

### Can't Do/Won't Do Assessment

A Can't Do/Won't Do assessment should be done as a first step in selecting an appropriate intervention. The student is offered an incentive to beat their previous score on a similar-level probe. The intervention should then target the area of deficit (skill, motivation, or both). In determining the area of deficit consider percent of change from baseline score to score with incentive:

$\% \geq 15\%$  = Motivation

$\% < 15\%$  = Skill

$\% \geq 15\%$  & below cut = Both motivation and skill

Baseline score (B)	
Cut score (C)	
Score with incentive (I)	
% Change $((I-B/B)*100)$	
Deficit area	

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Example:

Baseline score (B)	50	←Pre-intervention/incentive score
Cut score (C)	77	←Benchmark/screener cut score
Score with incentive (I)	80	←Score with incentive
% Change $((I-B/B)*100)$	60%	← $((80-50/50)*100) = 60$
Deficit area	Motivation	← $\geq 15\%$ & above cut = Motivation

Example:

Baseline score (B)	50	←Pre-intervention, pre-incentive
Cut score (C)	77	←Benchmark/screener cut score
Score with incentive (I)	55	←Score with desired incentive
% Change $((I-B/B)*100)$	10%	←Score w/ incentive – baseline score
Deficit area	Skill	← $< 15\%$ & below cut = Skill

Example:

Baseline score (B)	50	←Pre-intervention, pre-incentive
Cut score (C)	77	←Benchmark/screener cut score
Score with incentive (I)	65	←Score with desired incentive
% Change $((I-B/B)*100)$	30%	←Score w/ incentive – baseline score
Deficit area	Both	← $\geq 15\%$ & below cut = Both

\*Created by Devin Healey, Utah Personnel Development Center (devinhe@updc.org)