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Erasmus KA220-SCH

STEPS - Special Time for Each Pupil's Skills

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PERSONALIZED VOCATIONAL DEVELOPMENT PLAN (PVDP)

1. Description tools

The PVDP is a tool for identifying the professional potential of students with special educational needs, with particular emphasis on students with moderate and severe intellectual disabilities. Its goal is to gather information about interests, independence, practical skills, communication, motor skills, and readiness to undertake pre-professional and professional tasks.

The document is intended to support planning for further educational and therapeutic activities and assist the team in making decisions regarding areas of professional activity, skills training, and forms of support. The plan should be discussed in conjunction with the student's family and support staff, and recommendations must be based on observations of functioning in real-world settings.

2. Purpose of diagnosis.

The purpose of diagnosis is:

- identifying the student's strengths.
- identifying difficulties that hinder learning to work.
- indication of preferred activities and work environments.
- assessing the level of independence in practical tasks.
- formulating recommendations for an individual professional development plan.

3. Rules of use.

The tool should be used:

- in direct observation during practical classes.
- during professional and pre-vocational trial tasks.
- when talking to parents and teachers.
- in several situations to make the result credible.

- taking into account support appropriate to the student's needs.

The assessment is descriptive and does not replace a full psychological and pedagogical assessment. Its purpose is to organize the information needed to plan work and support.

4. Rating scale.

0 - does not complete the task even with help.
1 - completes the task with a lot of help.
2 - completes the task with partial assistance.
3 - performs the task independently.

5. Diagnostic sheet.

General information	
Student's name and surname	
Date of birth	
Class/educational stage	
Institution	
Date of document preparation	
Development team	
Other specialists	

Psychosocial assessment							
Area	**Indicator**	**0**	**1**	**2**	**3**	**4**	**Comments**
Social relations	Establishes contact with an adult.						
Social relations	Establishes contact with peers.						
Social relations	Maintains contact during shared tasks.						
Social relations	Reacts appropriately to the presence of other people.						
Social relations	Works collaboratively in pairs or groups.						
Communication	Understands simple commands.						
Communication	Answers questions adequately.						
Communication	Can ask for help.						
Communication	Signals needs and emotions.						
Communication	Uses augmentative communication when needed.						
Self-regulation	Accepts activity change.						
Self-regulation	Copes with failure.						
Self-regulation	Calms down with adult support.						
Self-regulation	Does not react aggressively to difficulties.						
	Maintains behavior						

Self-regulation	consistent with the rules.						
Motivation	Takes on task when instructed.						
Motivation	Finishes the work he started.						
Motivation	Shows interest in the task.						
Motivation	Responds positively to praise.						
Motivation	Retrying after an error.						
Functioning in a group	Follows group rules.						
Functioning in a group	Waiting for his turn.						
Functioning in a group	Accepts joint decisions.						
Functioning in a group	Does not disturb others while working.						
Functioning in a group	Collaborates in a team task.						
Responsibility	Follows simple rules.						
Responsibility	Is responsible for his/her own belongings and workplace.						
Responsibility	He finishes the task and puts the materials back in their place.						
Responsibility	Responds to reminder without strong resistance.						
Responsibility	Can wait for instructions.						

Total psychosocial points:

Assessment of readiness for work							
Area	**Indicator**	**0**	**1**	**2**	**3**	**4**	**Comments**
Work organization	Starts a task after a command.						
Work organization	Can maintain attention on a task.						
Work organization	Works at a predictable pace.						
Work organization	Completes a started task.						
Work organization	Tidies up the workstation after work.						
Practical competences	Sorts, matches, organizes..						
Practical competences	Maintains appropriate level of diligence.						
Practical competences	Performs simple manual activities.						
Practical competences	It works according to a pattern or model.						
Practical competences	Maintains accuracy.						
Working conditions	Accepts noise and the presence of other people.						
Working conditions	Reacts appropriately to a change in task.						

Working conditions	Complies with safety rules.						
Working conditions	Works with breaks as needed.						
Working conditions	Requires support in stressful situations.						

Total work readiness points:

Point summary	
Area	**Contents**
Psychosocial functioning	
Ready to work	
Total score	

Interpretation of results	
0-20 points	functioning requiring intensive support
21-40 points	functioning with a lot of help and constant supervision
41-60 points	partially independent functioning
61 -80 points	functioning well, requiring support in selected areas
81-100 points	high functioning, ready for more complex tasks

Professional predisposition profile				
Area of activity	**High level**	**Intermediate level**	**Low level**	**Comments**
Cleaning work				
Sorting and packaging				
Simple office work				
Technical work				
Gardening work				
Auxiliary catering				
Handicraft and manual work				
Routine and repetitive tasks				

Descriptive conclusions

Area	Contents
Student's strengths	
Psychosocial difficulties	
Conditions conducive to functioning	
The most promising professional areas	
Support needs	

Team Conclusions for PVDP	
Area	**Contents**
General conclusions	
Recommendations for school work	
Recommendations for professional training	
Recommended forms of support	
Goals for the next period	

Signatures	

Supervising teacher	
Educator/psychologist	
Other members of the team	

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