

## **The Assessment and Self Assessment of Functional Skills**

### **The Purpose of Assessments:**

- To help individuals to gain an awareness of their work-related strengths and injury imposed barriers
- For use in a vocational group setting to enhance participant's ability to give and receive feedback and constructive criticism and prompt group discussions around work-related skills
- Provides therapists and family an opportunity to provide feedback in a work-related context

### **How to Use the Assessments:**

#### **In a Group Format**

- Preview the topic with a discussion of what are examples of *Health and Physical Skills, Intellectual (cognitive) Skills, Interpersonal Skills, and Self Management Skills*. Ask participants to comment on how they have worked on these areas in program/therapy/on their own (in the past or present). This discussion should take up at least 1-2 group hours
- Ask the participants to fill out the Self-Assessment, rating their own abilities in the four areas. Remind them that they should rate their current skills and abilities using any compensatory strategies. For example, they may be able to remember what is taught or told to them yesterday or last week if they write it down. If they use that strategy successfully they need to rate themselves accordingly.
- Ask the participants to take a blank Assessment of Functional Skills form and give it to a therapist, and/or family member whose judgement they respect. This can be a speech therapist, occupational therapist, cognitive therapist, social worker etc.
- Over the next several groups, conduct the Assessment of Functional Skills on each individual in the group, obtaining the ratings through a consensus of their peers. The group facilitator can begin by asking for a volunteer to sit on the "hot seat". That participant is instructed to listen to what their peers are saying respectfully and without arguing about the ratings received. The group members need to be respectful in their feedback, and cite examples of both positive and negative behaviors. If there is disagreement regarding the ratings, the facilitator can average the scores provided by the group members. Each member will take a turn on the hot seat until all the participants have been rated.
- Once each participant has a completed Self-Assessment, a group completed Assessment and an Assessment filled out by a trusted professional or family member give each some graph paper. Ask them to graph the responses. (this will take awhile)
- When the graphing is complete use the results to discuss the following with the group;
  1. What are your strengths?
  2. What are your weaknesses?
  3. How will these help/hinder you in the workplace?

4. Do you think your vocational goals are in line with the findings of the Assessments?
5. Were there any surprises? (Some individuals are highly self critical, and find themselves pleasantly surprised to hear what they view as a glaring deficit has not been identified as such by others, and visa versa. Some individuals may not be aware of a problem area until it is brought up by the group)
6. Are there any strategies that participants can adopt to improve areas of weakness? ( Encourage participants to share various strategies with each other)

**How to Use the Assessments:**

**In a Individual Format**

- A job coach or rehabilitation professional can use the assessment as way to foster discussion of work-related skills. The individual can fill it out as can the counselor and another professional or family member of the individual's choosing. The job coach may encourage the individual to ask several people to fill it out. The results can then be graphed and the results discussed.

To receive an electronic version of the Assessments, please contact Anastasia Edmonston at [Anastasia.edmonston@maryland.gov](mailto:Anastasia.edmonston@maryland.gov) or 410-402-8478.

## Self-Assessment of Functional Skills

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Rate yourself on a scale of 1-5 in each area with 1 being the lowest score and 5 being as good as the general population. Rate yourself as you see yourself RIGHT NOW. You can rate yourself as you perform utilizing any compensatory strategies. (Example- use a calendar or palm pilot to keep track of your schedule)

### I. Health and Physical Skills

1. I can coordinate my hands, arms and fingers in order to perform a task.

With great Difficulty 1-----2-----3-----4-----5 With great ease

2. I can work at a task or tasks for four hours at a time without getting tired.

With great Difficulty 1-----2-----3-----4-----5 With great ease

3. I can complete a task or assignment in a timely and efficient manner

With great Difficulty 1-----2-----3-----4-----5 With great ease

4. I can lift and carry comfortably objects up to 25 pounds.

With great Difficulty 1-----2-----3-----4-----5 With great ease

5. I can see well enough to read and negotiate the environment.

With great Difficulty 1-----2-----3-----4-----5 With great ease

### II. Intellectual (cognitive) Skills

1. I can follow another's instructions or example in order to do a task or assignment.

With great Difficulty 1-----2-----3-----4-----5 With great ease

2. I can remember something I was taught or told yesterday or last week.

With great Difficulty 1-----2-----3-----4-----5 With great ease

3. I am able to focus my attention and concentrate on a task for at least an hour.

With great Difficulty 1-----2-----3-----4-----5 With great ease

4. I am able to come up with or look at more than one way of solving a problem.

With great Difficulty 1-----2-----3-----4-----5 With great ease

5. I can read and write at the single paragraph level.

With great Difficulty 1-----2-----3-----4-----5 With great ease

**III. Interpersonal Skills**

1. I am able to follow a supervisor's or instructor's instructions without arguing.

With great Difficulty 1-----2-----3-----4-----5 With great ease

2. I am able to work with other people in a team effort.

With great Difficulty 1-----2-----3-----4-----5 With great ease

3. I am good at explaining something or instructing other people in a task.

With great Difficulty 1-----2-----3-----4-----5 With great ease

4. I am able to match my emotions to the situation or occasion at hand.

With great Difficulty 1-----2-----3-----4-----5 With great ease

5. I am able to maintain my appearance and personal hygiene.

With great Difficulty 1-----2-----3-----4-----5 With great ease

**IV. Self-Management Skills**

1. I can keep track of time and my schedule.

With great Difficulty 1-----2-----3-----4-----5 With great ease

2. I can catch my own mistakes on a task or assignment.

With great Difficulty 1-----2-----3-----4-----5 With great ease

3. I am able to ask for help when I need it.

With great Difficulty 1-----2-----3-----4-----5 With great ease

4. If I have a number of things to do, I can do them in order of importance.

With great Difficulty 1-----2-----3-----4-----5 With great ease

5. Once I've completed a task or assignment, I can initiate work on a new task or assignment.

With great Difficulty 1-----2-----3-----4-----5 With great ease

\* Developed for use at the RETURN! Community Re-Entry Program at the Sinai Rehabilitation Center, Baltimore MD by Anastasia B. Edmonston and Susan Andes Hagler (1991)

# Assessment of Functional Skills

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Rate the individual on a scale of 1-5 in each area with 1 being the lowest score and 5 being as good as the general population. Rate him/her as you see them RIGHT NOW. You can rate them as they perform any task utilizing compensatory strategies. (Example- use a calendar or palm pilot to keep track of their schedule)

## I. Health and Physical Skills

1. The individual can coordinate his/her hands, arms and fingers in order to perform a task.

With great Difficulty 1-----2-----3-----4-----5 With great ease

2. The individual can work at a task or tasks for four hours at a time without getting tired.

With great Difficulty 1-----2-----3-----4-----5 With great ease

3. The individual can complete a task or assignment in a timely and efficient manner

With great Difficulty 1-----2-----3-----4-----5 With great ease

4. The individual can lift and carry comfortably objects up to 25 pounds.

With great Difficulty 1-----2-----3-----4-----5 With great ease

5. The individual can see well enough to read and negotiate the environment.

With great Difficulty 1-----2-----3-----4-----5 With great ease

## II. Intellectual (cognitive) Skills

1. The individual can follow another's instructions or example in order to do a task or assignment.

With great Difficulty 1-----2-----3-----4-----5 With great ease

2. The individual can remember something he/she was taught or told yesterday or last week.

With great Difficulty 1-----2-----3-----4-----5 With great ease

3. The individual is able to focus his/her attention and concentrate on a task for at least an hour.

With great Difficulty 1-----2-----3-----4-----5 With great ease

4. The individual is able to come up with or look at more than one way of solving a problem.

With great Difficulty 1-----2-----3-----4-----5 With great ease

5. The individual can read and write at the single paragraph level.

With great Difficulty 1-----2-----3-----4-----5 With great ease

**III. Interpersonal Skills**

1. The individual is able to follow a supervisor's or instructor's instructions without arguing.

With great Difficulty 1-----2-----3-----4-----5 With great ease

2. The individual is able to work with other people in a team effort.

With great Difficulty 1-----2-----3-----4-----5 With great ease

3. The individual is good at explaining something or instructing other people in a task.

With great Difficulty 1-----2-----3-----4-----5 With great ease

4. The individual is able to match his/her emotions to the situation or occasion at hand.

With great Difficulty 1-----2-----3-----4-----5 With great ease

5. The individual is able to maintain his/her appearance and personal hygiene.

With great Difficulty 1-----2-----3-----4-----5 With great ease

**IV. Self-Management Skills**

1. The individual can keep track of time and their schedule.

With great Difficulty 1-----2-----3-----4-----5 With great ease

2. The individual can catch his/her own mistakes on a task or assignment.

With great Difficulty 1-----2-----3-----4-----5 With great ease

3. The individual is able to ask for help when he/she needs it.

With great Difficulty 1-----2-----3-----4-----5 With great ease

4. If the individual has a number of things to do, he/she can do them in order of importance.

With great Difficulty 1-----2-----3-----4-----5 With great ease

5. Once the individual has completed a task or assignment, he/she can initiate work on a new task or assignment.

With great Difficulty 1-----2-----3-----4-----5 With great ease

\* Developed for use at the RETURN! Community Re-Entry Program at the Sinai Rehabilitation Center, Baltimore MD by Anastasia B. Edmonston and Susan Andes Hagler (1991)