# FUNCTIONAL VOCATIONAL EVALUATION (FVE)
## The Basics

**National Standards:** ***The VECAP White Paper on "Functional Vocational Evaluations" (in support of requirements in IDEIA; 2010)***

- *The term FVE was included in IDEIA since 1997 and required, if appropriate in 2004. It is not defined in law or regulations (OSEP, 2006)*
- *In 2009, VECAP worked to obtain a common definition and standard with input from secondary special education teachers, administrators, vocational evaluators, transition specialists, related services personnel, and parents.*
- *The Council for Exceptional Children, Division of Career Development and Transition (CEC/DCDT) has a history of working collaboratively with VECAP and recommends:*
    - *Systematic process to identify practical, useable career and employment related information about an individual.*
    - *Uses multiple formal and informal assessment techniques to observe, describe, measure, and predict vocational potential.*
    - *Distinctive features of all FVEs include (and may emphasize) individualized experiential and performance-based opportunities in natural vocational or work environments.*
    - *Assessment data from school, along with assessment conducted outside of the school system such as rehabilitation programs, should be reviewed and used in the IEP Meeting.*

**Assessments** *(Performance Samples, Observations, & Situational Assessments)*

<u>Functional:</u>

*How does the student function in vocational settings and with vocational skills and behaviors?*

- *Performance Samples: actual job related tasks that occur in the context of the classroom or vocational instructional setting. Measure productivity, accuracy, problem-solving, support needs, etc.*
- *Observations: Observation of work tasks to collect information on work behaviors that are considered important for that particular student considering current and potential, future work-related environments.*
- *Situational can occur in contrived or authentic settings. A brief or time-limited work experience is set up for the student to try out a work-related experience and the staff to collect data that is systematically recorded by observing the student. Consider work performance, productivity, supports, job skills, self-determination, interest, ability to handle change, sensory stimulation, social skills, etc. (Work-based learning in the community is an excellent place to collect this data)*

<u>Ecological:</u>

*Are the skills and skill needs evaluated within the context of current and potential future environments?*

Content Areas of Assessment may include, but are not limited to:

*Students school and work history*
*Work-related skills and concerns*
*Work endurance and stamina*
*Use of academic skills*
*Transportation needs*
*Support needs (Paid & Natural)*
*Use of Technology*
*Ability to follow directions*
*Communication Skills*
*Social Skills*
*Mobility*
*Medical needs*
*Functional Academics*
*Self-Determination Skills*

Assessment Framework: (CEC/DCDT; Sitlington)

*What do I already know?*
*What do I need to know?*
*How can I get this information?*
*How will I collect the information and use it in the IEP process?*

Assessment Tools to obtain information for the purpose of planning vocational Instruction/training, job development, and job placement:

*Student school records*
*IEP documents*
*Teacher data collection*
*Formal and Informal assessments (existing and to be administered)*
*Interviews*
*Observations*

**Practices**

Consider Special Needs

Characteristics of students on the AU Spectrum
Characteristics and behaviors of students with emotional disorders
Characteristics and behaviors of students with medical and physical disabilities

**Resources**

Castiglione, S., Ashley, J.M., Hamilton, M., Leconte, P.J., Mcconnell, J., O'Brien, M., & Juliana, D. (2009). *VECAP white paper on functional vocational evaluation (in support of IDEIA).* Vocational Evaluation and Career Assessment Journal, 6(1), 49-58.

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