

Job Match Assessment							
		Learner Characteristics/ Preferences	Potential Job 1 (name of job)	Match? Y/N	Potential Job 2 (name of job)	Match? Y/N	Notes
Environmental Characteristics	Employee positioning	Learner prefers... ☐ seated work ☐ standing work ☐ combination	Job requires... ☐ seated work ☐ standing work ☐ combination		Job requires... ☐ seated work ☐ standing work ☐ combination		
	Mobility	Learner prefers... ☐ being in one place ☐ moving between a few locations ☐ moving across many locations ☐ combination	Job requires... ☐ being in one place ☐ moving between a few locations ☐ moving across many locations ☐ combination		Job requires... ☐ being in one place ☐ moving between a few locations ☐ moving across many locations ☐ combination		
	Noise	Learner prefers/tolerates... ☐ loud (e.g., heavy machinery) ☐ ambient noise (e.g., music, talking, phones) ☐ very quiet (e.g., library) ☐ combination ☐ other: _____	Job setting is... ☐ loud (e.g., heavy machinery) ☐ ambient noise (e.g., music, talking, phones) ☐ very quiet (e.g., library) ☐ combination ☐ other: _____		Job setting is... ☐ loud (e.g., heavy machinery) ☐ ambient noise (e.g., music, talking, phones) ☐ very quiet (e.g., library) ☐ combination ☐ other: _____		
	Other people present (co-workers/ customers)	Learner prefers... ☐ many others present ☐ a few others present ☐ none (solo workspace) ☐ combination ☐ other: _____	Job requires... ☐ many others present ☐ a few others present ☐ none (solo workspace) ☐ combination ☐ other: _____		Job requires... ☐ many others present ☐ a few others present ☐ none (solo workspace) ☐ combination ☐ other: _____		
	Size of workspace	Learner prefers... ☐ small (e.g., office cubicle) ☐ moderate (e.g., restaurant) ☐ large (e.g., warehouse)	Job setting is... ☐ small (e.g., office cubicle) ☐ moderate (e.g., restaurant) ☐ large (e.g., warehouse)		Job setting is... ☐ small (e.g., office cubicle) ☐ moderate (e.g., restaurant) ☐ large (e.g., warehouse)		
	Location	Learner prefers... ☐ indoors ☐ outdoors ☐ combination ☐ other: _____	Job setting is... ☐ indoors ☐ outdoors ☐ combination ☐ other: _____		Job setting is... ☐ indoors ☐ outdoors ☐ combination ☐ other: _____		
	Available restroom	Learner can appropriately use... ☐ public (many stalls/urinals) ☐ private (requires door locked)	Job setting contains... ☐ public (many stalls/urinals) ☐ private (requires door locked)		Job setting contains... ☐ public (many stalls/urinals) ☐ private (requires door locked)		

subtotal Y: _____

subtotal N: _____

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		Learner Characteristics/ Preferences	Potential Job 1 (name of job)	Match? Y/N	Potential Job 2 (name of job)	Match? Y/N	Notes
Social/Communication	Social interaction opportunities (i.e., for enjoyment)	<i>Learner prefers...</i> ☐ none ☐ few ☐ some ☐ frequent	<i>Job setting contains...</i> ☐ none ☐ few ☐ some ☐ frequent		<i>Job setting contains...</i> ☐ none ☐ few ☐ some ☐ frequent		
	Social interaction requirements (i.e., necessary job component)	<i>Learner prefers...</i> ☐ none ☐ few ☐ some ☐ frequent	<i>Job requires...</i> ☐ none ☐ few ☐ some ☐ frequent		<i>Job requires...</i> ☐ none ☐ few ☐ some ☐ frequent		
	Required engagement with supervisor	<i>Learner prefers...</i> ☐ infrequent ☐ some ☐ frequent	<i>Job requires...</i> ☐ infrequent ☐ some ☐ frequent		<i>Job requires...</i> ☐ infrequent ☐ some ☐ frequent		
	Communication modes	<i>Check all that are used by learner...</i> ☐ vocal ☐ pictures ☐ written/text ☐ augmentative device ☐ combination ☐ other: _____	<i>Check all that are appropriate...</i> ☐ vocal ☐ pictures ☐ written/text ☐ augmentative device ☐ combination ☐ other: _____		<i>Check all that are appropriate...</i> ☐ vocal ☐ pictures ☐ written/text ☐ augmentative device ☐ combination ☐ other: _____		
Potential Challenges	Challenging behavior	<i>May be exhibited by learner...</i> ☐ moderate-high levels of stereotypy ☐ loud vocalizations ☐ unpredictable body movements ☐ food stealing ☐ other: _____	<i>May be tolerated in this setting...</i> ☐ moderate-high levels of stereotypy ☐ loud vocalizations ☐ unpredictable body movements ☐ food stealing ☐ other: _____		<i>May be tolerated in this setting...</i> ☐ moderate-high levels of stereotypy ☐ loud vocalizations ☐ unpredictable body movements ☐ food stealing ☐ other: _____		
	Idiosyncratic accommodations	<i>Potential needs to accommodate learner...</i> ☐ sensory equipment (e.g., headphones) ☐ medical devices/equipment ☐ quiet/private break area ☐ animal avoidance ☐ avoidance of certain clothing (e.g., uniform) ☐ intolerance of protective equipment (e.g., gloves, masks, goggles, etc.) ☐ other: _____	<i>May be tolerated in this setting...</i> ☐ sensory equipment (e.g., headphones) ☐ medical devices/equipment ☐ quiet/private break area ☐ animal avoidance ☐ avoidance of certain clothing (e.g., uniform) ☐ intolerance of protective equipment (e.g., gloves, masks, goggles, etc.) ☐ other: _____		<i>May be tolerated in this setting...</i> ☐ sensory equipment (e.g., headphones) ☐ medical devices/equipment ☐ quiet/private break area ☐ animal avoidance ☐ avoidance of certain clothing (e.g., uniform) ☐ intolerance of protective equipment (e.g., gloves, masks, goggles, etc.) ☐ other: _____		

subtotal Y: ____

subtotal Y: ____

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Potential Challenges (continued)	Potential health concerns	<i>Potential concerns for learner...</i> ☐ food allergens ☐ health condition(s) (e.g., seizures) ☐ environmental allergens (e.g., dust, pollen) ☐ toxic supplies/substances (e.g., ingesting) ☐ animal allergens ☐ other: _____ ☐ N/A	<i>Potentially present in this setting...</i> ☐ food allergens ☐ health condition(s) (e.g., seizures) ☐ environmental allergens (e.g., dust, pollen) ☐ toxic supplies/substances (e.g., ingesting) ☐ animal allergens ☐ other: _____ ☐ N/A		<i>Potentially present in this setting...</i> ☐ food allergens ☐ health condition(s) (e.g., seizures) ☐ environmental allergens (e.g., dust, pollen) ☐ toxic supplies/substances (e.g., ingesting) ☐ animal allergens ☐ other: _____ ☐ N/A		
	Safety concerns with vulnerable populations (e.g., children, elderly, physically disabled)	<i>Acceptable/safe environments related to history of challenging behavior...</i> ☐ low (few/if any vulnerable individuals) ☐ moderate (some vulnerable individuals) ☐ high (most/all individuals are vulnerable)	<i>Potentially present in this setting...</i> ☐ low (few/if any vulnerable individuals) ☐ moderate (some vulnerable individuals) ☐ high (most/all individuals are vulnerable)		<i>Potentially present in this setting...</i> ☐ low (few/if any vulnerable individuals) ☐ moderate (some vulnerable individuals) ☐ high (most/all individuals are vulnerable)		
	Environmental safety concerns	<i>Related to history of challenging behavior, check all that would be a concern...</i> ☐ proximity to high-traffic areas ☐ large number of/proximity to exits ☐ internet access ☐ access to personal information ☐ access/proximity to vehicles ☐ access/proximity to appliances/machinery ☐ other: _____ ☐ N/A	<i>Check all that may be present in this setting...</i> ☐ proximity to high-traffic areas ☐ large number of/proximity to exits ☐ internet access ☐ access to personal information ☐ access/proximity to vehicles ☐ access/proximity to appliances/machinery ☐ other: _____ ☐ N/A		<i>Check all that may be present in this setting...</i> ☐ proximity to high-traffic areas ☐ large number of/proximity to exits ☐ internet access ☐ access to personal information ☐ access/proximity to vehicles ☐ access/proximity to appliances/machinery ☐ other: _____ ☐ N/A		
	Proximity to school/clinic (i.e., the base location additional staff support would come from, if needed)	<i>Acceptable/safe environments related to history of challenging behavior...</i> ☐ 5 minutes or less ☐ 10 minutes or less ☐ 15 minutes or less ☐ more than 15 minutes ☐ other: _____ ☐ N/A	<i>Proximity of this setting to the school/clinic...</i> ☐ 5 minutes or less ☐ 10 minutes or less ☐ 15 minutes or less ☐ more than 15 minutes ☐ other: _____ ☐ N/A		<i>Proximity of this setting to the school/clinic...</i> ☐ 5 minutes or less ☐ 10 minutes or less ☐ 15 minutes or less ☐ more than 15 minutes ☐ other: _____ ☐ N/A		

subtotal Y: ____

subtotal Y: ____

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Physical Abilities	Physical skills	<i>Learner is able to...</i> ☐ sit for long periods of time ☐ stand for long periods of time ☐ easily transition from seated to standing ☐ walk for extended period of time/distance ☐ lift/push/pull under 5 lbs. ☐ lift/push/pull 5-10 lbs. ☐ lift/push/pull 10-15 lbs. ☐ lift/push/pull over 15 lbs. List any specific physical challenges: _____	<i>Job requires...</i> ☐ sit for long periods of time ☐ stand for long periods of time ☐ easily transition from seated to standing ☐ walk for extended period of time/distance ☐ lift/push/pull under 5 lbs. ☐ lift/push/pull 5-10 lbs. ☐ lift/push/pull 10-15 lbs. ☐ lift/push/pull over 15 lbs. Can learner's physical challenges be accommodated, if applicable: Y/N _____		<i>Job requires...</i> ☐ sit for long periods of time ☐ stand for long periods of time ☐ easily transition from seated to standing ☐ walk for extended period of time/distance ☐ lift/push/pull under 5 lbs. ☐ lift/push/pull 5-10 lbs. ☐ lift/push/pull 10-15 lbs. ☐ lift/push/pull over 15 lbs. Can learner's physical challenges be accommodated, if applicable: Y/N _____		
	Motor skills	<i>Learner's abilities include...</i> Gross motor skills ☐ proficient ☐ moderate ☐ limited Fine motor skills ☐ proficient ☐ moderate ☐ limited List any specific gross/fine motor challenges: _____	<i>Job requires...</i> Gross motor skills ☐ proficient ☐ moderate ☐ limited Fine motor skills ☐ proficient ☐ moderate ☐ limited Can learner's gross/fine motor challenges be accommodated, if applicable: Y/N _____		<i>Job requires...</i> Gross motor skills ☐ proficient ☐ moderate ☐ limited Fine motor skills ☐ proficient ☐ moderate ☐ limited Can learner's gross/fine motor challenges be accommodated, if applicable: Y/N _____		
Teaching/Learning	Instructions	<i>Learner reliably follows instructions that are...</i> ☐ simple verbal ☐ complex verbal ☐ simple written ☐ complex written ☐ drawings/photographs ☐ modeled by another person live ☐ video-modeled	<i>Job requires instructions to be followed that are...</i> ☐ simple verbal ☐ complex verbal ☐ simple written ☐ complex written ☐ drawings/photographs ☐ modeled by another person live ☐ video-modeled		<i>Job requires instructions to be followed that are...</i> ☐ simple verbal ☐ complex verbal ☐ simple written ☐ complex written ☐ drawings/photographs ☐ modeled by another person live ☐ video-modeled		
	Prompting (i.e., anything provided in addition to the initial instruction)	<i>Learner benefits from prompts that are...</i> ☐ verbal ☐ gestural ☐ written ☐ video ☐ via electronic device (e.g., phone, timer)	<i>Appropriate prompts within this job include...</i> ☐ verbal ☐ gestural ☐ written ☐ video ☐ via electronic device (e.g., phone, timer)		<i>Appropriate prompts within this job include...</i> ☐ verbal ☐ gestural ☐ written ☐ video ☐ via electronic device (e.g., phone, timer)		

JOB 1: subtotals of Ys (pg. 1 ____ + pg. 2 ____ + pg. 3 ____ + pg. 4 ____)
= ____ / 21 = ____ x 100 = ____ % MATCH

JOB 2: subtotals of Ys (pg. 1 ____ + pg. 2 ____ + pg. 3 ____ + pg. 4 ____)
= ____ / 21 = ____ x 100 = ____ % MATCH