**Educational Evaluation Report Review and Functional Limitation Statement**

**Impediment to Employment**

Student/Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Following review of the attached Rehabilitative and Educational Report[s], the conditions detailed therein continue to exist and constitute a substantial impediment to employment for the above named individual.

These conditions would present as the following limitations in functional capacity checked below:

**Examples of Language**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Vocational Rehabilitation Language** | | **Educational Language** | |
| **Communication** |  | Client is unable to communicate verbally |  | Student’s speech is not clear enough to be understood by peers and staff |
|  | Client does not readily understand others |  | Student is often asked to repeat herself |
|  | Client is not readily understood by others. |  | Student cannot clearly tell the teacher/aide what he needs. |
|  | Client is unable to converse via telephone. |  |  |
|  | Client is unable to initiate or sustain conversation. |  |  |
|  | Client may be limited to single words or short phrases. |  |  |
|  | Client’s speech is rambling or illogical. |  |  |
|  | Client talks and interrupts excessively. |  |  |
|  | Client is unable to use formal language of any type (spoken or sign). |  |  |
|  | Client is unable to follow written instructions or interpret written materials. |  |  |
| **Interpersonal** |  | Client is unable to understand/demonstrate interaction or behavior appropriate to a worksite. |  | Student has few friends. |
|  | Client has insufficient psychological/social interaction for participation in desired activities. |  | Student does not answer when spoken to. |
|  | Client is unable to determine appropriate social response to others |  | Student does not know when teacher is giving constructive criticism |
|  | Client demonstrates isolation/withdrawal from co-workers |  | Student does not understand how to work on teams |
|  | Client is unable to effectively resolve conflict with co-workers. |  |  |
|  | Client has spotty, intermittent work history |  |  |
| **Motor Skills** |  | Client does not have control and coordination of fine/gross motor movements |  | Student is unable to write and work with the fine skills of his hands |
|  | Client is unable to perform tasks at a competitive work pace |  | Student is unable to participate in physical education |
|  | Client moves slower than average |  | Student needs extra time to complete assignments/tests |
|  | Client fatigues easily |  | Student has accommodations /modifications on IEP to assist with lack of energy |
|  | **Vocational Rehabilitation Language** | | **Educational Language** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Self-Care** |  | Client needs monitoring to prevent injury |  | Student is not able to get to class on time and organize work for each class |
|  | Client has a history of poor decision making or unaware of consequences of behavior |  | Student has trouble deciding what he wants to do after he completes high school |
|  | Client requires personal care attendant |  | Student is impulsive and/or behaves without thought toward consequences |
|  | Client is unable to manage money or finances |  |  |
| **Self-Direction** |  | Client requires levels of supervision not consistent with competitive employment |  | Student is able to read/listen to and follow directions |
|  | Client’s cognitive deficits impair work quality or productivity |  | Student can complete homework assignments |
|  | Client has difficulty generalizing, transferring and/or assimilating information (written, spoken, receptive or expressive) |  | Student can learn appropriate behavior in the resource room but then cannot generalize that appropriate behavior to her general classes |
| **Work Skills** |  | Client’s reading, spelling, math at/below 5th grade level |  | Student is unable to work on an assignment for a reasonable amount of time |
|  | Client has difficulty learning new tasks |  | Student is often tardy for class or school |
|  | Client has limited task sequence recall ability |  | Student is unable to start an assignment without being told to start |
|  | Client requires accommodations or Rehabilitation Technology |  |  |
|  | Client has significantly reduced speed. |  |  |
| **Work Tolerance** |  | Client is unable to sustain attention sufficient to perform essential functions of job |  | Student has a shortened school day |
|  | Client lacks physical or emotional stamina to perform essential functions of job |  | Student cannot sit still for a regular class period |
|  | Client misses more than two (2) days each month |  | Student is unable to get along with teachers, aides, and fellow classmates |

Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Credentials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_