ABILITY RATING SCALE TRAINING
CaPROMISE

1.0 Introduction

1.1 Background and Scope

The purpose of the rating scale is to identify the individual's functional level in a particular setting and thereby help to inform the identification of accommodations and supports to promote success. This information will help us to individualize services and supports that are both realistic and driven by high expectations. In addition, we will be able to establish strategies in terms of developing a comprehensive, inclusive disability rating tool. The intended users, thus far, are CaPROMISE Career Service Coordinators.

Historically, disability definitions provided by OSEP or SSA have varied and have placed a strong emphasis of the disability from a medical or clinical perspective. Per the Career Service Coordinators' request and direct input, a disability rating scale was developed in an attempt to rate the "severity" of the disabling conditions as they impact the student's ability to function in the student's environment. The hard work from the CSC's is greatly appreciated, and we acknowledge the flexibility and diligence needed to serve the diverse population of CaPROMISE students. Therefore, we request your sharing of personal perspectives regarding the "severity" of disability. We value the opinions and input from the CSC's. The CSC's are in the best position to offer honest, constructive feedback regarding the issue of severity.

1.2 Points of Contact

The individuals listed below can be contacted if any questions or concerns should arise at any point during the process.

Role	Name	Contact Info
Principal Investigator	Mari Guillermo	mari_g@interwork.sdsu.edu
Principal Investigator	Linda O'Neal	linda_oneal@interwork.sdsu.edu
Program Evaluator Assistant	Ron Jacobs	rjacobs@mail.sdsu.edu
Research Specialist	Vanessa Corona	vanessac@interwork.sdsu.edu

1.3 Security and Privacy

The security and privacy of the CSC's and CaPROMISE students are of utmost importance. The disability rating scale form will not include nor request any personal identifiable information. Information provided during the rating process will be confidential and anonymous. Please let us know if you have issues regarding security and privacy.

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2.0 Training

1. Glossary

2.1.a Function Classifications

- Sensory – Capacity to acquire information and/or effectively exchange information/communications and getting along with others in the learning environment to achieve intended learning outcomes.

- Cognitive/intellectual – Capacity to process and apply information, including self-direction, in the learning environment to achieve intended learning outcomes.

- Affective/emotional – Capacity to find and/or maintain comfort with the conditions, including maintaining appropriate behaviors, in the learning environment to achieve intended learning outcomes.

- Mobility/health – Capacity to gain access to and/or sustain the effort/work tolerance and self- care, needed to participate in the learning environment to achieve intended learning outcomes.

2.1.b Learning Environments

- School site – refers to the location in the school where the observation took place. For example, Special Day Class (SDC) Classroom, General Education classroom, study hall, resource center, etc.
- Community – refers to the community setting where the observation took place. For example, retail setting, restaurant, library, city facility, bus etc.
- Work place – refers to the specific work setting where the youth is currently gaining work experience. For example, retail, customer service, food services, animal services, business settings etc.
- Home – refers to the youth's place of residence. For example, apartment, room, house etc.

2.1.c Related Terms

- Disability – refers to the four function classifications listed above in 2.1.a.

- Self-Care – refers to the care of self without medical or other professional consultation and direct services.

- Self-Direction – refers to the person's ability to plan and execute tasks related to

ability to function independently and responsibly in that setting.

- Severity – refers to the extent that specific environment that poses restrictions on an individual's ability to function effectively.

- Work Tolerance – refers to a time period and/or environmental specifics of a work setting including but not limited to: noise, temperature, hours worked during which a worker can effectively perform the tasks while maintaining acceptable levels of physiological and emotional well-being.

2. Recommendations
- Please provide the specific *school site name and location*.
- Please provide the specific *community-setting name and location* where the observation was conducted.
- Please provide the specific *work-place setting name and location*.
- Please provide the specific information for the *home setting and location*.
- Regarding accommodations for this student, make your ratings based on how they presently function, regardless of whether they are or not currently accommodated. Also, you are free to elaborate using the comments section at the bottom of each page.
- Please provide *accurate* and *current* descriptions of the *typical behavior* that you observed in these particular environments.
- Please *do not determine* your ratings in a manner that portrays the youth in an usually positive or negative way.
- Please provide just *one* response per question.
- Please *do not leave* any questions blank.
- Each question provides you an opportunity to indicate when you have not had an opportunity to directly observe your student in one of the four settings.
- Please *complete* one section *before* moving to the next.
- The additional thoughts section is available for you to provide *any additional relevant information* regarding that particular section.
- You must check *within* a box – one of the five options – no checking *between* boxes. The on-line fillable form on the website won't let you check between boxes anyway.
- The example student profiles included in the slide set are *hypothetical*. No inferences about the CaPROMISE students should be drawn from them.
- Rate your student's function from the perspective of an *observer*, not a partner – how s/he functions *without* your direct assistance in a given environment.

- In scoring each item, think of the most typical, representative level of the student's function - - not extreme examples.
- Regarding the meaning of '***uncertain***'; use it for a given item when your perception of their ability to function fluctuates - is not consistent. If you are 'on the fence', use the space below to provide narrative comments to describe the ***reason*** for your uncertainty.
- You are encouraged to make liberal use of the 'written comments'.
- The two students you rate during the session are ***strictly*** for purposes of introducing you to the rating form and procedure. We will not be collecting them or using those two score profiles in any way. In a few weeks, you will score these ***same two students again*** as a part of your entire 26 student caseload, and these ratings will then become a part of the students' records.

3. FAQ's

2.3.a About Disability Rating Form

1. What is a disability rating form?

    ○ Tool to rate "severity" of disability in terms of environmental challenges.

2. Is the disability form used, so we can view "severity" in terms of the person?

    ○ No. The form is used to rate "severity" in terms of the limitation(s) in function imposed by environmental challenges.

3. Is the disability form used, so we can see what is "wrong" with the student?

    ○ No. We are not trying to determine disability/disabilities. We want to rate the student and the interaction in a given setting.

4. Can we combine definitions of SSA, OSEP, RSA and/or others for ratings?

    ○ No. We want interpretations of the Career Service Coordinators only and based solely on function.

5. Should we infer that the disability ratings reflect the CSC's performance?

    ○ No. There is no insinuation of positive or negative performance by the CSC.

2.3.b About the Disability Rating Form Process

1. Can I complete the rating scale with the parent, service provider, teacher or any individual who has worked directly with the CaPROMISE student?

○ No. The ratings should reflect only the opinions of the CSC's. There is the opportunity to include relevant narrative comments that should reflect observations of others.

2. Can I make an educated guess if I have no direct experience in a given setting?

   ○ No. If you do not have direct experience with the students in one or more of the settings mentioned, check this response ( ) No opportunity to date to observe this student in a school site setting.

3. Do I rate the student based on the initial meetings or future projections?

   ○ The rating should be current and based on your observations and perceptions of how the student is functioning precisely at that point in time.

4. Can I change my responses when I've completed the form?

   ○ The ratings should reflect honest responses and should only be changed when the new response more accurately reflects the level of "severity".

5. How long does the form take to complete?

   ○ The form should take no longer than 5 minutes including any additional narrative comments you wish to add. Do not overthink each rating and move through the form quickly.