

General Work Skills and Behavior Assessment

Adapted with permission from the Helen Keller National Center

While this list represents the domain of the employer/employee relationship, parents are in the position to reinforce skills and behaviors that transfer to the worksite. The purpose of this checklist is to consider some specific skill sets that correlate to the employment setting, and to determine whether the “gaps” are, things that the parent is going to support through purposeful teaching; whether partial support (with assistance) is necessary or whether someone needs to fully support the work skill or behavior. Not all items will be relevant for all young men and women. Give your son/daughter the opportunity for self-reflection.

The young adult/I . . .	Teach it	Does he/she (or do I) want to learn it?	Partial Participation (with assistance)	Fully support (do for)
Maintains satisfactory work attendance.				
Reports IN and OUT on the time clock or documents time worked.				
Follows a daily work schedule.				
Is attentive for extended periods of time. Length of time_____.				
Is able to maintain consistent productivity.				
Able to perform tasks without unnecessary interruptions.				
Able to care for job-related equipment and materials.				
Can work carefully and is thoughtful of producing quality work.				
Has adequate physical strength and work tolerance.				
Transfers learned skills to new work situations.				
Can work productively with intermittent supervision.				
Has will to face challenging work tasks.				
Displays self-motivation on the job.				
Shows confidence in his/her work.				

Is willing to accept assistance from others.				
Is willing to give assistance to others.				
Accepts positive and negative feedback.				
Has good grooming and appearance appropriate to work environment/culture.				
Is involved in social interactions appropriate to work environment.				
Notifies and corrects own errors.				
Able to seek assistance from appropriate person, if having difficulty.				
Has appropriate responses to stressful situations.				
When faced with problem, is able to self-control and problem solve.				



The contents of this document were developed under a grant from the U.S. Department of Education #H326T130013. However, those contents do not necessarily represent the policy of The Research Institute, nor the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jo Ann McCann.