



**Texas Workforce Commission
Vocational Rehabilitation Services
Intensive Work Preparation and
Life Skills Training Inventory**

General Instructions

- Complete the Intensive Work Preparation and Life Skills Training Inventory electronically (typing) at admission and upon exit from the program. Intensive Work Preparation and Life Skills Training Inventory can be completed at other times when appropriate.
- The results of the Intensive Work Preparation and Life Skills Training Inventory should be used in the development of the goals and objectives on the VR3388, Intensive Work Preparation and Life Skills Training Individual Program Plan (IPP).
- Gain required signatures.

Customer Information

Customer's name:	VR case ID:
Service authorization (SA) number:	
Completed for:	
Initial Assessment <input type="checkbox"/> Yes <input type="checkbox"/> No	
Post Assessment at Completion of Program <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other, Describe:	
Inventory Start date:	Inventory End date:

Work and Life Skills Preparedness Inventory

Instructions:

- Use the scale below to rate the customer's skills, abilities and knowledge for each of the items in the Intensive Work Preparation and Life Skills Training Inventory.
- Check the appropriate box under the column header for the appropriate competency level aligning with the row that contains the description of the skill.
- When a skill is not assessed, check the box in the "Skill Not Assessed (SNA)" column.
- Write in additional skills addressed, in each section when appropriate.
- In comment section, record observations and recommendations as appropriate. Date and identify the person making the comments in each entry.

Key or Level	Description of Competency Level
Unable to Perform (UP)	<ul style="list-style-type: none"> • Unable or unwilling to perform with continuous prompting or instruction.
Marginal Skills (MS)	<ul style="list-style-type: none"> • Rarely or inconsistently performs the skill when provided instruction and/or supervision. • Limited understanding or knowledge of the skill. • Requires continuous prompting.
Basic Skills (BS)	<ul style="list-style-type: none"> • Performs the skill when provided instruction, prompting and/or supervision. • Basic understanding or knowledge.

Key or Level	Description of Competency Level
Intermediate Skills (IS)	<ul style="list-style-type: none"> Performs the skill occasional without instruction and/or supervision, but still needs supervision and prompting at times (less than 10 % of time).
Proficient Skills (PS)	<ul style="list-style-type: none"> Independent with skill or is able to use compensatory techniques to perform independently without assistance or supervision from another person. Detailed understanding or knowledge.
Skill Not Assessed (SNA)	<ul style="list-style-type: none"> Skill not assessed, observed or does not apply.

LIFE SKILLS

(Skills that are necessary for participation in everyday life activities at home and in an integrated community environment.)

<u>Advocacy, Communication and Social Skills</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Advocacy, Communication Social Skills and Personal Safety Skills Section.						
<ul style="list-style-type: none"> Demonstrates ability to make their needs known to others (either by verbal, picture or sign). 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates skills related to greeting others (eye contact, hand shake, hug). 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates ability to initiate and maintain “small talk”. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates ability to initiate, sustain and end a conversation. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates ability to answer questions when asked beyond yes or no responses. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates ability to redirected back to a conversation if they deviate. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates ability to understand directions from others. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates ability to accept correction from a person of authority. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Self regulates inappropriate communication, such as profanity. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Self regulates inappropriate mannerisms such as staring, or gestures. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates skills to verbally (manual sign) communication that clearly relays complex thoughts and concepts. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates skills to allow others to express their opinions and thoughts without interrupting. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates appropriate behavior in groups. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Maintains boundaries (physical space) and rules related to personal space of others in various environments. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Demonstrates knowledge of what is and how to maintain both healthy sexual and non-sexual relationships. 	<input type="checkbox"/>					
<ul style="list-style-type: none"> Understands the consequences when the rights of other residents are not respected. 	<input type="checkbox"/>					

• Demonstrates skills related to the rights of other residents with regard to property and noise.	<input type="checkbox"/>					
• Demonstrates skills to ask for assistance when tasks or rules are not understood.	<input type="checkbox"/>					
• Presents positive self-confidence.	<input type="checkbox"/>					
• Demonstrate ability to self regulate when upset or frustrated.	<input type="checkbox"/>					
• Demonstrates ability to understand when others are upset.	<input type="checkbox"/>					
• Demonstrates ability to respond appropriately when others are upset.	<input type="checkbox"/>					
• Demonstrates the skills to identify the difference between a small problem and a big problem.	<input type="checkbox"/>					
• Demonstrates skills to solve a problem with flexibility when more than one method can be applied.	<input type="checkbox"/>					
• Demonstrates skills to make a decision in a reasonable time frame(s).	<input type="checkbox"/>					
• Demonstrates ability to begin next task or ask for a new task when done with current task.	<input type="checkbox"/>					
• Demonstrates skills and willingness to change schedule or routine.	<input type="checkbox"/>					
• Demonstrates skills to complete multiple tasks, and prioritize as necessary.	<input type="checkbox"/>					
• Demonstrates skills to complete activities at a reasonable pace, demonstrating time management.	<input type="checkbox"/>					
• Demonstrates the skills to identify personal strengths and needs.	<input type="checkbox"/>					
• Demonstrates the ability to understand written communication.	<input type="checkbox"/>					
• Demonstrates the skills necessary to respond with written communication.	<input type="checkbox"/>					
• Demonstrates skills to use a calendar to schedule activities.	<input type="checkbox"/>					
• Accepts invitations from others to be involved in social activities.	<input type="checkbox"/>					
• Makes arrangements with peers for social activities.	<input type="checkbox"/>					
• Demonstrates the ability to say “no” to a peer who is trying to persuade him/her to do something wrong.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Disability and Health Management</u>						
<input type="checkbox"/> No skills addressed under the Disability and Health Management Section.	<u>UP</u>	<u>MS</u>	<u>BS</u>	<u>IS</u>	<u>PS</u>	<u>SNA</u>
• Demonstrates knowledge and skill to use assistive devices required to perform functional activities.	<input type="checkbox"/>					

• Demonstrates knowledge and skill of how to maintain, repair or replace assistive devices he or she uses to engage in functional activities.	<input type="checkbox"/>					
• Demonstrates knowledge and skills related to accessibility including accommodations, adaptive technology, use of compensatory techniques to allow for successful engagement in functional activities.	<input type="checkbox"/>					
• Demonstrates knowledge and skills in how to obtain a copy of personal immunization records and medical history.	<input type="checkbox"/>					
• Demonstrates knowledge and skills related to identification of current medications including side effects, dosage, actions needed for safe self-administration of medications.	<input type="checkbox"/>					
• Demonstrates knowledge and skills to read a prescription label correctly and follow the instructions in self administration of medications.	<input type="checkbox"/>					
• Demonstrates knowledge and skills to recognize and manage symptoms of common related health ailments.	<input type="checkbox"/>					
• Demonstrates knowledge and skills related to correct use of “over the counter” drugs for pain, upset stomach, diarrhea, fever, cold/allergy.	<input type="checkbox"/>					
• Demonstrates knowledge and skills to take own temperature using an oral thermometer.	<input type="checkbox"/>					
• Demonstrates knowledge and skills to use the contents of a basic First Aid Kit.	<input type="checkbox"/>					
• Demonstrates knowledge and skills necessary to call a doctor or dentist and schedule an appointment.	<input type="checkbox"/>					
• Demonstrates knowledge and awareness of how to prevent sexually transmitted diseases and pregnancy.	<input type="checkbox"/>					
• Demonstrates knowledge and skills to reorder and obtain medications prior to supply running out.	<input type="checkbox"/>					
• Demonstrates knowledge and awareness of preventative health measures such as drugs, alcohol, and tobacco that may be harmful to one’s health, such as lack of exercise may be harmful to one’s health.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Food Management</u>	<u>UP</u>	<u>MS</u>	<u>BS</u>	<u>IS</u>	<u>PS</u>	<u>SNA</u>
<input type="checkbox"/> No skills addressed under the Food Management Section.						
• Knowledge and skill to use assistive devices and gain appropriate accommodations for living environments.	<input type="checkbox"/>					
• Demonstrates washing of hands before eating and preparing food.	<input type="checkbox"/>					
• Demonstrates knowledge of food pyramid and of foods that contribute to a healthy life style.	<input type="checkbox"/>					

• Demonstrates skills to order in a cafeteria or fast food restaurant.	<input type="checkbox"/>					
• Demonstrates skills necessary to plan meals.	<input type="checkbox"/>					
• Demonstrates use of cooking utensils effectively and safely (knives, grater, can opener, potato peeler, egg beater, etc.).	<input type="checkbox"/>					
• Demonstrates use of kitchen appliances safely and effectively.	<input type="checkbox"/>					
• Demonstrates skills necessary to prepare canned or frozen foods.	<input type="checkbox"/>					
• Demonstrates skills to prepare recipes from a cookbook.	<input type="checkbox"/>					
• Demonstrates skills to adjust recipes to feed more or less people than the recipes calls for.	<input type="checkbox"/>					
• Demonstrates skills necessary to complete a grocery shopping list for planned meals.	<input type="checkbox"/>					
• Demonstrates skills to use dates on food packages to prevent spoilage.	<input type="checkbox"/>					
• Demonstrates skills to store food in correct environments (i.e. perishable items under refrigeration).	<input type="checkbox"/>					
• Demonstrates skills to cook breakfast without cooking.	<input type="checkbox"/>					
• Demonstrates skills to cook lunch for one without cooking.	<input type="checkbox"/>					
• Demonstrates skills to cook dinner for one without cooking	<input type="checkbox"/>					
• Demonstrates skills to cook breakfast for one using stove or microwave.	<input type="checkbox"/>					
• Demonstrates skills to cook lunch for one using stove or microwave.	<input type="checkbox"/>					
• Demonstrates skills to cook dinner for one using stove or microwave.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Housekeeping and Home Maintenance</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Housekeeping and Home Maintenance Section.						
• Demonstrates skills to set the table properly.	<input type="checkbox"/>					
• Demonstrates skill to wash dishes adequately using soap and hot water.	<input type="checkbox"/>					
• Demonstrates skill to wash dishes using a dishwasher.	<input type="checkbox"/>					
• Demonstrates how and when to use a garbage disposal.	<input type="checkbox"/>					
• Demonstrates skills necessary to make bed (change sheets and bed covers).	<input type="checkbox"/>					
• Demonstrates the skills to change a light bulb and do minor household repairs.	<input type="checkbox"/>					
• Knowledge of how and when to perform pest maintenance to avoid roaches, ants, mice, etc.	<input type="checkbox"/>					

• Knowledge of how and when to contact professionals (landlord or repairman) for household repairs.	<input type="checkbox"/>					
• Demonstrate knowledge of how to conserve energy and water.	<input type="checkbox"/>					
• Knowledge of appropriate cleaning products to use for different cleaning jobs.	<input type="checkbox"/>					
• Demonstrates the skills necessary to use vacuum cleaner properly and change bags.	<input type="checkbox"/>					
• Demonstrates skills necessary to sweep and wash hard floor surfaces.	<input type="checkbox"/>					
• Demonstrates skills necessary to wash windows, dust, polish furniture, and perform general house cleaning tasks.	<input type="checkbox"/>					
• Demonstrates skills to prevent sinks and toilets from clogging.	<input type="checkbox"/>					
• Demonstrates skills to clean sinks, tubs, showers and toilets.	<input type="checkbox"/>					
• Demonstrates skills to clean/defrost refrigerator.	<input type="checkbox"/>					
• Demonstrates skills to clean stove top and oven.	<input type="checkbox"/>					
• Demonstrate skills on when and how to store items in drawers and closets.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Legal Issues</u>	<u>UP</u>	<u>MS</u>	<u>BS</u>	<u>IS</u>	<u>PS</u>	<u>SNA</u>
<input type="checkbox"/> No skills addressed under the Legal Issue section.						
• Knows how and where to register to vote.	<input type="checkbox"/>					
• Shows good citizenship and understands the rights and responsibilities of being a citizen.	<input type="checkbox"/>					
• Knows how to read a contract.	<input type="checkbox"/>					
• Knows legal age for buying alcohol and tobacco products.	<input type="checkbox"/>					
• Understands the meaning of “legal age” in legal terms (what you can do, what you cannot do).	<input type="checkbox"/>					
• Knows the difference between “felony”, “misdemeanor”, and “violation.	<input type="checkbox"/>					
• Knows the legal penalty for common offenses (buying, possessing, selling drugs, underage drinking, trespassing, shoplifting, traffic violations).	<input type="checkbox"/>					
• Knows personal rights if arrested.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					

<u>Money Management and Advocacy</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Money Management and Advocacy, Section.						
• Demonstrates knowledge of the value of coins and currency.	<input type="checkbox"/>					
• Demonstrates the skills to count change and currency.	<input type="checkbox"/>					
• Demonstrates knowledge of understanding of the difference between “luxuries” and “necessities” in food, transportation, clothing, housing.	<input type="checkbox"/>					
• Demonstrates knowledge in the differences between “sale price” and “regular price”.	<input type="checkbox"/>					
• Demonstrates the skills to open a “banking” account.	<input type="checkbox"/>					
• Demonstrates the skills to write checks, use debit cards, make withdrawals and deposits.	<input type="checkbox"/>					
• Demonstrates the skills necessary to read and reconcile a bank statements.	<input type="checkbox"/>					
• Demonstrates the skills to make and follow a budget.	<input type="checkbox"/>					
• Demonstrates the skills to comparison shop.	<input type="checkbox"/>					
• Demonstrates knowledge related to filing taxes.	<input type="checkbox"/>					
• Demonstrates knowledge of credit cards, loans, interest, and late payment penalties.	<input type="checkbox"/>					
• Demonstrates knowledge of payroll deductions, taxes, and FICA.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Personal Appearance and Hygiene Management</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Personal Appearance and Hygiene Management Section.						
• Has knowledge and skill to use assistive devices required to perform ADL's and other activities.	<input type="checkbox"/>					
• Demonstrates skills to maintain appropriate oral hygiene/ brush teeth.	<input type="checkbox"/>					
• Demonstrates use of soap, shampoo, deodorant, shaving cream, other common personal products necessary to gain and maintain appropriate personal hygiene.	<input type="checkbox"/>					
• Demonstrates skills to bathe self.	<input type="checkbox"/>					
• Demonstrate skills to keep hair clean and neat.	<input type="checkbox"/>					
• Demonstrates skills to dress self (including underwear, socks, and tie shoes).	<input type="checkbox"/>					
• Demonstrates skills to pick out appropriate clean clothing for planned activities/events.	<input type="checkbox"/>					

• Demonstrates ability to recognize when clothing needs attention for cleanliness.	<input type="checkbox"/>					
• Knowledge of cost of haircuts/styling and nail care.	<input type="checkbox"/>					
• Knowledge of how to arrange and gain haircuts/styling and nail care.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Personal Safety</u>	<u>UP</u>	<u>MS</u>	<u>BS</u>	<u>IS</u>	<u>PS</u>	<u>SNA</u>
<input type="checkbox"/> No skills addressed under the Personal Safety Section.						
• Demonstrates knowledge and skills related to safe evacuation, fire drills, etc.	<input type="checkbox"/>					
• Demonstrates knowledge of when and how to contact emergency assistance.	<input type="checkbox"/>					
• Demonstrates ability to maintain security of living space, including not allowing unauthorized visitors, following curfew, and knowing when it is safe to leave living spaces.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Securing Housing</u>	<u>UP</u>	<u>MS</u>	<u>BS</u>	<u>IS</u>	<u>PS</u>	<u>SNA</u>
<input type="checkbox"/> No skills addressed under the Securing Housing.						
• Demonstrates knowledge of purpose and terms of the security deposit.	<input type="checkbox"/>					
• Demonstrates knowledge of the role of a landlord.	<input type="checkbox"/>					
• Demonstrates knowledge of basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc).	<input type="checkbox"/>					
• Demonstrates knowledge of costs associated with different types of housing (rent, utilities, deposits, etc.)	<input type="checkbox"/>					
• Demonstrates how to complete a rental application accurately.	<input type="checkbox"/>					
• Demonstrates knowledge of pros and cons of choosing and or having a roommate.	<input type="checkbox"/>					
• Demonstrate ability to identify types of housing that are within budget and meets one's current housing needs.	<input type="checkbox"/>					
• Demonstrates skills necessary to determine and calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items) for proposed living situation.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					

• Other:	<input type="checkbox"/>					
<u>Time Management</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Time Management Section.						
• Able to set appropriate priorities and realistic goals.	<input type="checkbox"/>					
• Able to manage daily activities and utilize an agenda/calendar.	<input type="checkbox"/>					
• Able to allocate time appropriately to both personal and professional activities.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Transportation Skills</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Transportation Section.						
• Demonstrates knowledge of public transportation options available in the customer's community, including fixed bus routes, para-transit, taxi, streetcars, rail transport including subways, and rural transportation options.	<input type="checkbox"/>					
• Demonstrates how to obtain passes, tickets, and how to pay fares for transportation options.	<input type="checkbox"/>					
• Demonstrates how to use schedules and route map(s) for transportation options.	<input type="checkbox"/>					
• Demonstrates how to contact public transportation providers (bus, taxi, etc.)	<input type="checkbox"/>					
• Demonstrates how to plan a trip, using public transportation options (bus, taxi, etc.)	<input type="checkbox"/>					
• Demonstrates how to travel safely as a pedestrian when using transportation options.	<input type="checkbox"/>					
• Demonstrates how to wait for transportation.	<input type="checkbox"/>					
• Demonstrates how to board and disembark (including use of wheelchair lifts as appropriate).	<input type="checkbox"/>					
• Demonstrates how to use a fare box.	<input type="checkbox"/>					
• Demonstrates how to use signal cords.	<input type="checkbox"/>					
• Demonstrates how to navigate aisles, stairs, and seats.	<input type="checkbox"/>					
• Demonstrates how to listen for announcements of stops.	<input type="checkbox"/>					
• Demonstrates how to use landmarks to assist with travel.	<input type="checkbox"/>					
• Demonstrates how to communicate effectively with drivers and other riders.	<input type="checkbox"/>					
• Demonstrates how to respond when a problem occurs such as a lack of curb ramp, blocked entrances, or late buses.	<input type="checkbox"/>					

• Demonstrates how to problem-solve if he or she becomes confused or lost.	<input type="checkbox"/>					
• Demonstrates how to make bus connections.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					

WORK SKILLS

(Skills that are necessary to prepare for and to maintain work in a competitive integrated environment.)

<u>Educational Planning</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Educational Planning Section.						
• Understands what a GED is and how to obtain one.	<input type="checkbox"/>					
• Knowledge of how to obtain school transcripts.	<input type="checkbox"/>					
• Has an appropriate educational plan for the job industry selected.	<input type="checkbox"/>					
• Understands educational/skill requirements for job industry selected.	<input type="checkbox"/>					
• Knowledge of how to find and how to access adult education or vocational training in the community.	<input type="checkbox"/>					
• Knowledge of future prospects and probable living standards related to job industry preference.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Employee Benefits, Payroll, and Paycheck Basics</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Employee Benefits, Payroll, and Paycheck Basics Section.						
• Demonstrates skills related to how to complete the W-4.	<input type="checkbox"/>					
• Demonstrates skills related to how to complete the I-9 and identify the required supporting documentation.	<input type="checkbox"/>					
• Demonstrates skills related to how to read a pay statement and paycheck.	<input type="checkbox"/>					
• Knowledge related to Employer handbooks.	<input type="checkbox"/>					
• Knowledge related to wage deductions.	<input type="checkbox"/>					
• Knowledge related to Texas employee rights.	<input type="checkbox"/>					
• Knowledge related to Types of employer benefits (health, dental, and life insurance, a 401(k) plan, retirement, leave).	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					

• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Employment Preparation</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Employment Preparation Section.						
• Demonstrates skills in addressing employment barriers.	<input type="checkbox"/>					
• Understands types the personality tests.	<input type="checkbox"/>					
• Understands the different types of pre-employment screenings questionnaires and/or testing.	<input type="checkbox"/>					
• Demonstrates ability to collect data and fill-out the VR1890, Employment Data Sheet to including skills learned in program.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Health and Safety in the Work Setting</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Health and Safety in the Work Setting Section.						
• Knowledge related to OSHA.	<input type="checkbox"/>					
• Knowledge of safe working conditions.	<input type="checkbox"/>					
• Knowledge hazards that can be unsafe work conditions.	<input type="checkbox"/>					
• Demonstrates skills related to taking responsibility for your own health and safety.	<input type="checkbox"/>					
• Demonstrates skills related to disclosing illness or injuries to your employer.	<input type="checkbox"/>					
• Knowledge related to rules about disclosing your disability to an employer.	<input type="checkbox"/>					
• Demonstrates skills related to how to explain disability support needs in terms employers understand.	<input type="checkbox"/>					
• Knowledge related to employer's responsibilities and rights to manage workplace risks including the health and safety of employees.	<input type="checkbox"/>					
• Knowledge related to employer's responsibility to provide employees with the information, instruction and training they need to do their job safely and without damaging their health.	<input type="checkbox"/>					
• Demonstrates skills related to identifying harassment at work.	<input type="checkbox"/>					
• Knowledge related to workers compensation.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					

<u>Mock Interviews</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Mock Interview Section.						
• Demonstrates skills related to creating a 30–60 second speech that summarizes why he or she is a good candidate for the job.	<input type="checkbox"/>					
• Demonstrates knowledge and skills related to understanding interview process.	<input type="checkbox"/>					
• Demonstrates knowledge related to understanding the different types of interviews.	<input type="checkbox"/>					
• Demonstrates skills related to understanding how to research businesses and positions prior to an interview.	<input type="checkbox"/>					
• Demonstrates skills related to identifying questions to ask the business when interviewing.	<input type="checkbox"/>					
• Demonstrates skills related to identifying typical interview questions asked by the business for the industry of the customer’s employment goal(s).	<input type="checkbox"/>					
• Demonstrates skills related to effectively answering typical interview questions asked by the business for the industry of the customer’s employment goal(s).	<input type="checkbox"/>					
• Demonstrates skills related to responding to tricky questions that address employment barriers.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Soft Skills for Work</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Soft Skills for Work Interpersonal Communication Section.						
• Knowledge and skills related to effective listening.	<input type="checkbox"/>					
• Knowledge and skills related to following and giving instructions and feedback.	<input type="checkbox"/>					
• Knowledge and skills related to conflict resolution.	<input type="checkbox"/>					
• Knowledge and skills related to nonverbal communication.	<input type="checkbox"/>					
• Knowledge and skills related to speaking and appropriate language used in the workplace.	<input type="checkbox"/>					
• Knowledge and skills related to cooperating and working as a team member.	<input type="checkbox"/>					
• Knowledge and skills related to providing good customer service.	<input type="checkbox"/>					
• Knowledge and skills related to dealing with different personality styles.	<input type="checkbox"/>					
• Knowledge and skills related to dealing with questions about one’s disability with co-workers.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					

• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Work Ethic</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Work Ethic Section.						
• Knowledge and skills related to Understanding characteristics of a good work ethic.	<input type="checkbox"/>					
• Knowledge and skills related to Understanding how to create and improve a good work ethic.	<input type="checkbox"/>					
• Knowledge and skills related to Understanding what is unethical behavior in the workplace.	<input type="checkbox"/>					
• Knowledge and skills related to Understanding characteristics of a negative work ethic.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Work Preferences and Interests</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Work Preferences and Interests Section.						
• Identifies one's basic work personality.	<input type="checkbox"/>					
• Demonstrate how one's work personality can affects his/her employment.	<input type="checkbox"/>					
• Identify one's work interests.	<input type="checkbox"/>					
• Demonstrates an understanding of how one's work interests affect his/her employment.	<input type="checkbox"/>					
• Identify one's work values.	<input type="checkbox"/>					
• Demonstrate an understanding of how work values affect his/her employment.	<input type="checkbox"/>					
• Identify one's transferable skills.	<input type="checkbox"/>					
• Demonstrates an understanding of his/her transferable skills affect employment.	<input type="checkbox"/>					
• Knowledge and skills related understanding how to explore jobs using the Occupational Outlook Handbook.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Work Problem Solving and Decision Making</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Problem Solving and Decision Making Section.						

• Knowledge and skills related to Work dress and personal presentation (includes grooming and hygiene).	<input type="checkbox"/>					
• Knowledge and skills related to Time management.	<input type="checkbox"/>					
• Knowledge and skills related to Professionalism.	<input type="checkbox"/>					
• Knowledge and skills related to Balancing work and home life.	<input type="checkbox"/>					
• Knowledge and skills related to Concepts related to effective time scheduling.	<input type="checkbox"/>					
• Knowledge and skills related to Understanding importance of punctuality and attendance.	<input type="checkbox"/>					
• Knowledge and skills related to modifications, adaptive technology, or accommodations that are needed for work.	<input type="checkbox"/>					
• Knowledge and skills related to Understanding importance of workplace behaviors and attitudes.	<input type="checkbox"/>					
• Knowledge and skills related to understanding the steps in the problem solving process: defining the problem, gathering facts, generating options, evaluating and implementing the most appropriate option, and monitoring the solutions, re-evaluating as necessary.	<input type="checkbox"/>					
• Knowledge and skills related to understanding the steps in decision making process: identifying the goal, gathering information for weighing options, considering consequences, and evaluating decisions.	<input type="checkbox"/>					
• Knowledge and skills related to understanding problem solving, critical thinking, and decision making related to work related assignments and barriers.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Work Rules and Expectations</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Work Rules and Expectations Section.						
• Knowledge and skills related to understanding the importance of attendance and promptness.	<input type="checkbox"/>					
• Knowledge and skills related to understanding how to use telephones and electronic devices.	<input type="checkbox"/>					
• Knowledge and skills related to understanding confidentiality.	<input type="checkbox"/>					
• Knowledge and skills related to understanding drug and alcohol policies for employees.	<input type="checkbox"/>					
• Knowledge and skills related to understanding employee identification.	<input type="checkbox"/>					
• Knowledge and skills related to understanding workplace privacy.	<input type="checkbox"/>					
• Knowledge and skills related to understanding dress codes.	<input type="checkbox"/>					
• Knowledge and skills related to understanding breaks and meals.	<input type="checkbox"/>					

• Knowledge and skills related to understanding illness at work.	<input type="checkbox"/>					
• Knowledge and skills related to understanding supervisor's roles.	<input type="checkbox"/>					
• Knowledge and skills related to understanding worker rights.	<input type="checkbox"/>					
• Knowledge and skills related to understanding employer rights.	<input type="checkbox"/>					
• Knowledge and skills related to understanding reasonable accommodations.	<input type="checkbox"/>					
• Knowledge and skills related to understanding how to request accommodations from employer.	<input type="checkbox"/>					
• Accepts authority, rules and regulations.	<input type="checkbox"/>					
• Takes responsibility and is accountable for own judgements, decision and actions.	<input type="checkbox"/>					
• Handles mistakes effectively and learn from them.	<input type="checkbox"/>					
• Identifies and demonstrates loyalty, enthusiasm, dependability, honesty.	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
<u>Work Tolerance</u>	UP	MS	BS	IS	PS	SNA
<input type="checkbox"/> No skills addressed under the Work Tolerance Section.						
• Demonstrates the skills necessary to perform work with or without accommodations.	<input type="checkbox"/>					
• Demonstrates the skills necessary to complete a full time work schedule.	<input type="checkbox"/>					
• Demonstrates the skills necessary to complete a part time work schedule.	<input type="checkbox"/>					
• Demonstrates skills to perform work tasks with limited breaks.	<input type="checkbox"/>					
• Demonstrates the skills to withstand the psychological demands.	<input type="checkbox"/>					
• Demonstrates the skills necessary to abide by any limitations provided by a physician (lifting, stooping, standing, etc.)	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
• Other:	<input type="checkbox"/>					
Comments, if any:						

Required Signatures

Customer Signature and Legally Authorized Representative Signature

By signing below, I, the customer or legal authorized representative, agree with results of the Intensive Work Preparation and Life Skills Training Inventory recorded above. If you are **not satisfied, do not sign**. Contact your VR counselor

Customer's signature:

X

Legal Authorized Representative's signature:

X

Evaluator's Signature

I, an evaluator, completed all or a portion of the Intensive Work Preparation and Life Skills Training Inventory.

Evaluator's Printed Name	Evaluator's Signature
	X

Case Manager's Signature

I, the case manager, certify:

- The results of the Intensive Work Preparation and Life Skills Training Inventory was reviewed with the customer's assigned VR Counselor, customer and customer's legal authorized representative, if any;
- customer's and the customer's legal authorized representative signature was gained on the date stated in the date field of the form;
- all staff working with the customer, for the reporting period, have the required qualifications, including the UNTWISE credential (when applicable) or wavier approved by Director of Vocational Rehabilitations as stated in the Standards for Providers; and
- I handwrote my signature and the date below.

Case Manager's UNTWISE Credential Number:

Case Manager's Printed Name	Case Manager's Signature
	X

Vocational Counselor

I, the Vocational Counselor, certify that I have reviewed the Intensive Work Preparation and Life Skills Training Inventory and agree with the results and recommendations

VR Counselor's Printed Name	VR Counselor's Signature
	X