

The **Project SEARCH® Intern Assessment** is an informal Age-Appropriate Transition Assessment designed to assess an Intern’s skills in relation to the most common prerequisite skills for the Hudson County Project Search transition program for individuals with disabilities. Adults who are familiar with the applicant should complete it. This includes adults who have observed the Intern in multiple contexts (e.g. educators, job coaches, therapists, etc.). **Parents/guardians CANNOT complete this assessment.** It is only one of several information sources used by the Project Search selection committee to determine appropriate program assignment.

Applicant Name _____

Completed By _____ Relationship to Applicant _____

Signature _____ Date _____

DIRECTIONS:

- Read** each criterion and the different descriptors associated with each criterion.
- Choose** the best descriptor of the Intern’s current behavior and/or skills by circling the appropriate descriptor.
- Turn in** rubric with your Project SEARCH application.

Criteria <i>Source of information</i>	1	2	3	4	5
Age and School Status	Under 18 or over 30 years of age	Intern has had two or more possible years of school eligibility, lacks maturity and is working toward skills for employment	Intern needs one or two credit requirements for graduation and can be fulfilled through participation in the PS HS program	Intern has had two possible years of school eligibility remaining but Intern agreed that this will be the last year and has the end goal of employment	Intern will be in last year of school eligibility and has all credits necessary for high school graduation OR has graduated and is over 22 and under 31 years of age
Commitment to Community Employment	Intern and parent is unsure of interest in community employment	Intern is unsure of interest in community employment but parent is supportive and encouraging	Intern demonstrates commitment to work but has significant restrictions such as inappropriate work goal, location, type of work, etc.	One member of the team, Intern or family member may be non-committal to the goal of community employment	Intern and family are committed, appropriate and will be flexible to meet a realistic work goal

Criteria <i>Source of information</i>	1	2	3	4	5
Independent Daily Living and Self Care Skills	Intern has very poor or no independent daily living and self-care skills. They may rely on parents and staff for some basic needs to be met	Intern has not been exposed to any daily living skills training but displays some skills in these areas and in self-care. Team should begin planning for training/practice in these areas	Intern has participated in limited or informal training for daily living and self-care skills. S/he can demonstrate minimal skills in these areas. If toileting and feeding are still dependent, team could investigate accommodations	Through training, the Intern demonstrates basic proficiency in daily living skills and self-care skills. Self-care skills include toileting, feeding, bathing, etc.	Intern practices and demonstrates daily living and self-care skills such as cooking, sleeping, handling money, and is also able to take care of self-care needs independently
Appearance and Professional Presentation	Intern does not possess any personal hygiene skills and clothes are not neat and clean	Intern needs assistance in making sure clean clothes are worn daily. Personal appearance may vary each day	Intern wears neat and clean clothing and has appropriate grooming on most days	Intern is neat, clean and well-groomed but makes inappropriate clothing choices for work based on place of business, dress code and weather.	Intern possesses good personal hygiene skills and will always arrive to Project SEARCH and/or work neat and clean, according to the dress code and weather

Criteria <i>Source of information</i>	1	2	3	4	5
Transportation	Intern is not eligible, has been trained in any independent method and family does not have the resources to provide transportation. Unable to safely travel around the campus independently.	Family is willing to provide on-going transportation to the Project SEARCH and/or community work site. Can safely cross the street.	Intern is eligible for transportation from outside resources like Para transit and other disability related service. Can safely travel short distances.	Intern can utilize public transportation including a door-to-door system with basic skills	Intern can utilize public transportation and/or a door-to-door system as well as other transportation options (calling a cab, etc.)
Appropriate Social and Behavior Skills	Intern frequently displays inappropriate social and behavior skills. Does not respond to initiations by peers and unfamiliar adults.	Intern periodically displays inappropriate social and behavior skills	Intern is appropriate in the presence of adult supervision but is not independent. Responsive only to familiar adults. May be overly interested in social interactions.	Intern display appropriate social and behavior skills in most situations with both familiar and unfamiliar adults.	Intern displays appropriate social and behavior skills in all (or nearly all) situations
Interpersonal	Intern has no grasp of interpersonal relationships.	Intern uses appropriate body language (smiles, waves, etc.) but does not engage in appropriate conversation.	Intern engages in some conversation when prompted	Intern engages in conversation independently but the topic is inappropriate.	Intern uses appropriate tone of voice, body language and conversation topics

Criteria <i>Source of information</i>	1	2	3	4	5
Communication	Intern has no way of clearly communicating with others	Intern is not fluent or easily understood even with assistive technology or support. Can make immediate needs known.	Intern can be understood with 1-2 repetitions or when asked to speak more clearly	Intern uses a voice box or other assistive technology to communicate and is understood using these tools. Can respond to instructions and ask questions. Able to make all personal needs known.	Intern has the ability to communicate with all others and be understood easily
Problem Solving and Conflict resolution	Intern has no independent problem solving and conflict resolution skills. No effective strategies to recruit help.	Intern has difficulty in problem solving and conflict resolution skills. Inconsistently able to recruit help.	Intern has demonstrated capacity to expand problem solving and conflict resolution skills. Emerging strategies to recruit help.	Intern possesses good problem solving skills. Can effectively recruit help.	Intern possesses good problem solving skills and initiates problem solving independently
Physical Ability • Mobility	Intern has limited physical abilities as well as limited capacity to take care of own personal needs	Intern has the mobility to perform some of the tasks including personal needs with limitations	Intern has low but improving mobility and ability to take care of own personal self-care needs. Supports are created by team and provided for Intern.	Intern has the mobility to perform all tasks with accommodations: i.e. A cart to help transport mailings or a wheelchair/scooter for mobility. The Intern has developed strategies to take care of own personal needs with limited assistance	Intern has the mobility to perform all tasks including self-care independently and successfully

Criteria <i>Source of information</i>	1	2	3	4	5
Physical Ability <ul style="list-style-type: none"> • Stamina 	Intern has limited stamina to take care of own personal needs	Intern has the stamina to perform some of the tasks including personal needs with limitations	Intern has low but improving stamina and ability to take care of own personal self-care needs. Intern cannot consistently complete a task through completion.	Intern has the stamina to perform all tasks with accommodations: i.e. iTouch reminders, visual schedules, reminder post-it's around the job site	Intern has the stamina to perform all tasks including self-care independently and completely
Independence of work skills	Intern seldom gets work finished in allotted time period or by deadline	Intern is methodical which limits pace, productivity and output	Intern can achieve appropriate work pace but quality suffers or work quality is sufficient but quantity is affected	Pace and quality of work are mildly deficient but improving and work is neat	Intern is able to achieve both quality and quantity of work, maintains neatness/organization and completes work according to deadlines
Employability/ Prevocational Skills	Intern is unable to use visual schedule. Cannot match to sample.	Can follow 1-step instructions. Able to refer to schedule at appropriate times, although may not be consistent.	Intern has had one year or a consistent class devoted to employability skills	Intern has had more than one year of employability skills training	Intern demonstrates independent living skills and/or has 2 or more years of employability training. Intern can follow 3-step instructions.

Criteria <i>Source of information</i>	1	2	3	4	5
Prior Work Experience	Intern has no prior work experience	Intern has had one or more in-school work experience	Intern has volunteer or paid enclave work experience	Intern has had one or less years of competitive work experience	Intern has had more than one year or multiple competitive work experiences
Academic Skills	Intern cannot read nor do any simple math computations	Intern has some basic academic skills such as rote counting and can file using two to three digits with numbers or letters	Intern can read simple functional information and can perform simple math computations (with or without a calculator)	Intern can read and comprehend material at or above a 2 nd grade level, can tell time with a clock or analog watch to five minutes and count money/make change	All academic skills are above a 4 th grade level
Computer Skills	Intern has no computer skills	Intern has basic knowledge of keyboard and keyboard functions	Intern can access internet, utilize search engines for information and for entertainment	Intern can utilize some Microsoft products at a beginner level	Intern can utilize Microsoft products, can save, edit and retrieve documents, with basic proficiency
Behavior	Displays significant aggressive behaviors towards self or others. Presence of any behaviors which make individual unable to safely travel around campus and work independently. This can include excessive repetitive speech that interferes with ability to work.	May have some reactive behaviors that are inconsistently harmful to self or others. Behavioral antecedents are not consistent.	Clear behavior antecedents to aggressive behavior that can be controlled. Repetitive behaviors and/or speech may be distracting in the work place, but supports are in place to reduce these behaviors.	Displays no aggressive behaviors. May be more rigid or repetitive than peers. These behaviors do not prohibit independent employment.	Consistently behaves appropriately in various settings.
TOTALS (To be completed by selection committee)					

Additional Notes:
