bus independently</td>
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**Total**

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<tr>
<th>Task</th>
<th>Date</th>
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### GENERIC SKILLS ASSESSMENT DATA

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<tr>
<th>SKILL AREAS</th>
<th>Total</th>
<th>Periodical Evaluation</th>
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<tbody>
<tr>
<td><strong>Personal</strong></td>
<td>4</td>
<td></td>
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<tr>
<td><strong>Communication</strong></td>
<td>5</td>
<td></td>
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<tr>
<td><strong>Social Behaviour</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Functional Academics</strong></td>
<td>30</td>
<td></td>
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<tr>
<td><strong>Safety Skills</strong></td>
<td>7</td>
<td></td>
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<tr>
<td><strong>Domestic Behaviour</strong></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Mobility and hand functioning</strong></td>
<td>5</td>
<td></td>
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<tr>
<td><strong>Occupational</strong></td>
<td>6</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>80</td>
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The above mentioned areas/skills are generic skills which are prevocational / prerequisite skills for vocational training. This assessment will help to select and match the job based on the generic skills achievement and the specific skills needed for the selected job as per the job analysis.

Mention special interest and aptitude observed in the trainee.
JOB ANALYSIS FORMAT
(individualised vocational curriculum and evaluation procedure)

1. Job Selected

1. Job Title
2. Job Site
3. Job trainee
4. Job programmer

2. Main work areas
(Specific tasks of identified job)

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________

Mark: I - Independent, M - Modelling, V - Verbal prompting,
P - Physical prompting, D - Totally dependent

Periodical Evaluation

Date

Total
3. (Additional duties/tasks)

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

Total

4. Work related skills
   Personal

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

   Functional Academics
   (Reading, Writing, Number, Money, time, Measurements)

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________
6. ___________________________
7. ___________________________
8. ___________________________
9. ___________________________
10. ___________________________
11. ___________________________
12. ___________________________
13. ___________________________
14. ___________________________
15. ___________________________
Sex education
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Recreation
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Independent living
(safety, travel, family & community living)
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________
10. ____________________________________________

Total

5. Work behaviour
(use work behaviour assessment checklist Page Nos. 16-19)
6. Job requirements

1. Equipments and materials
2. Cost of production
3. Profit expected
4. Adaptive devices

7. Job Training Procedures

1. Training Strategies
2. Training in simulated setting
3. On the Job training
4. Reinforcement/wages/salary
5. Job placement
   a. Open/ Supported/group/sheltered
   b. Self/home based

8. Trainer’s responsibilities

1. Employer contacts
2. Co-workers awareness
3. Ongoing assessment
4. Continued support and fading out
9. Parents Cooperation

1. Checking regularity and punctuality
2. Providing healthy food / lunch
3. Implementation of programme
4. Discussion with employer

10. Any Other Information

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<th>Job Analysis</th>
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<td>(Individualised vocational curriculum)</td>
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<th>Main work areas</th>
<th>Total</th>
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<tr>
<td>Additional duties</td>
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<tr>
<td>work related skills</td>
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Comments:

Reference

Thressia kutty A.T. (1992) job Analysis and on-the-job training for persons with mental retardation series 1,2,3 NIMH, Secunderabad.

WORK BEHAVIOUR ASSESSMENT CHECKLIST FOR PERSONS WITH MENTAL RETARDATION

1. General Information

1. Name of the Special Employee*: 
2. Age/Sex: 
3. Level of Mental Retardation: 
4. Job site: 
5. Job Identified: 

2. Report (Based on the checklist) (page nos 17-19)

1. Physical appearance: 
2. Personal interaction: 
3. Regularity and punctuality: 
4. Communication and Social manners: 
5. Quality and quantity aspects: 

3. Comments

* The person with mental retardation who is either undergoing vocational training or employed.
WORK BEHAVIOUR ASSESSMENT CHECKLIST

I. Physical appearance
1. Wears proper dress
2. Dress is washed and pressed
3. Hair is combed
4. Shaves regularly/maintains menstrual hygiene
5. Keeps finger nails neat
6. Takes care of toilet needs
7. Takes clean food
8. Follows mealtime manners
9. Seeks assistance while taking medicine
10. Avoids smoking

2. Personal Interaction
1. Respects supervisor
2. Cooperates with coworkers
3. Controls emotions
4. Requests help if necessary
5. Avoids quarrels
6. Maintains appropriate sex behaviour
7. Respects others belongings
8. Takes care of personal belongings

Scoring system
Always - 3
Often - 2
Rare - 1
Never - 0

Total

Periodical Evaluation
Date
### 3. Regularity and punctuality

1. Comes to work daily
2. Reaches work place on time
3. Attends to arrival routines
4. If late, follows job site rules
5. Says politely the reason for late coming
6. Informs when takes leave
7. Comes back to work place after break
8. Utilizes the break time appropriately
9. Continues work till closing time
10. Follows the departure routine

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### 4. Communication/Social Manners

1. Follows instructions
2. Communicates needs
3. Avoids unnecessary talking
4. Uses telephone when necessary
5. Uses "Sorry, Thank you, Please" properly
6. Maintains eye contact while talking
7. Avoids shouting during work
8. Asks relevant questions
9. Avoids unnecessary complaints
10. Accepts corrections
11. Works in a group without disturbing
12. Joins social activities in the work place

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5. Quality and Quantity Aspects of Work

1. Shows improvement in quality of work
2. Works satisfactorily
3. Reports work problems
4. Increases speed of work
5. Uses tools safely
6. Leaves tools and products in place
7. Avoids stealing things from work area
8. Keeps work area clean
9. Reports missing/broken items
10. Continues or stops work as per instruction

WORK BEHAVIOUR ASSESSMENT DATA

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<tr>
<td>1. Physical appearance</td>
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<tr>
<td>2. Personal interaction</td>
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<tr>
<td>3. Regularity &amp; Punctuality</td>
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<tr>
<td>4. Communication/social manners</td>
<td>12x3</td>
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<td>5. Quality &amp; Quantity aspects</td>
<td>10x3</td>
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Assessed by:
Evaluation Report
Generic skills achievement

Job Analysis - specific skills achievement