

Functional Limitation Statement

Educators Vocational Rehabilitation

Functional capacities are life activities or skill areas in which the ability to function is significant to successful independence and/or employment. Eight such areas have been defined by the Office of Vocational Rehabilitation for the purpose of identifying functional limitations and determining the severity of an individual's disability.

Client/Student Name: _____ **Date Reviewed:** _____

Form completed by: _____ **Title** _____

Return To: _____ **By:** _____

Directions for Special Education Case Managers: Using your knowledge of your student's skill and Individual Education Plan (IEP), please complete the following document checking off appropriate functional limitations under each category and 'none' in categories when appropriate. Feel free to add additional information that may have been missed in this generalized document under other. Please return to identified staff by date listed above. This information is integral to employment planning and agency support for the student identified.

INTERPERSONAL:

- Difficulty recognizing social cues? (i.e. facial expression, body language, tone of voice, personal space)
- Difficulty handling constructive criticism
- Difficulty managing frustration (i.e. overreacts, withdrawals)
- Lacks appropriate social skills or uncomfortable in social situations
- Difficulty effectively resolving conflict or problem solving
- Difficulty working in groups
- Other _____
- None

MOBILITY: The physical, cognitive, and psychological ability to move from place to place inside and outside the home.

- Difficulty using public transportation
- Requires assistance getting around community
- Difficulty reading street signs or bus schedules
- Difficulty recalling basic location directions
- Difficulty traveling due to social, emotional, and/or physical challenge

1 | Adapted from:

- Cooperative Assessment Guidelines for School Practitioners, Colorado Department of Education: Exceptional Student Services Unit and Department of Human Services: Vocational Rehabilitation (January 2004)
- Linn Benton Lincoln Youth Transition Program

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- Difficulty managing time independently
 - Balance/gross motor coordination issues
 - Limitations in understanding directions, organization, sequencing and/or planning
 - Other _____
- *Please make note if using wheelchair, cane, or guide dog*
- None

MOTOR SKILLS: The purposeful movement and control of the body and its members to achieve results.

- Difficulty with the use of upper extremities to obtain, control and use objects
- Has partial or total loss of functioning in one or both upper and lower extremities
- Experiences loss of control and coordination of fine/gross motor movement
- Difficulty performing activities of daily living such as feeding, with or without the use aids/prosthesis
- Difficulty performing tasks at a competitive pace
- Moves slower than average or fatigues easily
- Has involuntary movement that interferes with the ability to control and coordinate muscles
- Other _____
- None

SELF-CARE: The ability to care for self and living environment.

- Difficulty performing daily living activities independently (ie, hygiene, feeding, toileting, safety, health)
- Difficulty adjusting to change in routine (ie. transitioning from one activity to another)
- Poor decision making or unaware of consequences of behavior
- Requires support and/or personal care attendant personnel
- Difficulties in math and reading that impact management of finances, transportation, and health care
- Impaired ability to apply past experiences and learning to decision making
- Needs adaptations to their environment to be independent
- Vulnerable or susceptible to being taken advantage of
- Difficulty recognizing a threat or potentially dangerous situations
- Other _____
- None

SELF-DIRECTION: The ability to regulate behavior in a purposeful and predictable way, taking into account personal goals, environmental conditions, cultural values and expectations.

- Impaired ability to follow directions
- Impaired ability to complete tasks and work independently in a timely manner
- Lacks self-advocacy skills

2 | Adapted from:

- Cooperative Assessment Guidelines for School Practitioners, Colorado Department of Education: Exceptional Student Services Unit and Department of Human Services: Vocational Rehabilitation (January 2004)
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Functional Limitation Statement

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- Inability to use feedback to improve or correct work performance
- Inability to sustain effort and stay focused especially when confronted with a problem or change
- Impaired ability to understand and change behavior as a result of consequences
- Difficulties initiating work and working independently
- Difficulties shifting from one activity to another
- Cognitive deficits impairing work quality or productivity
- Inability to make decisions independent of others
- Other _____
- None

COMMUNICATION: The ability to exchange (give and receive) information.

- Unable to communicate verbally
 - Speech and verbal language is difficult to understand
 - Unable to effectively communicate via telephone, email, and/or text.
 - Difficulty initiating or sustaining conversation.
 - Conversation may be limited to single words, short phrases or illogical rambling
 - Talks and interrupts excessively
 - Difficulty following written instructions or interpret written materials
 - Difficulty communicating needs effectively
 - Difficulty understanding instructions and expectations
 - Difficulties generalizing, transferring, and/or assimilating information
 - Illegible handwriting
 - Unable to describe skills, work, and education (ie. application/employment interview)
 - Other _____
- *Please note if student is uses sign language, braille, lip reading, or augmentative communication device*
- None

WORK TOLERANCE: The capacity to meet the physical and psychological demands of work

- Difficulty completing a full day of school
- Poor attendance
- Has low level of capacity or endurance due to physical or mental limitations
- Difficulties managing stressful environments
- Needs frequent breaks or modified schedule
- Inability to remain in one physical location for extended time periods without fidgeting, feeling restless, or fleeing the site
- Difficulties ignoring normal background noise that prevents focus on the task
- Difficulties establishing and/or maintaining relationships with peers and/or staff
- Other _____
- None

3 | Adapted from:

- Cooperative Assessment Guidelines for School Practitioners, Colorado Department of Education: Exceptional Student Services Unit and Department of Human Services: Vocational Rehabilitation (January 2004)
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Functional Limitation Statement

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WORK SKILLS: The capacity to learn and perform tasks.

- Difficulty maintaining attention to a task for a reasonable amount of time
- Difficulty remembering directions or needs information repeated frequently
- Significant impairments in academic skills
- Frequently tardy
- Difficulty learning new tasks
- Difficulty taking initiative without prompts
- Needs frequent reminders to stay on task to completion
- Impaired ability to refocus after interruption
- Difficulties conforming to established rules or norms
- Impaired ability to remain aware of and adhere to safety guidelines
- Impaired ability to generalize learning from one job task to another
- Other _____
- None

Please note any assessment scores available:

Cognitive Assessments	Adaptive Behavior Scales
Communication	Behavior Rating Scales
Other	

Summary:

NOTE: The lists provide examples only and should not be used to exclude an individual who may qualify for VR services. This information includes the Vocational Rehabilitation’s definitions of functional capacity areas. This information can be incorporated within a variety of special education documents such as the Individual Education Program (IEP), psychological reports or vocational assessment summaries.

4 | Adapted from:

- Cooperative Assessment Guidelines for School Practitioners, Colorado Department of Education: Exceptional Student Services Unit and Department of Human Services: Vocational Rehabilitation (January 2004)
- Linn Benton Lincoln Youth Transition Program