

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

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

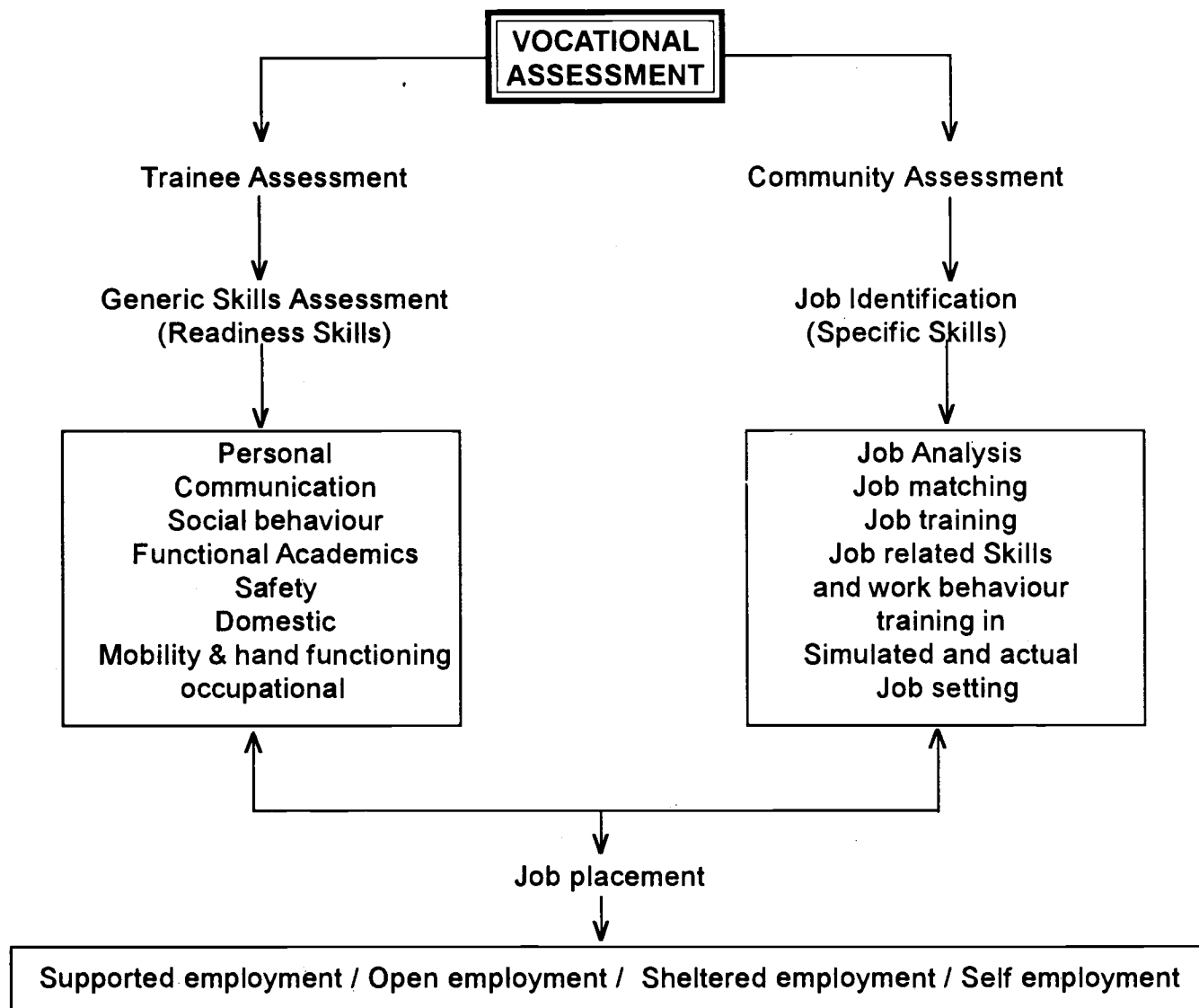
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NIMH VOCATIONAL ASSESSMENT AND PROGRAMMING SYSTEM FOR PERSONS WITH MENTAL RETARDATION (NIMH-VAPS)



- * 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 :

Periodical Evaluation

I. PERSONAL

Date

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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Total

--	--	--	--

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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Total

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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

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Tick ✓ independent
X dependent

Periodical Evaluation

Date

8. Maintains discipline in a given situation.

--	--	--	--

9. Leads peer group in simple activities

--	--	--	--

10. Follows routine

--	--	--	--

Total

--	--	--	--

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

--	--	--	--

Periodical Evaluation**Date**

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

☐☐☐☐**Total**☐☐☐☐**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

☐☐☐☐**Total**☐☐☐☐**6. DOMESTIC BEHAVIOUR**

1. Sweeps rooms

☐☐☐☐

2. Dusts the furniture

☐☐☐☐

3. Sets a table for lunch

☐☐☐☐

Periodical Evaluation**Date**

4. Washes and dries dishes
5. Operates a grinder or mixie
6. Washes clothes
7. Dries clothes
8. Buys necessary things for cooking if listed and given
9. Prepares coffee
10. Prepares and serves a meal
11. Rides a bicycle
12. Can retain verbal messages and convey to the respective person
13. Can attend to telephone call

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. MOBILITY AND HAND FUNCTIONING

1. Walks independently
2. Climbs and descents with alternate feet
3. Can pour without spilling
4. Can cut a drawn rectangle with scissors
5. Can pick up pins from a surface using fingers.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. OCCUPATIONAL SKILLS

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GENERIC SKILLS ASSESSMENT DATA

SKILL AREAS	Total	<u>Periodical Evaluation</u> Date
1. Personal	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Communication	5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Social Behaviour	10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Functional Academics	30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Safety Skills	7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Domestic Behaviour	13	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Mobility and hand functioning	5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Occupational	6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Total	80	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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 :

Periodical Evaluation

Date

2. Main work areas

(Specific tasks of identified job)

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

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total

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

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. _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recreation

1. _____
2. _____
3. _____
4. _____
5. _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Independent living

(safety, travel, family & community living)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Job Analysis (Individualised vocational curriculum)		
	Total	<u>Periodical Evaluation</u>
Main work areas		Date <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Additional duties		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
work related skills		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Total		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

Reference

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

McLoughlin C.S. (1987) getting employment and staying employed, Paul H.publ.

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

Periodical Evaluation

Date

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 neatly
6. Takes care of toilet needs
7. Takes clean food
8. Follows mealtime manners
9. Seeks assistance while taking medicine
10. Avoids smoking

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring system

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

3. Regularity and punctuality

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

4. Communication/Social Manners

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

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total

WORK BEHAVIOUR ASSESSMENT DATA

Areas	<u>Periodical Evaluation</u>			
	Total	Date		
1. Physical appearance	10x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal interaction	8x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Regularity & Punctuality	10x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communication/social manners	12x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Quality & Quantity aspects	10x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	50x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessed by:

Evaluation Report

A full-page view of a blank sheet of graph paper. The grid consists of small squares, with a slightly larger margin at the top for writing. There are no markings or text on the page.

A large grid of graph paper. It consists of a 10x10 grid of larger squares. Each of these larger squares is further divided into a 5x5 grid of smaller squares, creating a total of 50x50 small squares. The grid is used for graphing or drawing.

Work behaviour evaluation

A large rectangular area filled with a fine grid of small squares, typical of graph paper used for data recording or plotting. The grid is approximately 20 columns wide and 20 rows high.

Concluding Remarks