	Texas Workforce Commission Vocational Rehabilitation Services **Environmental Work Assessment (EWA) Report, Part A**

TEXAS WORKFORCE SOLUTIONS

Customer Information

Customer's name:	Case ID:
Reported diagnosis:	Customer's age:
Referring counselor's name:	
Date of referral:	Date of report:
Scheduled date to review report:	

Information about the EWA: Review with Customer and/or Guardian

Purpose of this Assessment

Many people with a neurodevelopmental disability are affected acutely by environmental variables such as a slow versus a fast work pace, loud versus quiet surroundings, and working outdoors versus indoors. The Environmental Work Assessment(EWA) focuses on how the customer responds to the variables in a work environment. Accurate assessment of the correlations between a customer's performance and environmental variables can be critical to his or her obtaining and maintaining employment.

For example: Does a loud busy environment reduce the customer's ability to follow directions or does an outside job that requires heavy lifting improve his or her ability to focus?

Requirements for Evaluator

The evaluator must have a verified, current Autism Endorsement through the University of North Texas.

Layout of the Assessment

This assessment has three parts. They are:

Part A: Summary of anecdotal information gathered;
Part B: Summary of scores and recommendations; and
Part C: Signature of completion page.

What is Assessed

This assessment is completed in a minimum of three work or mock-work environments. The evaluator must observe all skills addressed in the assessment. Some of these skills occur naturally; others require the evaluators to create the opportunity for them to occur.

Self-Assessment

A self-assessment is given to the person being assessed. It gathers data about the same skills on which the person will be scored by the evaluator. The self-assessment allows the person to rate his or her perception of proficiency in each skill. It is important that the assessor knows whether perceptions of the person being assessed match the perceptions of the evaluator. If the perceptions do not match, a weakness in self-awareness might be indicated, which could be targeted for intervention.

Observation

Each assessed environment has two sections: 1) Environmental Demands, and 2) Skills.

Section 1: Environmental Demands

A common characteristic of a developmental disorder is a more sensitive than normal response to certain stimuli in the environment. Some persons may seek certain environmental stimuli, or, more commonly, be sensitive to one or several stimuli. In this assessment, a stimulus is called an "environmental demand" or "demand."

Demands Rated
- Lighting
- Noise
- Odors
- Climate
- Work pace
- Social interaction required
- Structure and predictability

For example: Did an environment that is fast paced and brightly lit reduce the number of skills scored as "strengths" or cause a skill to score as a "significant" deficit?

The scores for the environmental demands can be used to determine the best environment available for the customer's work site. For example, a score might indicate that an environment that is fast-paced and brightly lit reduces the number of skills scored as "strengths" or causes a skill to be scored as a "significant" deficit.

Interpreting the Results

Each environment was given a score. The higher the score, the higher the demand; A score of "1" places little to no environmental demand while a score of 5 places an extreme environmental demand. The highest demand possible is a score of 35, while the lowest demand possible is a score of 7. The purpose is to evaluate what effect the environmental demands had, if any, on the skills assessment scores.

Section 2: Skills

Social skills are crucial to obtaining and maintaining employment. This assessment targets 40 common skill-deficits found in those with a neurodevelopmental disorder.

Skills Assessed

The skills portion of this assessment contains four domains:

Domain 1: Basic Social and Communication Skills
Domain 2: Problem-Solving and Executive Functioning
Domain 3: Advanced Social and Communication Skills
Domain 4: Self-Regulation and Emotional Intelligence

This assessment evaluates 40 skills within the four domains. The skills are rated by the level of independence observed by the evaluator.

Scoring Skills

Scoring is based on the level of instruction and prompting that was needed to demonstrate the skill. The scores are described below.

Excellent—skill was independently demonstrated with no instruction needed.
Good—skill was demonstrated after 1 prompt or verbal instruction
Fair—skill was demonstrated after 2 or more prompts, verbal instructions or required visual instruction.
Poor—skill required continuous prompting and instruction or the skill could not be demonstrated.

Interpreting the Results

A score of **Excellent** should be interpreted as a **Strength**.
A score of **Good** should be interpreted as a **Mild** deficit.
A score of **Fair** should be interpreted as a **Moderate** deficit.
A score of **Poor** should be interpreted as a **Significant** deficit.

For example, when a co-worker asks John a question while he is working at Home Depot, he pleasantly and immediately responds with no one prompting him. However, when a coworker asks him a question while he is working at HEB, he either does not respond or becomes tearful if he thinks he doesn't know the answer.

Use of the Results

Results of this assessment should identify variables in a work environment that impact the person's ability to function at their full potential. Skills scoring in the "excellent" level should be identified as strong marketable strengths. Skills scored in the "fair" or "poor" should be targeted for intervention if the environment they appear in is chosen. Skills that appear as deficits across all three environments should be considered for intervention as well. Skills with a lower level of complexity should be targeted first.

Note to Provider: See VR1877INST Part A for guidance about what to include in each section.
Screen reader users: This is the end of the unprotected section. Press the down arrow key to continue.

Section 1: Reason for Referral

Enter the reason for the referral:

Section 2: Initial Interview

Date of the interview:	Time started:
Location of the interview:	Time ended:
Name of person interviewed	Summary of interview

Section 3: Current and Past Medical History

Section 4: Current and Past Therapies

Section 5: Home Life

Section 6: Customer's Form of Communication

Section 7: Educational History

Section 8: Hobbies and Interests

Section 9: Employment Experience

Section 10: Work Potential

Additional Comments (Not Required)