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ABSTRACT

Intended for use as an aid by personnel working with handicapped clients, this implementor's manual and resource guide presents model components of the Vocational Habilitation for Severely Handicapped Youth Project. It contains 6 sections (each describing a major component of the program model) and a bibliography/resource guide. Each section contains the name and purpose of the major model component along with a corresponding graphic flow chart, a sequence of steps and procedures necessary to implement each model component, and questions for evaluating each model component. Topics covered in the 6 sections are analyzing labor needs (gathering information about jobs, telephone contacts, visiting potential job sites, selecting appropriate jobs): job analysis (analyzing on-the-job and related skills, completing job analysis formats): client assessment (reviewing previous assessment data: gathering information on home communities: assessing parental aspirations, client job preferences, and vocational and related skills: conducting staff meetings): client training (establishing cooperative agreements with employers: training for acquisition, production, and related skills: monitoring client progress): client placement and followup (exploring employment sites, determining interim work program needs, securing competitive placement, providing placement training, following up client progress with employers and co-workers): and staff roles and competencies (developing staff roles, reviewing staff progress, establishing job descriptions). (MN)

VOCATIONAL HABILITATION FOR SEVERELY HANDICAPPED YOUTH PROJECT

IMPLEMENTOR'S MANUAL AND RESOURCE GUIDE

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During the past two years the assistance, support and hard work of many individuals have been invaluable to the development and implementation of this project. The project staff, under the coordination of Lucy Choisser, contributed many unique ideas and perhaps, more importantly, willingly tried them out.

The employers, supervisors and co-workers at our job training sites in Columbia taught us much about the world of work. In addition, they generously provided work space, materials and the opportunity to work in natural environments to project clients.

Woodhaven administrators and staff supported and facilitated our efforts and continue to do so. Dr. Richard C. Schofer, Chairman of the Department of Special Education, University of Missouri-Columbia, encouraged and supported all project activities from the outset. Several individuals provided critical insights and feedback that inspired us to extra efforts. They include Dr. R. Paul Thompson, Dr. Barbara Wilcox and Dr. Patricia Hawkins, who served as project officers, Dr. Robert Harth, Evaluation Consultant, and the members of our Advisory Council, Dr. George Boyle, John Heskett, Marie Kovar, R.D. Ross, and Arden Stevens. Jan Nicholson patiently typed and re-typed this manuscript.

Perhaps we owe our largest debt to the severely handicapped clients and their parents who allowed us to implement our ideas. Our "severely handicapped" clients taught us to continually raise our own expectations in order to match their abilities.

Sandra Alper, Ph.D
Columbia, Missouri
June, 1981

PREFACE

Beginning in September, 1978, the Vocational Habilitation for Severely Handicapped Youth Project, in cooperation with Woodhaven School, has focused on developing and implementing a model of community-based vocational assessment, training and placement for severely handicapped youth. We have worked with institutionalized severely handicapped persons aged 13 through 21. Handicapping conditions of these clients include behavioral disorders, physical handicaps, and visual and hearing impairments in addition to moderate to severe levels of mental retardation. Their measured level of IQ ranges from 16 to 46. These individuals had no previous vocational training and little experience in community settings when they entered our project.

One of our basic premises has been that the goal of vocational habilitation should be competitive employment. We have also assumed that in order for severely handicapped individuals to work in natural settings in the community and earn competitive wages, they must be assessed and trained relative to the skill requisites of these settings. These assumptions have dictated that our assessment and training activities occur in natural, rather than simulated or sheltered, community settings.

Currently, our clients are employed in a variety of jobs in Columbia including a commercial cleaners, medical laboratory, cafeteria and hospital laundry. They work from two to eight hours each day and earn minimum wages or higher.

This manual represents the steps and procedures we have identified and found necessary for implementing community-based vocational programming. The manual is intended to be used as an aid by personnel working with similar populations of handicapped clients. It is not meant to be used as a packaged curriculum or cookbook. Rather, our intent is that other professionals might adopt or adapt the model components presented here relative to their own particular program resources and needs, in preparing severely handicapped persons to work in economically renumerative and dignified jobs.

INTRODUCTION & OVERVIEW

The ability of severely handicapped persons to perform complex vocational tasks through the application of systematic training strategies has been repeatedly demonstrated (Bellamy, 1976; Gold, 1973, 1976; Rusch & Mithaug, 1980). Despite the efficacy of training procedures incorporating task analysis (Gold, 1976), cue redundancy (Gold, 1972; Gold & Scott, 1971) stimulus control procedures (Bellamy, Horner, and Inman, 1979) and other applied behavioral analysis techniques, most severely handicapped persons remain unemployed. Employment opportunities for these individuals often remain limited to work activity centers and sheltered shops rather than occurring in normalized and economically rewarding work environments (Greehleigh Associates, 1975).

There are several possible reasons for this state of affairs. One explanation might relate to the deficit of severely handicapped workers in communication, functional academic, motor, or social skill requisites of jobs (Wehman, 1976; Wehman & Bates, 1978). The "institutionalization" of professionals who continue to train in restrictive settings might be another reason (Alper & Alper, 1980). The lack of any systematic, well-defined process for community-based vocational assessment, training and employment could also be involved.

It seems reasonable to assume all these factors need further attention. While research efforts have focused on how to train severely handicapped persons in economically valuable work skills, less attention has been directed on training and placement of these individuals in natural work environments (Wehman, 1976).

The Vocational Habilitation for Severely Handicapped Youth Project, initiated with funds provided by the Bureau of Education for the Handicapped (now the Office of Special Education) in September, 1978, is a cooperative effort between the Department of Special Education, University of Missouri-Columbia, and Woodhaven School. The major focus of this project is on developing a model of service delivery through which community-based vocational habilitation services are provided to severely handicapped youth. Services provided include vocational assessment, training and placement based on the skill requisites of competitive employment settings. Staff needs relative to the transition from institutional to community-based programming are also addressed.

An underlying assumption of the project is that the vocational curriculum (i.e., the determination of what skills to teach) lies in the local community. This assumption dictates emphasis on the process through which handicapped youth can receive relevant vocational assessment, training and employment services in the community rather than on a product or a packaged curriculum guide.

The major emphasis of project activities has been on development, demonstration and dissemination of a vocational habilitation program based on the Community Vocational Habilitation Services Model (Figure 1). Within this model actual community-based jobs appropriate for severely handicapped persons are task analyzed into their requisite on-the-job and related social/adaptive skills. Assessment activities are conducted and behavioral objectives are then developed based on these job analyses, and a determination is made relative to appropriate training setting(s) and trainer(s) for each objective.

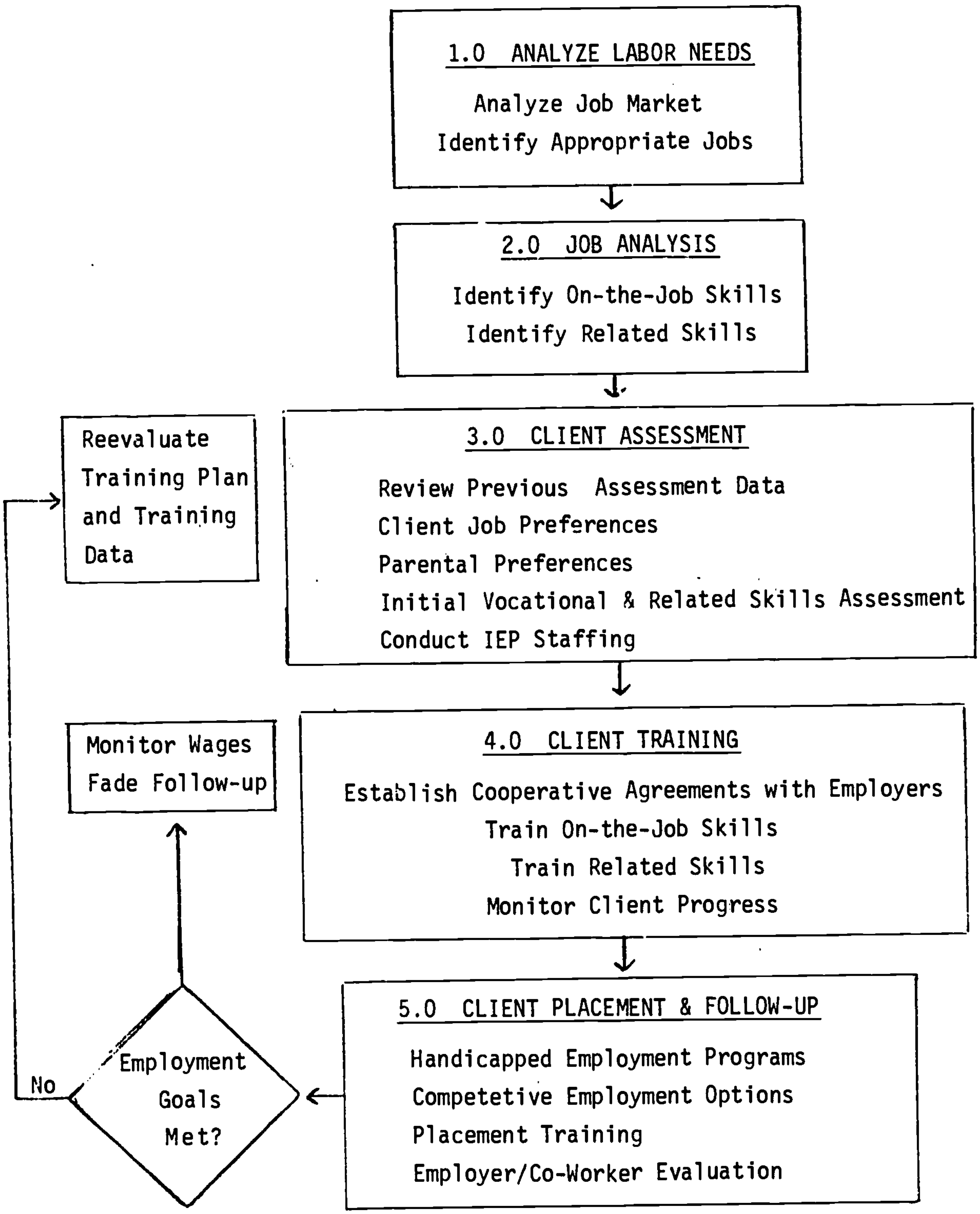


Figure 1: Community Vocational Habilitation Services Model

Inherent in the vocational habilitation model described here are at least two implications pertaining to vocational curriculum content and staff roles. The first implication is related to the question of which skills should be included in vocational curricula for severely handicapped persons. Terms such as pre-vocational, vocational, work-readiness, and work adjustment skills are used frequently, but rarely with precision or consistency. At issue here is the question of which skills are relevant. It seems logical to assume that one criterion for the relevance of vocational skills would be employment. Careful job analysis can aid in determining which skills do meet this criterion. If trainers use analyses of actual jobs as a common base for deciding which skills are employment requisites, the vocational curriculum becomes more consistent regardless of the type of skill (vocational, social, functional-academic) under consideration.

Second, if vocational training is to occur in natural settings as opposed to simulated and sheltered environments, the roles of training staff must change. Teachers, as well as other professionals, must become intimately familiar with the skills required in job sites. This means trainers must move from simulated settings to community employment settings. While there are not, as yet, enough data to empirically validate training in real job sites, there are a number of practical advantages for doing so. Wehman (1981) cited opportunities for increased wages and benefits, interaction with non-handicapped persons and improved perceptions of handicapped persons by family and employers as reasons why training in competitive employment sites should be seriously considered by special educators.

The transition from the classroom to job sites can be facilitated by establishing written cooperative agreements with employers which specify responsibilities for factors such as use of space and materials, training schedules, insurance coverage, etc. Another element critical to the success of on-the-job training is maintenance of a regular schedule of on-site contact by the teacher or vocational counselor (Wehman, 1981).

MODEL COMPONENTS AND STEPS

1.0 Analyze Labor Needs

1.1 Gather Information About Jobs

1.2 Telephone Contacts

1.3 Visit and Tour Potential Job Sites

1.4 Select Appropriate Jobs

2.0 Job Analysis

2.1 Analyze On-The-Job Skills

2.2 Analyze Related Skills

2.3 Complete Job Analysis Formats

3.0 Client Assessment

3.1 Review Previous Assessment Data

3.2 Gather Information on Home Community

3.3 Assess Parental Aspirations

3.4 Assess Client's Job Preferences

3.5 Assess Vocational and Related Skills

3.6 Conduct IEP Staffing

4.0 Client Training

4.1 Establish Cooperative Agreements with Employers

4.2 Train for Acquisition

4.3 Train for Production

4.4 Train Related Skills

4.5 Monitor Client Progress

5.0 Client Placement and Follow-Up

5.1 Explore Sites For Paid Employment

5.2 Determine If Interim Work Program Is Necessary

5.3 Secure Competetive Placement

5.4 Placement Training

5.5 Follow-Up Client Progress With Employers And Co-Workers

6.0 Staff Roles and Competencies

6.1 Develop Staff Roles and Activities

6.2 Review Staff Progress

6.3 Staff Job Descriptions

Questions and Answers about Implementing the Community Vocational Habilitation Services Model

Q: What are the primary goals of the model?

A: - To aid trainers in developing vocational curricula based on the skills required in natural employment and other settings in the community.

- To implement procedures necessary for assessment, training and placement of severely handicapped clients in competitive employment.

- To assist parents in developing normalized goals for their children.

Q: What types of clients have been served by this model?

A: - Severely handicapped institutionalized youth between the ages of 13 and 21 have participated in the project. In addition, the project model has been used to develop normalized curricula for moderately handicapped students in a public school program.

Q: Why implement vocational services for severely handicapped youth before the age of 21? Shouldn't the social, academic and daily living areas of the curriculum be our major concerns while these students are still school-aged?

A: - The project emphasizes training in social, functional academic and daily living skills, all of which are necessary to maintain employment. Because these types of job-related skills are crucial, they can and should be emphasized long before the client reaches employment age.

Q: What staffing patterns are necessary in order to implement the model?

A: - The Community Vocational Habilitation model requires one person to serve as a liaison between staff and employers, and at least one vocational trainer and one related skills trainer. Initially, client training is conducted on a 1:1 basis but within a few weeks the teacher-client ratio may be reduced to 1:3 or 1:5 as clients acquire skills and are taught to work with more independence.

Q: What instructional materials are needed for this type of program?

A: - The project relies primarily on natural cues and materials in community settings (e.g., visual signs and signals, work materials at job sites, other people) and teacher-made visual cue cards. Because the natural environments in which the client is expected to function determine the curriculum, no pre-packaged purchased curriculum materials are used.

Q: How long does it take to train and place severely handicapped persons in competitive employment?

A: - Over the past three years we have found that it typically requires six months to one year to assess, train and place our clients in competitive employment.

Q: What are the costs of implementing this program?

A: - Within the project, cost per client per day has averaged $22.00. Costs to employment have ranged from $3,000.00 to $4,500.00 per client.

Q: How can teachers find the time to leave their classrooms in order to conduct training in the community? What about scheduling and transportation problems?

A: - Training in natural community settings rather than in traditional classrooms does require changes in daily staff schedules, that is, where the teacher works varies. Small groups of clients may travel to and from various community training sites in any non-stigmatized fashion (e.g., public transportation, walking, private car pools, etc.).

- It is important to remember that client training in community settings is a gradual process. Initially, clients may spend only 20 minutes to 1 hour per day in these sites. Time per day in the community may then be increased gradually.

Q: How do non-handicapped workers and others in the community react to severely handicapped clients?

A: - The reaction of non-handicapped persons depends largely on how well-informed they are about severely handicapped clients. In order for non-handicapped workers and others to develop realistic expectations for handicapped people, staff must first convey realistic expectations. Community members often take their cue from staff in how to react to clients.

GUIDE TO USING THE MANUAL

In order to facilitate information access and clarity, each major component of the Community Vocational Habilitation Services Model is presented and described using the following format:

The NAME and PURPOSE of each major model component is presented along with a corresponding graphic FLOW CHART.

A sequence of STEPS and PROCEDURES necessary to implement each model component is presented. Formats and instructions for all aspects of program recordkeeping developed by the project staff are included.

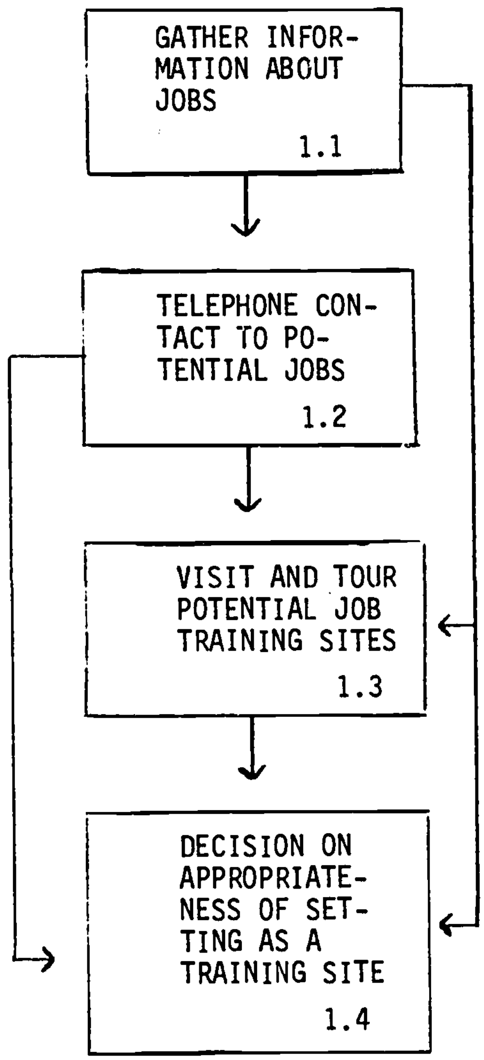
Questions for the EVALUATION of each model component are presented. These evaluation questions were developed based on the Discrepancy Evaluation Model (DEM) and may be used to determine whether or not each model component has been effectively implemented.

COMPONENT 1.0 ANALYZE LABOR NEEDS

PURPOSE:

An analysis of labor needs within a particular geographic region is conducted in order to determine which types of skills and jobs are relevant (i.e., which will lead to wages) currently and in the future. Labor market analysis yields information relative to current and predicted labor market needs and trends, types of workers in demand, and names and addresses of employers.

Thorough labor market analysis information minimizes the possibility of training clients for jobs which are not available, now or in the future, in sufficient numbers to allow entry to employment. It also indicates the number of new workers each occupation is predicted to require. This information enables staff to monitor the number of clients training for each occupation and develop training programs to meet labor needs.



1.0 ANALYZE LABOR NEEDS

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STEP 1.1: GATHER INFORMATION ABOUT THE JOB MARKET

PROCEDURES:

1.1.1 Obtain names of agencies able to provide information on the job market from state and local directories, personal, and peer contacts.

Contact agencies such as:

- State Department of Social Services - Office of Manpower Planning
- State Division of Commerce and Industrial Development
- State Division of Employment Security (Job Service) (also call local offices)
- Local Chamber of Commerce
- Local city government offices

  e.g., City Planning Department
  Office of Community Development

- University Programs

  e.g., Personnel Department
  Labor Education
  Vocational Education

1.1.2 From these contacts obtain the following information:

From state agencies:

a) overview of statewide trends in employment
b) community profiles - vital statistics
c) employment projections - what types of companies and services are likely to move into the state and into specific locations
d) existing jobs in state and individual localities
e) charts, graphs, studies and projection publications such as:

   "Annual Directory of Manufacturing and Mining"

   "Overall Economic Development Program"

   "Manufacturing Staffing Patterns"

From local agencies:

a) local long and short term employment projections
b) names of companies, agencies receptive to hiring handicapped workers
c) names of labor union representatives
d) new companies or services opening in the city or surrounding counties
e) names of key contact persons at existing companies

From University resources:

a) names of helpful labor representatives
b) names of receptive university personnel or possible training sites
c) update on university related vocational programs - funding, location, content, and support

1.1.3 Compile information gathered in labor needs analysis to reflect:

a) most prevalent occupations (by number of positions in each occupation)
b) names, addresses and phone numbers of companies/employers who hire in the identified prevalent occupations
c) determine which companies/employers to contact for initial tours to identify employment settings potentially appropriate for severely handicapped clients.

STEP 1.2: MAKE TELEPHONE CONTACTS WITH EMPLOYERS

PROCEDURES:

1.2.1 Telephone the company, give your name, and ask to speak to the personnel director. All initial contacts should be made through the personnel office.

1.2.2 Relate to the personnel officer (or contact person):

Your name

Agency name

Your purpose in calling (attempting to identify entry-level jobs potentially appropriate for handicapped persons). Brief description of program.

Arrange an appointment to explain program in detail and possible tour the company.

1.2.3 Confirm appointment by letter and then phone the day before to reconfirm the appointment.

STEP 1.3: INITIAL TOURS AND INTERVIEWS WITH EMPLOYERS

PROCEDURES:

1.3.1 INTERVIEW:

Supply the employer with:

Written statement of purpose

Brochure or program description

Business card

Explain your program:

Agency and program name

Population (general terms)

Reasons why interested in their company

Philosophy (general terms)

Obtain the following information:

Employer receptivity to program's goals and to the handicapped

The general physical plant and accessibility

Number of workers hired and in what types of jobs

Entry-level hiring requirements

Union affiliations

During tour:

Identify job areas potentially appropriate for training and/or placement from observation and asking questions.

Make notes of those areas you would like to observe more closely.

Observe work setting, noise level, lighting, number of workers, general environment.

Record this information on Initial Contact Interview Form (on page 18).

- Do this as soon as possible upon returning so observations are still fresh.

INSTRUCTIONS FOR COMPLETING INITIAL CONTACT INTERVIEW FORM

INSTRUCTIONS FOR COMPLETION:

1. Date: date of tour and interview

2. Company name and address: name and address and specific department of company if applicable.

3. Person contacted: name and title

4. Initial Impressions:

   a) Employer interest, suggestions, types of assistance possible, and stated willingness to assist.

   b) Description of any barriers or equipment that would rule out people with certain handicapping conditions.

   c) Numbers of workers company hires plus separate totals for specific entry-level jobs that might be appropriate for the clients.

   d) Name of unions, the union's business manager or representative's name, and the job positions that most frequently belong to the union.

   e) Identify:

      - If there is a space to house a trainer and several clients
      - Jobs being observed allow interaction with and exposure to non-handicapped workers
      - Whether the work area and equipment are arranged and operated safely
      - Whether the work area appears organized and structured
      - General atmosphere

5. Conclusions - future plans:

   Describe any future plans discussed with employer and whether or not a job analysis has been scheduled. If site is not considered appropriate for clients, summarize reasons.

Initial Contact Interview

1. Date: September 2, 1980

2. Company Name: University Snack Shop

3. Person contacted: Dave Richards Title: Supervisor-Food Services

4. Initial impressions of company as related to possible job analysis, site training and/or placement.

   a) Employer responsiveness to project and general attitude:

   Mr. Richards was extremely responsive and is willing for us to use the site for training and/or placement. Very interested in training techniques and expressed interest in learning the techniques himself. Has bussing and dishroom positions open.

   b) Plant or institution accessibility:

   All areas are accessible and there is sufficient space for a trainer.

   c) Number of workers hired and in what types of jobs:

   Food line servers and cooks - 7 full time, 2 part time

   Cashier - 2 full time, 2 part time

   Bussers - 6 part time

   Dishroom - 3 part time

   d) Company or institution's union affiliations:

   NONE

   e) Work setting observation, noise level, lighting, etc.:

   Extremely busy student area. Dishroom is isolated, quiet and not high pressure, individual can usually work at own pace.

5. Conclusions - future plans:

   To return to complete Task Analysis on September 15, 1980 on dishroom jobs & bussing.

   To begin training October 13, 1980 in dishroom with Intent to Hire letter for placement when client is independent.

   To begin bussing training October 23, 1980.

STEP 1.4: SELECT APPROPRIATE JOBS

PROCEDURES: The information gathered on the initial tour is evaluated against the following criteria:

1.4.1 The employer appears to be receptive and supportive of handicapped workers as determined by the initial interview.

1.4.2 The site employs a number of workers on similar jobs or the job exists in a number of other sites within the community.

1.4.3 There should be similar jobs existing in other geographic areas.

1.4.4 The site has entry-level jobs (i.e., no degree or certificate required).

1.4.5 The site is accessible by public transportation and client travel to and from the site is efficient relative to money and time.

1.4.6 The site has sufficient space for trainers and clients.

1.4.7 The work area has opportunities for interaction between nonhandicapped and handicapped workers.

1.4.8 The site abides by acceptable safety standards.

1.4.9 The site is a potential employment placement after training.

1.4.10 The site should be accessible to physically handicapped persons.

If a site meets these criteria, an in-depth job analysis is arranged with the employer. If the site does not meet the criteria, the employer should receive a letter stating appreciation for his/her time and how the information obtained was useful to your program.

EVALUATION QUESTIONS FOR

COMPONENT 1.0: ANALYZING LABOR NEEDS

Evaluation Question 1.1: How many job sites were identified?

Evaluation Question 1.2: How many jobs were accepted into the project?

Evaluation Question 1.3: Did the job sites identified turn out to be appropriate settings for training?

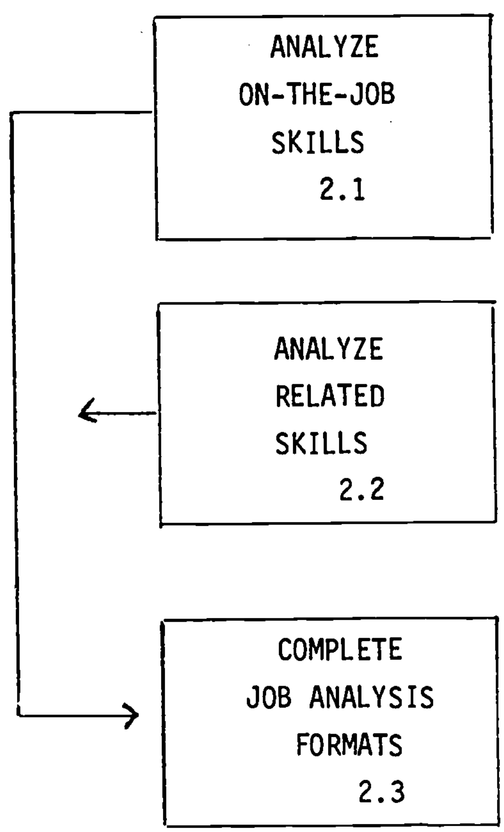
Evaluation Question 1.4: Was there other information that could have been collected about the job site that would have resulted in a more accurate prediction of job suitability (e.g., any anticipated schedule or workload changes)?

Evaluation Question 1.5: Are the jobs that clients are trained for in normalized settings (e.g., actual places of employment for non-handicapped workers)?

Evaluation Question 1.6: Do the jobs require the clients to work and interact with non-handicapped individuals?

COMPONENT 2.0: JOB ANALYSIS

PURPOSE: Job analysis is conducted in order to identify specific on-the-job skills as well as related skills which are necessary for job success and acceptance by co-workers. Conditions in the work environment which the client may have to learn to work under (e.g., noise levels, presence of co-workers, cues, materials, tools, etc.) are also identified. This information becomes the basis for client assessment and training activities.



2.0 JOB ANALYSIS

2.0 JOB ANALYSIS

STEP 2.1: IDENTIFY REQUISITE ON-THE-JOB SKILLS (i.e., THE STEPS THE WORKER MUST PERFORM IN ORDER TO GET THE JOB DONE) AT THE WORK SITE.

PROCEDURES:

2.1.1 The on-the-job skills (i.e., the steps the worker must perform in order to get the job done) are identified at the work site. The acceptable criterion for production rate is also specified. This information is obtained by talking with employers and workers, observing workers, video-taping employees on the job, etc.

2.1.2 Conditions in the work environment which clients may have to learn to tolerate such as noise levels, presence of co-workers, etc., are also identified.

2.1.3 The vocational and related skills identified through job analysis are then stated as observable and measurable responses. The stimulus which serves as the discriminative stimulus for each response at the work site is also listed.

2.1.4 These observable responses are then listed in the same sequence as they are performed at the work site.

<u>STEP 2.2</u>: IDENTIFY THE RELATED SUPPORT SKILLS ALSO REQUIRED OF THE WORKER AT THE JOB SITE (e.g., USE OF MONEY, TIME, COMMUNICATION, etc.).

PROCEDURES:

2.2.1 Identify the related support skills required of the worker by interview with the supervisor and workers and by interview and observation. Follow Procedures 2.1.1 through 2.1.4.

2.2.2 Thank employees and supervisor and schedule an appointment to obtain their feedback on the accuracy of the completed, typed analysis. Confirm by letter.

STEP 2.3: COMPLETE JOB ANALYSIS FORMAT

PROCEDURES:

2.3.1 Review analysis for accuracy with employer (or person designated by employer). Collect any additional information requested by staff.

2.3.2 Review analysis with staff who will be using information for assessment or training for feedback regarding clarity and completeness of information. Clarify unclear information on analysis.

2.3.3 Revise analysis to include any employer revisions and additional information requested by staff. A clear and thorough job analysis is essential as it is the basis for client assessment and training.

2.3.4 Send a copy of the final typed job analysis along with a thank you letter to the employer.

2.3.5 Fill in Job Analysis Format (see page 31).

INSTRUCTIONS FOR COMPLETING JOB ANALYSIS FORMAT

NOTE: Numbers 1 through 11, 14, 27, and 32 are incorporated into this form from the Handbook for Analyzing Jobs. Stout State University: Stout Vocational Rehabilitation Institute, 1972 and the Dictionary of Occupational Titles (D.O.T.), U.S. Government Printing Office, 1977. Offices of Employment Security and the Division of Vocational Rehabilitation use this classification system. Client referral and reporting may be facilitated when the same system is used from the beginning.

INSTRUCTIONS:

1. D.O.T. Title and Code: Find in the D.O.T. the job title most similar to the job you are analyzing, and record that title and its assigned number (code) on the form. This is not required information, but useful in communicating with rehabilitation or employment agency staff.

2. Job Title: The job title as described at the company where the analysis occurs.

3. Firm Name: Name of company and if applicable, specific department. Contact Person: List all persons contacted directly, title, and their function in relation to the analysis process.

4. Job Summary: A brief description of the worker's responsibilities.

5. Machinery, Tools, Equipment, and Work Aids: Identify all the machines, tools and work aides used to perform the work.

6. Materials and Supplies: List any materials which are used to do the job, parts which make up the product, and consumable items.

7. Job Related Responsibilities: List any tasks that are not a part of the regular job but are required of the worker on occasion or as necessary to get ready or leave work.

8. Is Promotion Required or Expected? Determine whether or not employees are expected to advance to more complex work in the company and what opportunities are available.

9. Salary Range: Record salary, fringe benefits, and if applicable, salary schedule.

10. Productivity Rate: Standards for measuring acceptable production vary, and it is important to determine how the employer determines acceptable production rates. It might be a specific number of units per hour, maintaining the work flow, supplying materials required at the next step, etc.

10. (continued)

If the employer is unable to specify the criteria, then observe workers and note average speed which can be used to compare the client's production during training.

11. Hiring Practices: Indicate application process necessary to get hired. Include application forms, interviews, hiring requirements, and general length of process.

12. Job Success Factors: Attendance: Record company policy on tardiness, absenteeism and the procedures client should follow if late or absent.

    Quality: Determine the level of required quality, who checks quality (supervisor, co-workers, self), and what happens if work is below the acceptable quality level.

    Quantity: Essentially same as production rate, but include what tolerance is allowed for slower workers and if quality or quantity is most important.

    Following Directions: Note how directions are given (e.g., verbal, written, demonstration, by whom, and if adaptions would be made if needed by a client.

    Other: Include any additional pertinent comments the employer relates about what is expected of the worker.

13. Narrative Analysis: The narrative analysis relates the job being analyzed to the company's purpose and function and enables the person using the job analysis information to better understand the work area.
    Include a description of the company's history, purpose, relationship to other company or national office, and any future plans (expansion, etc.). A summary of the work tasks, how they relate to each other and other jobs in the work area is also useful. A drawing of work area will aid the other staff in comprehending the physical set-up at the site.

14. Task Analysis: Describe in sequence and in observable and measurable terms tasks performed by the worker. Begin each sentence with an action verb and use the present tense. A lengthy or varied job can be separated into segments which identify different tasks included in the same job.

The information for numbers 15 through 21 is usually obtained by interview with the employer and worker.

15. Supervision: Note location by proximity, frequency, method of correction used.

16. Judgments: List any judgments made by worker such as choice of certain materials, corrections, decisions on when to go to lunch, leave work, etc.

17. Emergency sounds, signals, present in environment: Record if there are any signals or sounds for the start and end of work day, breaks, fire or severe weather alarms, problems with machinery, etc.

18. Emergency procedures and safety instructions: Explain procedure worker follows if there is a fire, fire alarm or severe weather warning, a problem with machinery, or personal injury.

19. Communication of personal needs and problems: Indicate who the worker notifies in case a problem arises with materials, equipment, co-workers, illness, etc.

20. Writing Skills: Indicate what written skills are needed (application, paycheck, overtime forms, sign up for vacation time, reports), and if the client has to perform them or someone else could assist the client.

21. Schedule: Record work schedule and include task changes as well as break and lunch time. If unusual, list start and end of work day and days of week worked. (Example, 10:00 a.m. to 7:00 p.m. Tuesday through Saturday).

Information for numbers 23 through 29 can be obtained through interview and observation.

22. Interaction With Co-Workers: Include proximity of other workers, number of workers doing the same job, and interaction/cooperation among workers.

23. On-The-Job-Stress: Explain type, frequency, and degree of any stress-associated factors present.

24. Time Management: Specify how clients might determine the time for specific actions, such as leaving and returning from breaks.

25. Vocabulary related to job: List any words specific to the job the client would need to learn in order to understand instructions and materials used.

26. Money Skills: Describe vending machines (types, prices), snack bar or cafeteria (price ranges), pay telephone, sanitary napkin or tampon machines (price), and the location of each. Also, mention any use of tips, bonuses, raises, etc. which are applicable.

27. Physical Demands: Identify and describe any standing, walking, climbing, sitting, lifting, carrying, pushing, pulling, and reaching and the amount of time spent performing the activity. Optional: The S L M H V 2 3 4 5 6 are D.O.T. codes to classify

27. (continued)

physical demands factors. S, L, M, H, V are factors that define strengths required.

Sedentary Work (S) - Lifting 10 pounds maximum with occasional lifting and carrying with limited walking.

Light Work (L) - Lifting 20 pounds maximum with frequent lifting and/or carrying objects weighing up to 10 pounds.

Medium Work (M) - Lifting 50 pounds maximum and walks continuously during some operations.

Heavy Work (H) - Lifting 100 pounds maximum.

Very Heavy Work (V) - Lifting objects in excess of 100 pounds.

The numbers 2, 3, 4, 5, and 6 refer to physical capacities which are important to getting the specific job done.

2 - Climbing and balancing

3 - Stooping, kneeling, crouching and/or crawling

4 - Reaching, handling, fingering, and/or feeling

5 - Talking and/or hearing

6 - Seeing (acuity, depth perception, field of vision, accommodation, color vision).

*Sight is important when 1) hazardous jobs in which defective sight would result in injury to self and others; and 2) jobs in which extreme accuracy, inspecting, sorting is demanded.

28. <u>Accessibility and Travel</u>:

a. Building - Check if there are ramps, elevators (controls at proper height, braille), accessibility of doors (width and if rails exist).

b. Work area - Check for aisle width, counter and table height, any barriers.

c. Bathroom - Note if worker can reach sink, soap, faucets, towels, mirror, door handles.

29. <u>Worker's Dress</u>: List required and observed norm of dress (uniform, specific types of shoes, hat, helmet, hairnet, safety equipment such as safety glasses, gloves, hygiene related to dress such as clean fingernails).

30. <u>Socially Expected Communication</u>: Relate required communication to specific times and/or places, such as what is appropriate while on the job, at break or at lunch.

31. Signs and Other Written Information: Record (draw) signs and written instructions or information which is posted in the work area and necessary for functioning at the site.

32. Environmental Conditions: Check the conditions that exist and then describe those checked.

Sign analysis and record the date the analysis was performed.

JOB ANALYSIS

1. D.O.T. Title: Dishwasher, Machine Code: 318.687.010

2. Job Title: Dishwasher

3. Firm Name: Memorial Commons

   Contact Person: Abe Rose

4. Job Summary: The dishroom worker is responsible for seeing that trays, cups, plates, bowls, and serving pans are pre-washed, run through the dish machine and taken to appropriate areas.

5. Machinery, Tools, Equipment, and Work Aids:

   racks, dishmachine, rolling dish carts

6. Materials and Supplies:

   dishmachine soap, dishwashing soap, bleach, dishes

7. Job Related Responsibilities:

   As needed, the dishroom worker may perform the following tasks at supervisor's direction: filling dry snacks rack, working the ice machine, etc. Use of time clock, finding time card, get apron and hat also required.

8. Is Promotion required or expected?

   No

9. Salary Range:

   $3.02 per hour for students
   $3.81 per hour for part-time employees

10. Productivity Rate:

    While there are no specific production requirements, Mr. Rose stated that the individual is expected to keep up with flow of dirty dishes and be able to run loads of dishes as needed.

11. Hiring Practices:

    Applications are submitted to Mr. Rose and he hires individuals for all positions. There are full and part-time positions. (7 hours constitute full-time; 3-4 hours constitute part-time). There are bussing and dishwasher positions available. (These two positions are generally part-time.

12. Job Success Factors (as stated by employer):

a) Attendance: Mr. Rose requires that the individual arrive on time each day. He will, however, make accommodations considering public bus schedules.

b) Quality: Dishes must be clean

c) Quantity:

d) Following directions:

Mr. Rose would like to have individuals who will do what he asks. All directions are given orally.

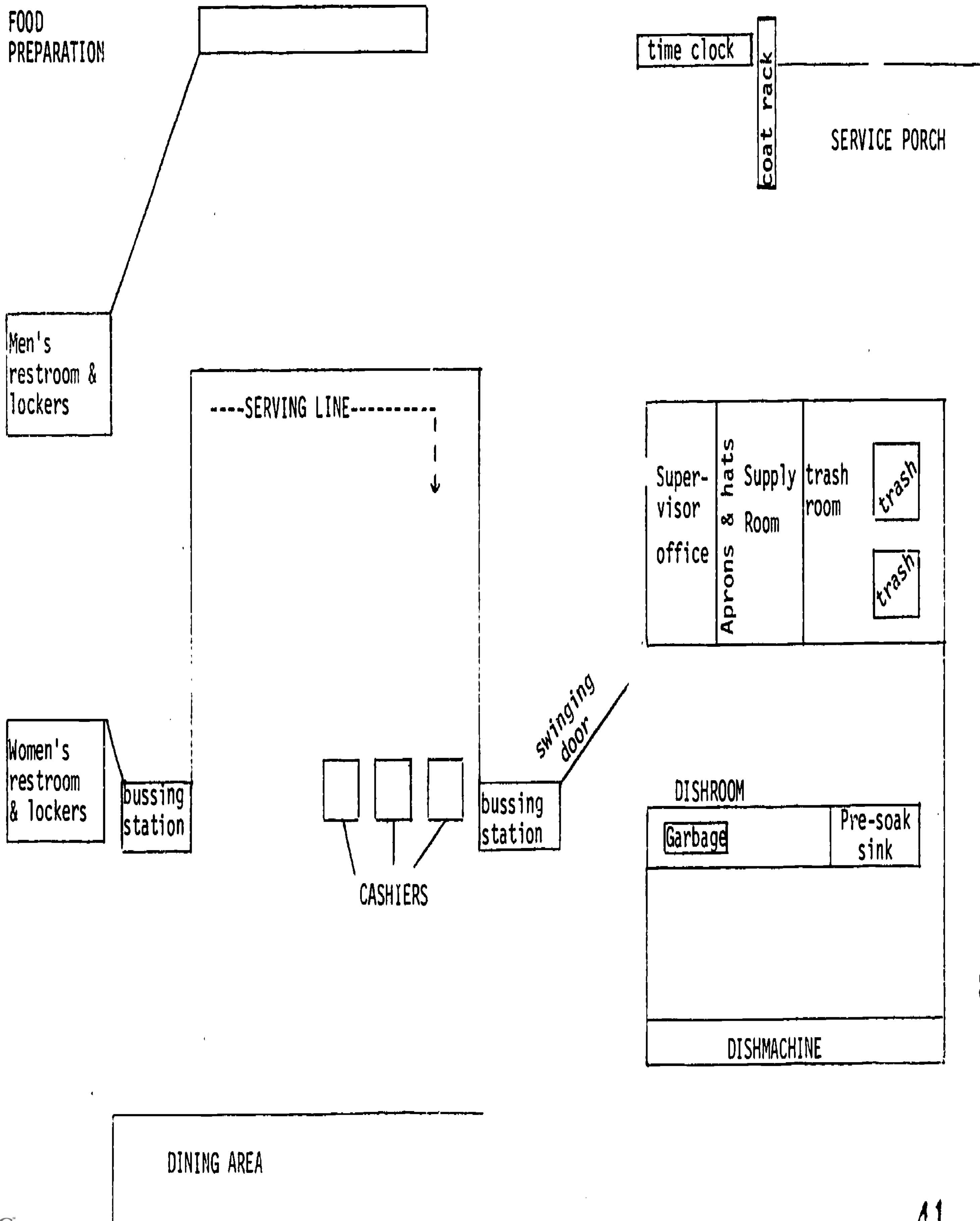
e) Other:

Mr. Rose would like the employee to enjoy his work assignment and be willing to be flexible to fill in where needed.

13. Narrative Analysis:

Memorial Commons is a busy, student food service area with plenty of activity particularly from noon to one-thirty p.m. The dishroom is a separate room and is relatively isolated. The worker is responsible for prewashing plates, cups, and bowls, and washing off only large food particles. Racks (3 types) are loaded with trays, plates, bowls, or cups and occasionally serving pieces. When load is ready, dishwasher is run. After dishwasher is run, trays are carried to the serving line, coffee cups moved to behind coffee service area and plates and bowls are loaded in spring-action, rolling carts. Different job segments are not necessarily done in sequential order but rather the worker does whatever is to be done when it is needed with trays and cups given priority.

MEMORIAL COMMONS - FOOD SERVICE & BUSSING AREA



14. Task Analysis

Segment 1: Washing cups

1. Turn on dishmachine
2. Switch on steam
3. Turn stem knob (behind on/off switch) on full
4. Place cup rack on counter
5. Pick up dirty cup from tub.
6. Place in cup rack
7. Repeat steps 5-6, all cup handles in same direction, until rack is full
8. Push filled cup rack into dishmachine
9. Walk to opposite end of dishmachine
10. Pull rack of clean cups from dishmachine opening
11. Shake rack to remove excess water from cups
12. Look at each cup one at a time

If cup is dirty,

1. Remove cup
2. Place cup in sink
3. Repeat until all dirty cups are removed from rack

---

13. Replace clean cups in rack
14. Place clean cup rack on cart to left
15. Look in sink

If there are dirty cups in the sink,

1. Walk to sink
2. Pick up one cup
3. Wash inside of cup with sponge
4. Place clean cup on counter to left of sink
5. Repeat steps 1-3 until all dirty cups washed with sponge
6. Repeat procedure for steps 4-14 above

---

16. Push cart of cup racks out of dishmachine room into cafeteria area
17. Push cart across serving area to kitchen door opposite cashiers
18. Open door
19. Push cup cart into serving area
20. Look at cup rack carrier to right

If cup rack is full, (2 racks in rack holder; individual cups already stacked)

1. Pick up filled cup rack from cart
2. Carry to cart on left
3. Stack rack evenly on top of filled racks

---

21. Pick up cup rack from cart
22. Place end of rack on counter
23. Holding end of rack with one hand, pick up cup from rack
24. Place cup on top of cup in rack holder, handles facing same direction
25. Continue steps 22-23 until cups stacked three-high in rack holder
26. Place empty rack on floor
27. Pick up empty racks and stack on cart
28. Push cart into dining area
29. Push cart across dining area, into dishmachine room

Segment 2: Washing Trays

1. Pick up empty tray rack
2. Place rack on counter to right of dishmachine
3. Pick up tray(s) from stack on counter
4. Place tray in rack, facing dishmachine
5. Repeat steps 3-4 until rack is full
6. Push filled tray rack into dishmachine
7. Repeat steps 1-6 until dishmachine is full
8. Walk to opposite end of dishmachine
9. Pull rack of clean trays from dishmachine opening
10. Pick up clean trays from rack
11. Place trays on end next to wall on counter to left
12. Repeat steps 10-11 until rack is empty
13. Stack empty rack in corner
14. Repeat steps 9-13 until all trays are unloaded from racks
15. Pick up clean, stacked trays
16. Carry trays out of dishmachine room, down hall to serving area
17. Turning left, carry trays through opening between serving lines
18. Walk to clean tray station
19. Stack trays in tray holder
20. Repeat steps 15-19 until all clean trays are in serving area
21. Repeat steps 1-21 until all trays are washed and put away

Segment 3: Washing Dishes & Bowls

1. Plug sink drain by pulling lever beneath sink
2. Turn on warm water
*3. Add soap to water
4. Put plates/bowls in soapy water
5. Pick up plate/bowl
6. Wash plate/bowl with scratcher or sponge
7. Place plate/bowl on counter to left
8. Place rack on counter
9. Pick up plate/bowl(s)
10. Put plates and bowls in rack until rack full
11. Push filled rack into dishmachine
12. Walk to opposite end of dishmachine
13. Pull rack of clean dishware from dishmachine
14. Pick up plate/bowl(s) from rack
15. Carry to dishware carrier
16. Place in appropriate stack
17. Continue steps 14-16 until rack is empty
18. Stack empty rack on counter

* If washing breakfast dishes, bleach is added to water in addition to soap.

Segment 4: Washing serving containers

1. Locate appropriate rack below counter
2. Place rack on counter
3. Pick up oblong (rectangular) metal container
4. Empty contents into garbage disposal
5. Place container, upside down, on rack
6. Push rack into dishmachine
7. Repeat steps 1-6 until all rectangular serving containers are washed
8. Walk to opposite end of dishmachine
9. Pull clean container/rack from machine
10. Stack containers on counter to left
11. Stack racks on end in corner of counter
12. Carry empty racks to opposite end of work area
13. Replace racks below counter
14. Pick up round serving container
15. Look inside container (If then...)

If container held baked beans...

1. Place container upside down in disposal sink to right
2. Cover container with plastic tub
3. Turn on water
4. Turn on disposal (4-5 minutes)
5. Turn off water
6. Turn off disposal
7. Remove plastic tub
8. Place tub on counter
9. Remove round container from sink

---

16. Place container upside-down on rack
17. Repeat steps 6-16 above until all round serving containers have been washed & stacked

15. Supervision:

Worker must start work at beginning of shift and after breaks independently moving about or in his office and is readily available for questions.

16. Judgments:

Worker needs to be able to move from one task to the other as he sees work to be done (see task analysis).

17. Emergency sounds, signals present in environment:

Dishwasher buzzer when it is out of soap.
Every Friday at 8:00 a.m. - fire alarm test - 4 very loud beeps repeated twice

18. Emergency procedures and safety instructions.

Closed toe shoes

19. Communication of personal needs and problems.

If there are personal needs or problems, worker should go to Mr. Rose.

20. Writing Skills:

Time card must be signed.

21. Schedule (break times, time to start work, task schedule)

work over 2 hours = 15 minute break
work over 5 hours = 15 minute break & 30 minute break
work over 7 hours = (2) 15 minute breaks & (1) 30 minute break

INTERVIEW AND OBSERVE

22. Interaction:

Dishroom is basically a one-person operation except from noon to one p.m. when two people normally work the room. Interaction is not essential but may be desireable to co-workers.

23. On-the-job stress

Possible stress may occur at peak times with demands for trays or cups tobe washed and taken to service area rapidly.

24. Time management

Time must be managed by the worker so they know what must be done according to what types of dishes are being bussed.

25. Vocabulary related to job:

None

26. Money skills

Signature required to receive paycheck, although an "X" or other mark is acceptable if employee cannot write.

27. Physical Demands - S L M H V 2 3 4 5 6

Standing, walking, pushing, and pulling are required constantly. Lifting and carrying occur only 1/3 or the time. When load is heavier than 20 pounds, a rolling dolly is used.

28. Accessibility and Travel:

a. Building - worker travels around food service area.

b. Work area - worker works in and around dishroom.

c. Bathroom - walks through back of service area to restroom.

29. Worker's Dress: Worker is to wear an apron and hat, closed toe shoes (not tennis shoes). Apron and hat are furnished and can be kept in the locker until dirty.

OBSERVE

30. Socially expected communication:

None expected other than to communicate with supervisor if there are problems.

31. Signs and other written information (list safety and/or function signs).

None

32. Environmental Conditions:

A. __X__ Inside _____ Outside _____ Both __X__ Noise

_____ Cold _____ Hot __X__ Wet

__X__ Humid _____ Hazards _____ Fumes/Odors

B. Describe those checked.

When dishmachine is in operation it is somewhat wet and humid and there is a moderate amount of noise.

Analyst______________________________ Date October 7, 1980

EVALUATION QUESTIONS FOR

COMPONENT 2.0: JOB ANALYSIS

Evaluation Question 2.1: Are the job data collected sufficient to do a task analysis of the job?

Evaluation Question 2.2: Are the job data collected accurate with respect to the work environment?

Evaluation Question 2.3: Are the job data collected accurate with respect to production rate criteria?

Evaluation Question 2.4: Are the job data collected appropriate for planning a training program on adaptive skills?

Evaluation Question 2.5: Is there other information about the job that could have been collected ahead of time such as:

a. Data on the site potential for accommodating an increase in client time-on-task.

b. The number of clients that might be conceivably trained at the same time.

c. Information on related skills (tying aprons, putting on hairnets, etc.) should be listed to aid the trainers in preparing training techniques and curriculum for individual clients.

d. Information on dress codes.

e. Information with respect to safe and appropriate space for keeping personal items, i.e., lunches, purses, etc.

f. Lunch arrangements and travel route, including directions for riding busses, or walking patterns, should be added to related skills information.

g. Employee-supervisor interactions. Line of command especially if there is more than one supervisor.

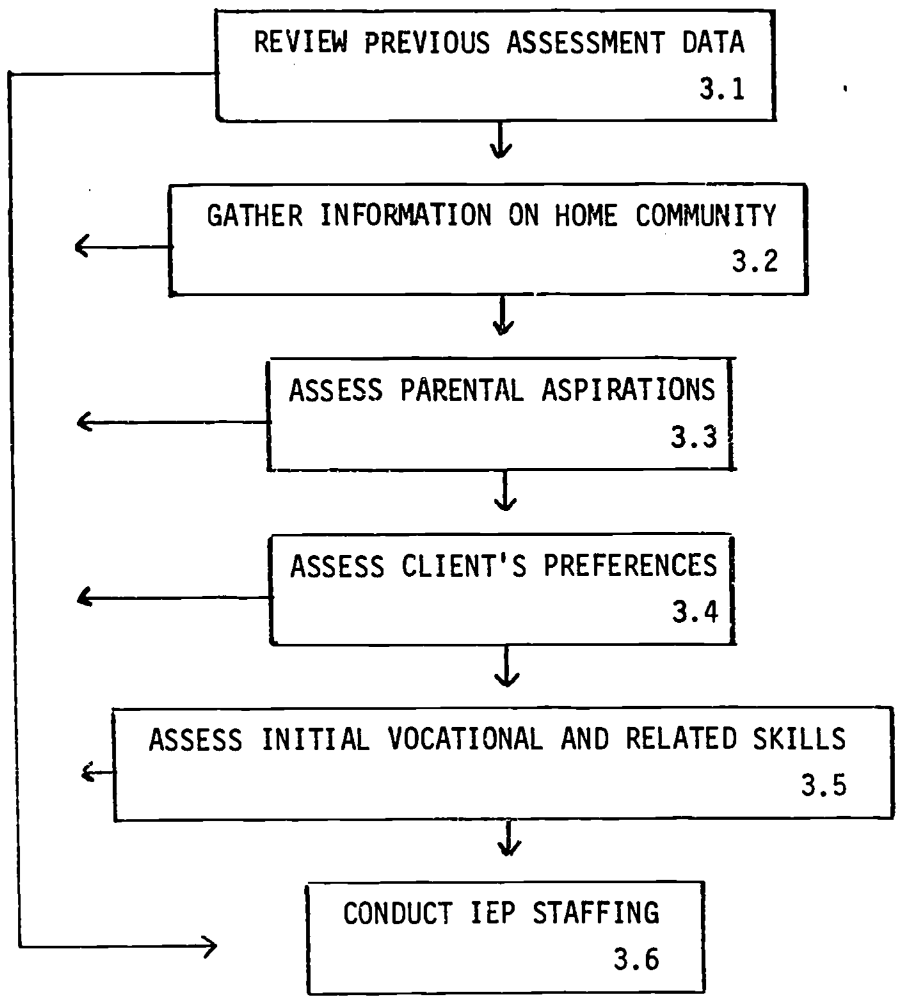
h. Information about employee turnover and how often openings occur in identified areas.

COMPONENT 3.0: CLIENT ASSESSMENT

PURPOSE: The purposes of the assessment process are: (1) to determine appropriate vocational goal(s) based on normalization concerns such as client's interests and preferences, parental aspirations, and job market conditions, and (2) to identify specific on-the-job and related skills needed by a client for competitive employment.

No attempt is made to predict what the client may be able to learn. Since most severely handicapped clients have had minimal or no vocational training, their performance during assessment is often poor.

The assessment process is criterion-referenced and based entirely on skills required in the natural environment(s) in which the client is expected to function. Skills to be assessed are determined through analyzing employment and other community settings. Therefore, the particular skills assessed will vary across communities and job market conditions.



3.0 CLIENT ASSESSMENT

3.0 CLIENT ASSESSMENT

STEP 3.1: REVIEW PREVIOUS ASSESSMENT DATA

The purposes of reviewing the client's previous assessment data are: (1) to identify any gross medical, behavioral, communication, or motor problems (e.g., seizures, self-abusive behaviors, etc.) and, (2) to obtain a general knowledge of the client's previous educational and vocational experiences.

Client records routinely include a psychological examination and other standardized tests, criterion-referenced assessment data and a social history. Frequently, this information pertains to a school or institutional program, and may therefore, be based on skill requirements which vary from those required in work settings. While this information can be useful for obtaining a picture of client's performance and experiences to date, it is not considered predictive of future performance.

PROCEDURES:

3.1.1 Review previous standardized and criterion-referenced assessment data.

3.1.2 Review client's medical records.

3.1.3 Note any gross medical, behavioral, communication, or motor problems such as:

- heart and respiratory problems
- seizures
- self-abusive or self-stimulatory behaviors
- problems in communicating basic survival needs
- medication

3.1.4 Record this information on the Assessment Summary Form (see page 74).

STEP 3.2: GATHER INFORMATION ON THE CLIENT'S HOME COMMUNITY RELATIVE TO JOB MARKET AND RESIDENTIAL OPTIONS.

If the client will be returning to his/her home community or moving to a different community, the types and number of jobs prevalent in that area, support services for the handicapped, and living alternatives need to be investigated. If parents have not decided where the client will reside, this information can be helpful in planning for the client's future.

PROCEDURES:

3.2.1 Obtain a community employment profile from the State Division of Commerce and Industrial Development.

3.2.2 Contact the community Chamber of Commerce and Employment Security Office for local job market statistics.

3.2.3 Contact the Division of Mental Health Developmental Disabilities Regional Center for information on living alternatives, support services for the handicapped, group homes, etc. in the area.

3.2.4 Record entrance criteria for group homes or care facilities, the expected length of time on waiting lists, and application procedures.

3.2.5 Record this information on the Assessment Summary Form (see page 74).

STEP 3.3: OBTAIN PARENTAL ASPIRATIONS RELATIVE TO CLIENT'S PREDICTED PLACE OF RESIDENCE AND EMPLOYMENT.

PROCEDURES:

3.3.1 A few months before the IEP staffing, inform parents of the purposes of assessment, the types of areas to be addressed, and the types of planning that will be addressed during the IEP staffing.

3.3.2 Involve parents in the process at the outset by asking them to gather information regarding vocational and community living alternatives and to consider their own goals and plans for their child.

3.3.3 Stress that until the assessment is completed and the staffing is held, it is difficult to make any decisions; neither the parents or the staff is expected to have "all" or the "right" answers.

3.3.4 Throughout this communication with parents accent the positive aspects (strengths) of their child; talk about specific skills rather than generalities.

3.3.5 Schedule a date when the parents can attend an IEP staffing. Describe to parents who will participate in the staffing and what each participants role will be. Keep the staffing size small enough to facilitate open communication.

3.3.6 Confirm the staffing date by letter.

3.3.7 Notify each participant in the IEP staffing of the meeting date and their role/responsibility during the staffing.

3.3.8 Obtain and record parental aspirations on the Assessment Summary Form (see page 74).

STEP 3.4: ASSESS CLIENT'S JOB PREFERENCES

Typically, severely handicapped adolescents have not had exposure, experience, or training in work settings. In order to provide a client with information necessary to make a decision regarding vocational preferences he/she needs experience with appropriate jobs. This exploration process can be attempted in a variety, and ideally, a combination of methods.

PROCEDURES:

3.4.1 Before beginning the assessment process, discuss with the client:

a. Limits/goals of school program
b. Alternatives (vocational and residential) for when s/he turns 21
c. Examples of friends or relatives who have moved or who work
d. What is expected of the client during the assessment process and why s/he will be doing each section. Let the client know s/he is a part of the decision making process.
e. Talk about where s/he would like to live and why.

3.4.2 Assemble samples of the appropriate jobs (determined during job analysis). A job sample is developed by choosing a part, or a sample, of the analyzed job which is considered representative of the work required in that job. Work materials, names of materials and functions, and task should be as similar to the actual job as possible. The job sample set-up should be arranged in the same way it was observed at the work site. The job sample should be administered the same way to different clients and by different trainers. This is important because the information about the client's response on each sample is compared to his/her response on other samples. Any one sample should not take longer than 15 minutes to administer.

3.4.3 Administer job samples to the client. A client should try all of the jobs. Having a large variety of jobs analyzed enables the staff to set up more samples. This allows the clients to experience different types of work and have more options to choose from.

INSTRUCTIONS FOR JOB SAMPLE FORM:

INSTRUCTIONS FOR PREPARATION:

Prepare form for the administration.
Numbers 1 through 3 are copied from the job analysis of each job (Step 2.3).
Number 4 describes the work done in the job sample.
Numbers 5, 6, and 7 list all the materials and equipment needed to administer the sample.
Number 8 denotes the necessary physical and educational requirements for the total job (not the sample). This is included to remind the trainer of requirements for the job.
Number 9 depicts the physical placement of job sample equipment, materials, client, and trainer.
Instructions that should be repeated verbatim by each trainer are shown on the form, enclosed in boxes. The trainer needs to follow the standard procedure in order to compare client responses across samples, and to not influence the responses. For example, if the trainer says "You are really doing a good job on this one", a client might then indicate s/he likes this sample better.

INSTRUCTIONS FOR ADMINISTRATION:

The trainer will explain and demonstrate the task concurrently, then have the client perform the task three times. The trainer will record the time for each trial on the Job Sample Record Form. During each trial the trainer will allow the client to attempt each step independently, provide assistance if a step is performed incorrectly and record the response for each step on the data form. A slash is put through the number next to each step performed correctly and independently; numbers next to incorrect responses are not marked.

At the completion of trial 3, the trainer will ask the interest questions and fill in the responses on the Job Sample Record Form. The client will leave and the trainer will then fill in the observation section of the form.

USE OF INFORMATION:

The job sample is not used as a skill assessment. Although it can indicate information about learning speed and skills presently possessed, the samples are too limited for the information to be reliable. The purpose is to allow the client to experience samples of various types of work. Using both interview and observation allows the trainer to compare facial expressions, behaviors and client's stated interest across the different job areas.

JOB SAMPLE

1. D.O.T. Title: Laundry Operator

2. Job Title: Laundry Worker I

3. Job Summary: Worker's primary duties include sorting, weighing, folding and processing various classifications of hospital linen.

4. Job Sample: Includes folding of one (gown) of 4 types folded in work area.

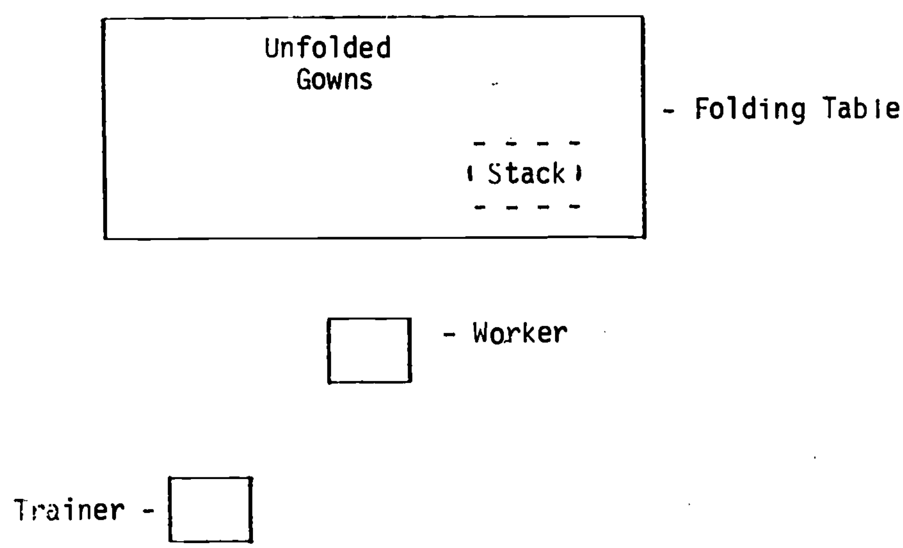
5. Machinery, Tools, Equipment, and Work Aids: Folding table

6. Materials and Supplies: Clean, unfolded gowns (5)

7. Administration Materials: Stopwatch or other timing device, data sheet, pencil, interest and behavior observation form.

8. Prerequisites: Must have physical capacity to stand 7½ hours (2 hours 15 min. at a time), lift up to 20 pounds, bend from waist and reach, eyesight (color discrimination and see seams), tolerate heat (about 90 degrees at times) and dampness and humidity, reach 6' while standing (step stools available), stoop and reach to 18" from floor.

9. Diagram of Work Station:



Instructions to Clients:

A. Client orientation: The following should be said to the client before taken to the work station.

I am going to show you a (another) job to see if you like doing it. Remember, we are trying to decide what kind of job you would like to do when you get out of school.

The trainer takes the client to the task and begins administration:

This job is part of what someone who works in a laundry does. It is a folding job. These are gowns, this is the folding table.

Trainer touches one hand to pile of gowns, the table.

You are going to fold the gowns, Watch me while I show you how, then I will let you do it.

Trainer demonstrates and explains the following:

Pick up gown. Pull arms right side out if needed. Lay gown on table. Locate sleeve #1 (with dominant hand). Grasp (with pincer) underarm cross seam (with dominant hand). Locate sleeve #2 (with dominant hand). Grasp (with non-dominant hand). Bring seams together, hold both (in pincer grasp w/dominant hand). Follow seam furthest away down to hem, pull off table, and hold up. Hold seam with pincer grasp. Still holding seam, grasp closer seam at hem line; bring together. Shake to straighten.

Lay on table, with the seam folds closest to you. Straighten arms (pull out from under gown). Fold sleeves over gown, fold along the sleeve seam. Grasp at collar, fold over to hem. Grasp center fold; fold to hem. Place on stack.

Trainer stands back.

Now, you do it. Fold a gown.

Correction will be made by verbal and physical assistance for all trials. At completion:

Very good. Now fold another gown.

When completes second gown:

Very good. Now fold another gown.

At completion of third gown:

You have folded all the gowns. Let's stop and talk about the job.

Trainer asks questions on the Record Form recording the responses as given. At completion of interest questions the trainer says:

Thank you. We are done for now. Go back to (work, class, etc.).

Trainer fills out the remainder of the Record Form.

JOB SAMPLE RECORD FORM

Name__________ Date__________ Task Folding gowns Examiner__________

20		20	20	20	40	40	40	40
19		19	19	19	39	39	39	39
18	Place on stack	18	18	18	38	38	38	38
17	Grasp center fold; fold to hem	17	17	17	37	37	37	37
16	Grasp at collar, fold over to hem	16	16	16	36	36	36	36
15	Fold sleeves over on gown, fold along the sleeve seam.	15	15	15	35	35	35	35
14	Straighten arms (pull out from under gown)	14	14	14	34	34	34	34
13	Lay on table, with the seam folds closest to you.	13	13	13	33	33	33	33
12	Shake to straighten	12	12	12	32	32	32	32
11	Still holding seam, grasp closer seam at hem line; bring together	11	11	11	31	31	31	31
10	Hold seam with pincer grasp	10	10	10	30	30	30	30
9	Follow seam furthest away down to hem, pull ff table, and hold up	9	9	9	29	29	29	29
8	Bring seams together hold both (in pincer grasp with dominant hand)	8	8	8	28	28	28	28
7	Grasp with non-dominant hand	7	7	7	27	27	27	27
6	Locate sleeve #2 (with dominant hand)	6	6	6	26	26	26	26
5	Grasp (with pincer) underarm cross seam (with dominant hand)	5	5	5	25	25	25	25
4	Locate sleeve #1 (with dominant hand)	4	4	4	24	24	24	24
3	Lay gown on table	3	3	3	23	23	23	23
2	Pull arms right side out if needed	2	2	2	22	22	22	22
1	Pick up gown	1	1	1	21	21	21	21

Exposure Time

Exposure Time

JOB SAMPLE FORM

Student Interview

1. Was this job easy or hard for you?

2. Would you like to do this job again sometime?

3. Is this a good job or a bad job for you?

4. Do you like to fold gowns?

____

____

____

5. The job the student chose to return to:

____

Observations

1. Student recognizes and accepts authority or supervision.

2. Student accepts and follows instructions.

3. Student shows willingness to work.

4. Student responds appropriately to praise.

5. Student responds appropriately to correction.

6. Student attends to the task.

3.4.4 While the job samples are still set up, ask the client to return to the sample task s/he "liked best" or "wants to do again". This is especially useful with lower functioning clients. Record the samples chosen first, or first and second.

3.4.5 Take the client to job sites to observe and/or perform part of the job task.

3.4.6 Assemble a picture sort which includes enlarged photographs of the jobs from which the samples were developed. Administer the sort asking the client to choose the picture of the job s/he likes best or would want to do.

3.4.7 Compile the information from the job samples, visits to sites, picture sort, and client's expressed interests and record on the Assessment Summary Form (see page 74).

STEP 3.5: ASSESS VOCATIONAL AND RELATED SKILLS

The Vocational Skills Assessment is used in order to rule out jobs the client cannot perform due to physical or medical restrictions and which cannot be adapted for client success. This information is helpful in determining what job, from among a pool of jobs, will be used for training.

The Related Skills Assessment includes those skills required for acceptance by co-workers and employers (e.g., mobility, social, grooming, and functional academic skills required for job success). All assessment items are identified in the natural community environments in which the client is expected to function.

PROCEDURES:

3.5.1 Develop a Vocational Skills Assessment consisting of items based on jobs analyzed in the local community. (See Vocational Skills Assessment form developed for appropriate jobs in the Columbia, Missouri area) (on page 58).

The items for the skills assessment can be extracted verbatim from the community job analyses. The headings (such as locates and travels, bends, reaches, hearing skills) are determined by grouping individual items into descriptive categories.

Each job is assigned a letter designation, such as Job A. The letter is then placed after each skill on the form that is required to perform that job.

As new jobs are analyzed, the assessment form is updated to include new skills and/or categories.

3.5.2 Administer the Vocational Skills Assessment with each client.

Numbers 1-9 can be assessed in two ways. The physician is consulted to determine if any of the conditions or physical actions would be medically harmful for the client and what limitations/restrictions need to be considered in vocational planning and training. Numbers

1 and 3 through 6 can be assessed by observing the client in the present setting and by having them perform the skills. For example, to test number 1.5 (reaches to 18" overhead), look at the job analyses for jobs B, E, F, H, J, Q, and R and choose assessment materials used on those jobs. Numbers 10-24 are assessed by interviewing, observing, and/or direct assessment, depending on the item and people familiar with the client who are available to share information. Interview and observation are most useful for work behavior skills and functional academics. Usually the classroom teacher knows or can quickly assess skills in these areas. Direct assessment is used to test work, functional academic, and physical skills by using materials from actual work settings in the same manner as used in the work setting.

3.5.3 Record skills the client presently performs independently.

To record skills presently performed independently by the client, circle the number to the left of that skill. For example, if the client can lift 10 and 20 pounds (number 6.1 and 6.2) record:

6. Lifts and carries objects:

.1 up to 10 lbs.
.2 up to 20 lbs.
.3 up to 30 lbs.
.4 up to 50 lbs.

3.5.4 Summarize Vocational Skills Assessment results on the Assessment Summary Form. Record the skills not performed independently. These are the skills the client will need to learn for the job chosen as the vocational goal, and in effect become the training curriculum.

Except for medical and physical limitations, a client qualifies for training in most jobs. A job is ruled out if the physician reports, for example, that a job requiring standing for eight hours is medically harmful and increasing stamina would not remediate the medical problem.

Once other assessment factors are considered (client preferences, parental aspirations, etc.) the results from the skills assessment are used in planning training methods and setting objectives regarding the specific skills required to perform the chosen job.

3.5.5 Develop a Related Skills Assessment consisting of items based on analyzing work and community environments in which clients will be expected to function. The purpose of this evaluation is to assess current level of functioning in related skills which are necessary for acceptance by co-workers and employers.

VOCATIONAL HABILITATION FOR SEVERELY HANDICAPPED YOUTH PROJECT

Vocational Skills Assessment

Name____Age______Birthdate_______________

Evaluator____Date_________________

____

____

SKILLS REQUIRED

JOB

- Job A - Assembler of Rubber Gaskets: Boone County Workshop
- Job B - Assembler: McGraw Edison
- Job C - Hand Assembler of Electronic Connectors: Boone County Workshop
- Job D - Cafeteria Dishwasher: University of Missouri - Johnston Cafeteria
- Job E - Lab Assistant Dishwasher: University of Missouri - Medical Center
- Job F - Laundry Worker I: Harry S Truman Veterans Hospital
- Job G - Cooks Helper: Woodhaven Administration Building
- Job H - Laundry Worker: Woodhaven Laundry
- Job I - Maintenance Worker: Woodhaven Custodian
- Job J - Food Service Attendant I: UMC Kitchen
- Job K - Linen Attendant: UMC Laundry
- Job L - Production Employee - Bottle sorting - Pepsi Cola Bottling Company
- Job M - "Winder" Assembler - silicone rubber heaters: Watlow Electric Company
- Job N - Lab Assistant - Junior Grade: UMC Agriculture Research, food service and Nutrition
- Job O - Envelope Inserter: Boone County Workshop
- Job P - Silverware sorting (part of dishwasher duties) Memorial Union Cafeteria
- Job Q - Dishwasher Pershing Hall Kitchen
- Job R - Laundry worker Lenoir Home
- Job S - Laundry worker - Boone County Hospital

Skills Required	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1 Locates and travel in/to building, work areas, bathroom, break area	*A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
2 Tolerates, as necessary, for work																			
.1 inside work	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
.2 outside work																			
.3 humidity				D	E	F	G	H								P	Q	R	S
.4 intermittent heat				D			G	H		J									
.5 steady cold												L							
.6 steady heat				D		F		H		J		L				P	Q	R	S
.7 noise						F		H	I					N		P	Q	R	S
.8 fumes/odors									I										
.9 dust		B										L						R	S
.10 fast pace				D			G												
.11 intermittent fast pace																P	Q		
.12 wet, slippery floors																P	Q		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
3 Has the physical capability to position self correctly for work:																			
.1 sits at job for up to 8 hours (with breaks)	A	B	C										M		O				
.2 stands at job for up to 8 hours (with breaks)				D		F		H		J	K					P	Q	R	S
.3 alternates/as necessary for job/standing & sitting						F							M						S
.4 walks and stands up to 8 hours (with breaks)							G		I							P	Q	R	
.5 stands for up to 3 hours (with breaks)					E									N		P	Q		
4 Bends																			
.1 from waist to within 18" of floor		B			E	F	G	H	I	J						P	Q	R	S
5 Reaches																			
.1 reaches to 18" overhead		B			E	F		H		J							Q	R	
.2 reaches to 36" overhead				D			G	H	I		K	L		N		P	Q	R	S
.3 reaches to 18" forward/to side	A		C													P	Q		
.4 reaches to 24" forward/to side												L		N		P	Q	R	S
.5 reaches to 36" forward/to side				D			G	H		J	K								
.6 reaches to 48" forward/to side													M						
6 Lifts and carries objects																			
.1 up to 10 lbs.	A	B					G						M	N		P	Q	R	S
.2 up to 20 lbs.				D	E	F		H	I	J	K					P	Q	R	S
.3 up to 30 lbs.												L				P	Q	R	S
.4 up to 50 lbs.						F										P	Q	R	S
7 Finger Dexterity																			
.1 2 point grasp	A	B	C					H					M			P	Q	R	
.2 3 point grasp		B		D	E	F	G	H		J	K		M	N	O	P	Q	R	S
.3 palmar grasp		B		D	E		G		I	J		L	M	N		P	Q		
8 Manual Dexterity																			
.1 one handed task			C										M						
.2 two handed task	A											L			O	P	Q	R	S
.3 simultaneous use of both hands		B		D	E	F	G	H	I	J	K		M	N		P	Q	R	S
9 Push/pull																			
.1 0-20 lbs.													M			P	Q	R	S
.2 20-100 lbs.																		R	S
.3 100-500 lbs.												L							
.4 500-1000 lbs.											K								
10 Visual discrimination																			
.1 matches numerals						F									O				

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
10	Visual discrimination - cont.																			
.2	matches colors						F						L			O				S
.3	matches letters						F		H				L							S
.4	sorts objects of similar shape, different size					E		G			J				N		P	Q	R	
.5	sorts objects of similar size, different shape					E		G			J				N		P	Q	R	
.6	sorts objects of different sizes & shapes				D	E	F	G			J				N				R	S
.7	sorts objects of similar size & shape/different color												L						R	S
.8	sorts objects of similar shape, size & color, different labels												L						R	
.9	discriminates between clean & soiled objects				D	E	F	G	H	I		K			N		P	Q	R	S
.10	discriminates between usuable & torn items						F		H			K					P	Q	R	S
.11	discriminates between whole & broken objects				D	E		G			J								R	S
.12	discriminates seams or edges in fabrics						F		H			K							R	S
.13	discriminates holes in edge cards			C																
.14	can reproduce a diagram													M						
.15	can discriminate between handle and opposite end of silverware																P	Q		
11	Hearing skills																			
.1	hears fire alarms & other loud noises				D	E	F	G	H	I	J	K	L	M	N		P	Q	R	S
.2	hears timers & warning buzzers on machines				D	E	F	G			J	K	L				P	Q	R	S
.3	hears loud talking												L				P	Q	R	S
.4	hears talking in a normal voice				D		F	G		I	J	K	L	M	N		P	Q	R	S
.5	hears buzzers for breaks, lunch, starting and quitting times	A		C										M		O				
12	Tactile discrimination																			
.1	discriminates between hot & cold				D	E	F	G	H	I	J				N		P	Q		
.2	tolerates handling wet/oily objects				D	E	F	G	H	I	J		L		N		P	Q	R	
.3	discriminates between sharp & dull				D			G			J		L		N		P	Q		
.4	discriminates amount of tension of wire													M						
13	Time skills																			
.1	arrives at work on time	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
.2	takes breaks & returns on time	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
.3	uses time clock		B		D					I	J		L	M			P	Q	R	S
.4	Sheet														N					
.5	Tells time to 5 second interval							G												

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
14 Number skills																			
.1 numbers 1-5	A																		
.2 numbers to 60											K								
15 Reading and writing skills																			
.1 reads & responds appropriately to survival words (men, women, fire exit, danger, keep out, etc.)		B		D	E	F	G		I	J	K	L	M	N		P	Q	R	S
.2 reads & responds appropriately to specific job vocabulary													M	N		P	Q	R	
.3 reads schedule or other printed information									I	J			M			P	Q	R	S
.4 signs name or makes mark	A	B	C	D	E	F	G	H	I	J	K			N	O	P	Q	R	S
.5 reads & writes numbers from digital meter (up to 3 digits)					E						K					P			
16 Communication Skills																			
.1 communicates illness, injury	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
.2 communicates job needs (emergencies, materials needed)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
.3 communicates, when appropriate, on the job	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
.4 comprehends & follows spoken instructions	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
17 Job performance & supervision proximity																			
.1 works w thout supervision		B			E				I					N		P	Q		
.2 works with supervision every 4 hours																	Q	R	
.3 works with supervision every 1-3 hours											K								
.4 works with supervision every 15-30 minutes (.2-.4 supervisor is not in room except at these intervals to check worker)				D		F				J									
.5 works with supervisor in work area	A		C	D				H		J		L	M	N	O	P	Q	R	S
.6 works with supervisor within 10'				D			G	H		J				N		P	Q	R	S
18 Supervision required																			
.1 performs job when supervisor is available to start worker in morning & after breaks with ver= bal instructions	A		C	D				H		J	K		M	N	O	P	Q	R	S
.2 supervisor not available to start worker in the morning & after breaks					E				I			L		N		P			
.3 performs correctly when supervisor	A	B	C	D	E	F	G	H		J	K		M	N		P	Q	R	S
.4 performs correctly when supervisor only verbally instructs		B			E				I			L	M	N		P	Q	R	S

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
19	Proximity of other workers	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
.1	performs job when working alone in work area					E	F			I					N		P	Q	R	
.2	performs job when others are in work area		B		D	E	F	G	H	I	J	K			N		P	Q	R	S
.3	performs job when other workers are within 10'		B		D		F	G	H		J				N		P	Q	R	S
.4	performs job when other workers are within 2'	A	B	C	D		F	G			J	K		M	N	O	P	Q	R	S
.5	performs job when other workers are within 1'				D										N		P	Q		
.6	performs job when other workers are standing shoulder to shoulder												L					Q		
20	Co-worker interaction																			
.1	able to adjust to rotating co-workers																P			S
21	Following job routines																			
.1	follows job routine	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
.2	rotates to other tasks as necessary		B		D	E	F			I	J	K	L	M	N		P	Q	R	S
.3	maintains a steady work pace for 2 hour segments	A	B	C	D	E	F				J	K	L	M	N	O	P	Q	R	
.4	performs tasks without errors		B		D	E	F	G			J	K	L	M	N		P	Q	R	S
.5	follows a time management system													M			P	Q		
.6	able to work area with no established routine																P	Q		
22	Utilizes safety equipment																			
.1	understands procedure in using emergency eye wash kit													M	N					
.2	understands procedure in using emergency burn kit													M						
.3	understands procedure for using first aid kit													M	N					
23	Judgments made on the job																			
.1	notices when supplies are low/out and obtains more				D	E	F				J			M				Q		
.2	discriminates fragile objects & handles appropriately				D	E		G			J		L		N		P			
.3	reacts appropriately to potentially hazardous situation		B		D	E	F	G	H	I	J	K	L	M	N		P	Q	R	
.4	make judgments on priority & methods of work to be done																P	Q	R	S
24	Attendance																			
.1	absent 0-1 days per month		B		D	E	F			I	J	K	L		N		P	Q	R	S
.2	absent 2 days per month													M						
.3	absent more than 2 days	A		C				G	H							O				

INSTRUCTIONS FOR ADMINISTERING JOB RELATED SKILLS ASSESSMENT

Date:

The evaluation should be completed upon initial contact with a client in a program, at set intervals thereafter or when making decisions for a program change.

Personal Information:

Complete blanks requiring name and birthdate of client. The description of "Physical Limitations Affecting Performance" should include degree of visual or hearing impairment, or degree of motor involvement as it affects performance of skills assessed.

Rating Scale:

The rating scale provides for description of performance on a four-point scale from independent performance (1) to inability to perform any components of the skill when physical assestance is given (4) "NA" is recorded for items which do not apply to the client because of sex or personal habits (e.g., a woman may choose not to wear a dress, therefore, "NA" could appropriately be recorded). The Rating Scale is used through the entire evaluation with comments made if necessary. The comments should be dated and initialed.

1. Toileting:

   For most accurate evaluation, observations should take place in public restrooms.

2. Personal Hygiene:

   Since some of the skills in this category are not an everyday occurance the evaluator may need to depend on information from people who are reliable sources.

3. Dressing:

   If possible, observe client dressing in the morning.

4. Eating:

   Since these skills are observed at meal time, several clients may be evaluated simultaneously.

5. Communication:

   *Communicates basic needs.

   This is determined through client observations and staff interviews.

   *Consistently follows....

Evaluator should give 3 simple, 1 step instructions, such as:

1. Take your coat off.
2. Sit down.
3. Pick up bag of rings.

Instructions should first be verbalized (may be paraphrased). If correct response does not follow, the instruction should be repeated in sign (if appropriate), then in gestures.

6. Communication/Social Skills:

Can communicate name, address, etc. -

Evaluator should ask "What is your name, address, and phone number?" If unable to answer correctly, evaluator then may ask "Do you have any identification?"

Excuses Self:

Evaluator observes or attempts to simulate an incident causing client to bump into evaluator.

Thanks Person:

Evaluator offers a gum or mint to the client sometime during assessment and observes response.

Responds Appropriately when Introduced:

Evaluator introduces him/herself at beginning of assessment (if familiar with client, introductions may be arranged with another individual). Evaluator observes mannerisms and conversation of client during introduction.

Responds "Yes" of "No":

Evaluator poses questions relevant to the client's experience that requires a definite correct yes/no response. For example, "Do you live at ________?" "Did you work today?"

Responds Meaningfully:

Again Evaluator asks questions which are relevant to the client's experience. For example, "How is the weather today?" "What did you do this morning?" "Where do you work?" etc.

Can Maintain:

Using the questions previously asked, evaluator engages the client in a conversation about work, school, family, or interests.

Speaks in Appropriate Volume:

Observation on volume control should be made in public and private settings.

Verbally Requests:

Evaluator may assign a task withholding a necessary tool or information e.g., at lunch withhold a fork, etc.

7. Locating:

Evaluator asks client to walk with him/her to a destination.

Follows guide to destination - Does client follow evaluator or wander off?

Utilizes environmental land markers - Client walks a familiar route using environmental landmarks such as buildings, sidewalks, streets, etc.

Locates destination following verbal instructions - Evaluator tells client to find the restroom in a particular building, etc.

Differentiates left and right...
Client identifies left and right hands or walks, turning left or right.

Differentiates North, South, East, and West. e.g., Evaluator directs client to walk North on Ash Street.

8. Street Crossing:

Evaluator remains behind the client when crossing the street to avoid acting as a model.

9. Bus Riding:

The evaluator follows the client in riding the bus and makes observations.

10. Response to Verbal, Written, or Signed Instructions:

Give all instructions first verbally, then written, then signed, if necessary and appropriate. It should be noted in the comments section if instructions are completed upon written or signed presentation. The type and presentation of instructions chosen for assessment should be relevant to the projected job sites. Completion of delayed instructions can be assessed by prefacing the instructions with "After we finish...."

11. Reading:

Recognize own printed name...
Evaluator presents to the client a list of names or cards (I.D. or time cards). Ask the client to identify his/her name.

Responds Appropriately...
Evaluator shows signs such as the words listed on the following page which are found in the client's work and living environments. Ask the client to read aloud and/or give the meaning of the signs:

KEEP OUT	NO ADMITTANCE	LADIES	MEN	ENTRANCE
DO NOT ENTER	RESTROOMS	WOMEN	PUSH	
PRIVATE	TOILET	GENTLEMEN	PULL	

Reads instructions...
Evaluator may ask client to read application form, etc.

12. Writing:

Evaluator may want to comment on spelling and/or legibility of writing.

13. Time Skills:

Will correctly perform tasks...
Evaluator may give the following instructions throughout the assessment, "Before you go to lunch, wash your hands." "After you finish eating, you may go play the juke box."
"Eat your salad before you eat your dessert."

Ask the following questions (for non-verbal clients, show pictures demonstrating activities):

"What do you do in the morning?"
"What do you do in the night?"
"What do you do in the afternoon?"
(If appropriate): "Is it morning or night now?"
"What are you going to do tomorrow?"

14. Money Skills:

Money skills are tested according to real experiences with money.

Evaluator realizes that a designated amount of money is needed...

Evaluator may prompt client to buy a snack at break - observations are made of client transactions.

Recognizes difference...
Client can pick out a dime for the bus etc.

Identifies decimal point...

e.g., A client may read $2.80 as two dollars and 80 cents.

Rounds off to the next highest dollar...
With previous example client would then give a store clerk three ones.

Refrains from purchasing...

Given "x" amount of money client is asked to purchase an item that costs more than the amount given.

Expect change when necessary...
The evaluator can observe this by giving the client $1.00 to spend on an item costing $.50, etc.

Adds and subtracts monetary values...
A client may use his own mathematical computative skills or a calculator. The evaluator should make note of this in the comment section.

Budgets...
The evaluator can pose a hypothetical question: "If your paycheck is $60.00 for one week - how will you spend your money?" etc. "If you have $30.00 for two weeks should you buy a radio that costs $25.99 or wait until next pay period?"

15. Telephone Skills:

These may be observed by evaluator arranging appropriate situations using a third party to receive or initiate phone calls. Skills needed for pay telephone use should also be addressed.

JOB RELATED SKILLS ASSESSMENT

Name: ______________________________

Birthdate: ______________________________

Physical Limitations Affecting Performance (Describe): ______________________________

____

____

____

Rating Scale

1	Independent Performance
2	Requires verbal assistance
3	Requires physical assistance
4	No Response
NA	Not applicable

*DATE	Primary Skills *Essential for Community Placement	Comments Date & Initial
	Toileting	
	*Recognize need to toilet	
	*Remove clothing only after entering toilet area	
	*Transfer to and from toilet	
	*Manage clothing	
	*Adjust clothing prior to leaving bathroom area	
	Personal Hygiene	
	*Cover mouth when sneezing/coughing (crucial for Kitchen jobs)	
	*Blow nose when necessary	
	*Recognize start of menstrual period	
	*Apply/remove napkin/tampon	
	*Changes sanitary napkin/tampon according to need	
	Eating	
	*Use of appropriate utensils	
	*Drink from a glass	
	Communication	
	*Communicates basic needs (bathroom, hunger, thirst, sickness, injury)	
	*Consistently follows (simple, 1 task instructions which are verbalized, written, signed, or gestured	
	*Indicates need for help when necessary	
	Locating	
	*Follows guide to destination	

Secondary Skills
(These skills, while important, are not typically essential for community placement)

*

Toileting

Close toilet stall to insure privacy
Use toilet paper
Use restroom of appropriate gender
Wash and dry hands after toileting
Flush toilet

Personal Hygiene

Brush/comb hair
Brush teeth
Wash/dry face
Take shower/bath
Wash hair
Apply deodorant
Trim nails
Shave face

Dressing

Underpants
Bra
Socks/stockings
Shirt (tucked in)
Pants
Belt
Skirt/dress
Shoes
Shoe laces
Jacket/coat
Select own clothing
Clothes coordinated
Clothes appropriate to season
Clothes appropriate to occassion

Eating

Cut food with knife and fork
Use appropriate table manners

Communication/Social Skills

Can communicate name, address, and phone number by showing I.D. card or by verbally stating the information
Absence of mannerisms which interfere with communication (e.g., looking down, putting hands on face, making unusual gestures). If present, describe:

Communication/Social Skills (continued)

Excuses self for bumping, interrupting, etc.
Thanks person for help, favors, etc.
Responds appropriately when introduced
Responds "yes" or "no" appropriately to questions
Responds meaningfully & intelligibly to commonly asked work related or social questions
Can maintain short, simple conversation
Speaks in appropriate volume
Verbally requests necessary items or information

Locating

Utilizes environmental landmarks
Locates destination following verbal instruction
Differentiates left and right
Differentiates north, south, east, and west

Street Crossing

Stop at curb at appropriate crossway
Respond appropriately to WAIT & WALK, RED & GREEN signals
Look in all directions for oncoming cars
Begin to cross street only when no cars are coming, sign says WALK, signal is green
Walk directly across street, checking for oncoming cars
React appropriately when unexpected car approaches

Bus Riding

Wait at appropriate bus stop
Have bus pass available & correct change for fare in hand prior to boarding bus
Recognize & walk to appropriate bus
When bus stops, board
Place correct change in depository
Go directly to seat
Remain in seat throughout bus ride
Do not disturb other passengers
Pull cord to stop bus at appropriate destination
When bus stops, depart
Proceed immediately to pedestrian area

Response to Verbal or Signed Instruction

Follows simple, 2 task instructions immediately
Follows simple, 3 task instructions immediately
Follows simple, 1 task instructions delayed
Follows simple, 2 task instructions delayed
Follows simple, 3 task instructions delayed

Secondary Skills

Reading

Recognizes own printed name in several situations
Responds appropriately to survival words/signs found in environment (e.g., MEN, WOMEN, IN, OUT)
Reads instructions

Writing

Makes consistent mark when asked to write name
Prints or writes own name
Prints or writes a message

Time Skills

Will correctly perform tasks (in time sequence) when instructions include concepts "later," "now," "before," "after," "morning," "afternoon," "evening," "tomorrow"
Reacts appropriately to times on clock to begin and end work, breaks
Tells date or day of the week
Tells days of the week and which day is "tomorrow", which days are work (school) days, etc.

Recognizes time to hour
half-hour
quarter-hour
five minutes
Tells time to hour
half-hour
quarter-hour
five minutes
Follows time schedule

Money Skills

Realizes that a designated amount of money is needed to purchase an item
Recognizes difference in size & color to differentiate coins
Identifies coins by name
Recognizes numbers 1, 5, and 10 to differentiate bills
Identifies value of coins and bills
Identify numbers 0 through 9
Identifies decimal point
Rounds off to next highest dollar
Counts out enough money to purchase items
Refrains from purchasing items when one does not have enough money
Expects change when necessary
Counts out correct change
Adds and subtracts monetary values

Secondary Skills

*

Money Skills (continued)

Makes banking transactions
Budgets

Telephone Skills

Dials number of own residence or can dial 0 and verbalize number to operator
Asks for appropriate person & rela[illegible]sage effectively
Responds appropriately to simple i[illegible]tions
Correctly operates pay phone
Calls employer to inform of absence or tardiness
Answers telephone and gets person named or takes message correctly

DATE	EVALUATOR(S)	POSITION

INSTRUCTIONS FOR ASSESSMENT SUMMARY FORM

PURPOSE: To compile and summarize assessment information in preparation for the IEP staffing.

INSTRUCTIONS:

I. PREVIOUS ASSESSMENT INFORMATION is recorded during step 3.1 of the assessment process.

II. HOME COMMUNITY information was gathered and recorded during Step 3.2 of the assessment process. Include any specific contact people, agencies, or steps that need to be taken if the client would pursue those alternatives.

III. PARENTAL ASPIRATIONS regarding client's vocational and residential goasl (Step 3.3) may be recorded before the staffing. As assessment information is gathered, parents need to feel free to change opinions.

IV. CLIENT PREFERENCES as determined from activities in Step 3.4 are recorded here. The client's desire to live at home, remain in the present residential setting, move to a group home, etc. should also be recorded here.

V. VOCATIONAL AND RELATED SKILL ASSESSMENT results from Step 3.5 are summarized here.

ASSESSMENT SUMMARY

Client Name: ______________________ Assessment Period: __/__/__ - __/__/__

Case Manager: ______________________ Agency: ______________________

I. PRFVIOUS ASSESSMENT INFORMATION

A. STANDARDIZED TESTS

Name of Test	Date	Score(s)

B. CRITERION REFERENCED TESTS

Description	Date	Results

C. MEDICAL INFORMATION

Physical Limitations	Medications

D. FAMILY INFORMATION

Names of Parents/Guardians	Address & Phone Number

II. HOME COMMUNITY

A. City:________________________________Population:__________

B. Prevalent jobs:

C. Living Alternatives:

III. PARENTAL ASPIRATIONS

A. Vocational:

B. Residential:

IV. CLIENT PREFERENCES:

A. Vocational:

B. Residential:

V. INITIAL SKILL ASSESSMENT

A. Vocational (list possible jobs):

B. Related Skills (list major deficit areas):

1. Primary:

2. Secondary:

STEP 3.6: CONDUCT IEP STAFFING

PROCEDURES:

3.6.1 One staff member should be designated as staffing moderator and be responsible for conducting and recording the meeting's proceedings. State the purpose of the staffing (i.e., to determine the client's vocational goals and objectives which will result in job success).

3.6.2 Introduce all staffing participants, explain each person's role, and outline the staffing procedures and agenda. A written agenda is useful.

3.6.3 Summarize client progress to date and present level of functioning (the information on the Assessment Summary Form).

3.6.4 Discuss possible long-range residential and vocational goals; establish a consensus.
The Assessment Summary Form information provides a basis for discussion at the staffing. Staff are encouraged to utilize the assessment information to support decisions. One way to guard against subjective decision-making is to require each goal be supported by specific assessment information. This is also a good time for the moderator to remind staffing participants that lack of client skills represents inexperience or lack of training rather than an inability to learn.

3.6.5 Identify additional services and materials needed to meet the goals and objectives. Specify staff, family members, or agency personnel responsible for implementing each objective.

3.6.6 Record the information on the IEP form.

3.6.7 Parents sign the IEP and other necessary consent forms (e.g., permission for the client to travel in community).

3.6.8 Send copies of the completed IEP to all staffing participants.

VOCATIONAL HABILITATION FOR SEVERELY
HANDICAPPED YOUTH PROJECT

IEP STAFFING FORM

Student Name: ______________________ Date of Meeting: __________

Present Placement: ______________________

Home Address: ______________________

Home Phone: ______________________ Date of Birth: __________

Parent/Guardian(s): ______________________

Persons Present at Staffing: ______________________

Present Level of Educational Performance: (Vocational, Functional Academic, Motor, Social, Communication, Physical/Medical):

Annual Goal(s): ______________________

Short-term Objectives:

(1)____

(2)____

(3)____

(4)____

(5)____

(6)____

(7)____

(8)____

Objective Number	Instructional Procedure or Services Needed	Material(s) Required	Implementor

Objective Number	Start Date	End Date	Evaluation Criteria	Evaluation Date	Results of Evaluation

Type of Educational/Vocational Placement: ____________________

____

Extent of Participation in Regular Educational/Vocational Program: ____________________

____

I am in agreement with the goals, objectives, instructional procedures, and services needed as stated on the IEP:

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

I.E.P. Recipients:

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Name ____________________ Role ____________________

Projected Date for I.E.P. Review Conference: ____________________

EVALUATION QUESTIONS FOR
COMPONENT 3.0: CLIENT ASSESSMENT

Evaluation Question 3.1: Are previous assessment data reviewed useful in making programming decisions about clients?

Evaluation Question 3.2: Is the procedure designed to identify client's interests for various jobs satisfactory?

Evaluation Question 3.3: Are the data collected as part of the Vocational Skills Assessment sufficiently accurate in making training decisions?

Evaluation Question 3.4: Are the data collected as part of the assessment of related skills sufficiently accurate for making training decisions?

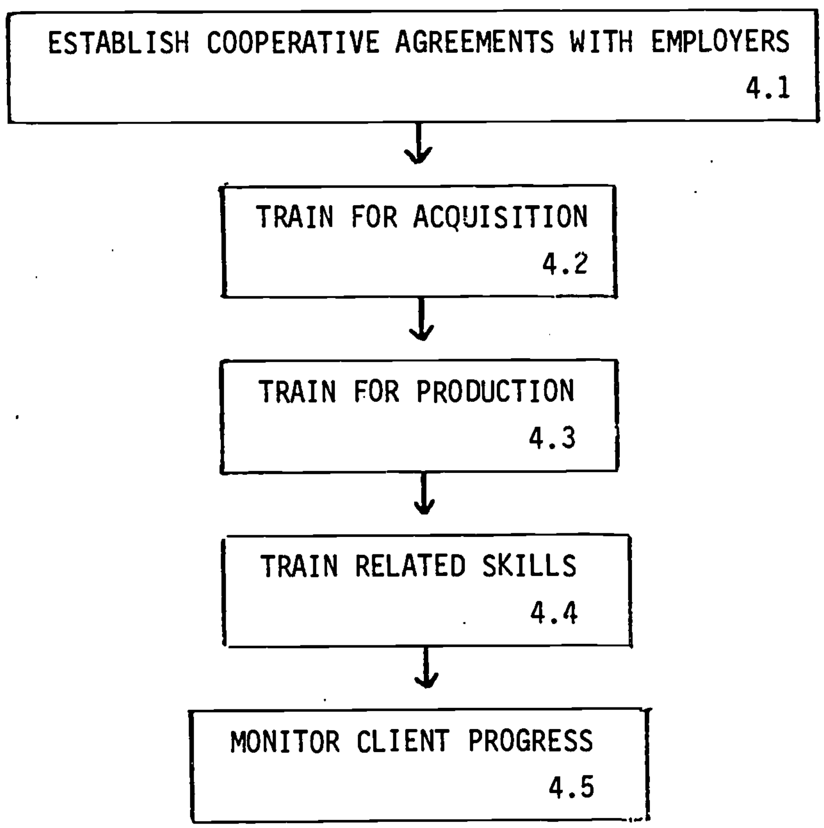
Evaluation Question 3.5: Does the assessment process result in an accurate description of the skills a client needs to learn in order to master a job?

COMPONENT 4.0: CLIENT TRAINING

PURPOSE: Training is a process involving an interaction between the trainer, client and setting that is designed to result in new responses under control of new stimuli. The criterion for adequate training is the client's acquisition of vocationally relevant skills (Bellamy, Horner, & Inman, 1979).

In addition to job skill training, a variety of related skill areas are emphasized. Work-related skills and development of appropriate social and work behaviors are as vital to the success of the client in a community setting as the acquisition of job skills. Many of these skills are trained across settings and across trainers.

Frequently habilitation staff do not use natural training environments because it is assumed employers and the public in general will be unable or unwilling to accommodate severely handicapped individuals in their work or public areas. Therefore, guidelines and tips on establishing and maintaining relationships with employers, structuring work environments for training, and staff functions are addressed in this section along with client training strategies.



4.0 CLIENT TRAINING

4.0 CLIENT TRAINING

STEP 4.1: ESTABLISH COOPERATIVE AGREEMENT WITH EMPLOYERS

PROCEDURES:

4.1.1 Arrange an appointment with the employer to discuss training clients for specified occupations in the company. The personnel officer usually is the appropriate contact person.

4.1.2 Discuss with employer:

a) Reasons why real materials and natural work environments facilitate learning.

b) Your desire to train clients in the company because (list good points about work environment, that the job exists in a number of other companies for placement, location, etc.).

c) Explain services and benefits to employer (clients will be supervised by program staff, program staff will assume responsibility for recordkeeping, transportation, etc.).

d) Mention other companies that participate as training settings.

e) Ask advice on how to establish a training site in this company (who to talk to, any paperwork or meetings required).

f) Follow procedures suggested by this initial contact person or the staff person designated.

4.1.3 Develop a written cooperative agreement which specifies responsibility for the following factors:

a) Space required for trainer(s) and clients in the employment site.

b) Supply and use of job materials.

c) Supply and use of equipment at job site.

d) Workmen's compensation/insurance coverage for clients.

e) Record-keeping.

f) Union relationships.

g) Schedule for client training (include school/agency holidays and job site holidays).

h) Personnel safety standards.

i) Trainer's role.

j) Employer's criteria for hiring for entry level positions.

4.1.4 Provide employer with a final typed copy of the agreement.

4.1.5 If the employer does not wish to provide a training site, thank him/her for the assistance and ask for suggestions re: other similar companies.

WORK SITE TRAINING AGREEMENT

In cooperation with Woodhaven School, Inc., (name of employer)________, a cooperating employer, hereby agrees to serve as a work training site for handicapped youth attending Woodhaven School, Inc. during the period from February 11, 1980 through August 4, 1980*. This agreement is subject to the following provisions:

COOPERATING EMPLOYER:

1. That the cooperating employer will provide all space, materials, and equipment required for training students at the work site.

2. That the cooperating employer will provide workmen's compensation benefits to cover student training on site. If a student is injured on the work site, the employer will provide prompt first aid and medical attention as indicated by the nature and severity of the injury.

3. That no youth training on this work site will be discriminated against in any way on the basis of sex, race, religion, color, national origin, age, handicaps, or political affilitation or beliefs.

4. That safe working conditions and compliance with the provisions of the Fair Labor Standards Act will be maintained.

5. The on site supervisor has the ultimate responsibility and authority for employees and trainees in the work area.

6. The employer, in cooperation with school staff, may alter client schedules or work assignments if required.

WOODHAVEN SCHOOL STAFF:

1. The school staff will provide direct supervision of all youth training on the work site.

2. The school staff will maintain and be responsible for all records relative to a youth's performance, time on site, and progress made on the site and inform the employer of student progress on site as requested.

3. The school staff will be responsible for all transportation to and from the work site.

4. Woodhaven School will provide all benefits for any Woodhaven School employees on the work site.

5. The school personnel will maintain close liaison and communication with all cooperating work site personnel.

6. That where applicable, training activities will not be in conflict with policies of pertinent unions having local jurisdiction, and that clear-

ance will have been obtained from the official spokesman for such union, where they exist.

7. The school staff, in cooperation with the employer, may alter client schedules or work assignments if required.

All provisions of this agreement apply to the following type(s) of work training activities:

(Describe work training activities here)

Training Site: The training will take place in the V.A. Laundry on three (3) specific tasks - folding, small piece folder, and vibra steamer.

Number of Clients: 1-5. We will begin with one (1) client for one (1) hour until they have met acquisition - we will then increase to two (2) clients for one (1) hour - then increase to three (3) clients for one (1) hour until all have reached acquisition. At that time we would increase time on task from one hour to two hours - etc.

Initial training will occur Tuesday through Friday from 8:00 to 9:00 a.m. Employer criterion for entry level positions should be listed below:

Employer will complete the following:

1. Is there a possibility of full or part-time placement at this site when the client reaches acquisition and acceptable production rate? (yes or no)

2. What related skills are necessary for placement?

3. What are possible task changes if client is to be placed?

*Clients will participate in training except during the Woodhaven School holidays, which have been attached.

(Cooperating employer authorized signee and date)

(Director, Woodhaven School, Inc. and date)

STEP 4.2: TRAIN FOR ACQUISITION

PROCEDURES:

4.2.1 Prepare a Daily Data Task Analysis sheet using skills identified through job analysis (Step 2.1). A task analysis prepares the trainer by allowing the trainer to become familiar with the task, identify responses required by the worker, provide consistency during training, and record progress in a relatively easy manner.

a) List the acceptable criterion for accuracy of these skills.

b) List acceptable criterion for production rate of these skills.

c) List conditions in the work environment under which these skills are performed such as noise levels, temperature, presence of other co-workers, cues, reinforcers, etc.

d) Now re-write the skills identified in job analysis as observable and measureable responses.

e) For each response list the discriminative stimulus (S^D) which serves as the cue for the worker to make that response.

f) Arrange the responses into the same sequence in which they are performed at the job site.

g) On a separate sheet list any pre or post task steps.

4.2.2 Review task analysis with work area supervisor for feedback regarding the accuracy of the task analysis and revise if necessary.

4.2.3 Arrange for clients to have time cards, work uniforms, name tags, or other required materials.

4.2.4 Schedule (with work area supervisor) to attend a worker's meeting or a time appropriate to talk with workers as a group.

Conduct an orientation with workers re:

a) training techniques

b) goals for training in a natural environment, learning independence

c) introduce clients

d) questions and answers

4.2.5 Plan training schedule and sequence of tasks to be trained to allow for the most efficient use of staff time, work space, and materials.

4.2.6 On the first training day orient the client to work site by touring break and bathroom areas, finding the time clock, etc.

4.2.7 Obtain baseline data on the client's present skill level.

- Using the Daily Data Task Analysis Sheet, provide the client three opportunities to perform the total task using only the verbal cue, "(Name of client)", do "(Name of task)".

4.2.8 Indicate correct and incorrect steps by slashing (/) the number corresponding to each correctly performed step during each baseline trial.

4.2.9 Circle the total number of correctly performed steps in each baseline trial.

4.2.10 Establish a reasonable criterion for acquisition (e.g., the client will perform the total task correctly and without assistance three consecutive times or four out of five consecutive times, etc.).

4.2.11 Conduct training for a specific timed interval without collecting data (e.g., 20-30 minutes).

4.2.12 Conduct a probe trial by providing the client with the opportunity to perform the total task independently. Record each correct step and total number of correct steps using procedures described in 4.2.8 and 4.2.9.

4.2.13 After several timed training intervals and probe trials, the total number of correct steps made during each trial may be connected to depict the client's progress graphically.

4.2.14 Review data sheet with client after each training session.

4.2.15 During training intervals and probe trials the trainer provides assistance only after a worker incorrectly performs a step. This not only teaches the client the correct method, but allows him/her to continue through the task. A trainer gives as little assistance as possible in order to reduce trainer dependence. Some assistance methods are:

1. Physical Assistance - the trainer physically manipulates the client's body through the desired actions.

2. Physical Prompting - consists of pointing or touching the client to initiate an action which the client completes independently.

3. Verbal Assistance - concise statements in the form of a demand for action, such as "the collar goes down". Trainers are encouraged to make verbal instructions as short and infrequent as ossible to reduce dependence and to focus the client's attention to the task rather than on the trainer.

4. Modeling - the trainer performs the step(s) and the client then performs the step(s).

5. Match-to-Sample - is used by providing a correct completed sample which the worker matches.

The trainer must constantly evaluate the use and effects of the type of assistance used, remembering the goal is for the client to perform correctly by responding to the demands of the task rather than the trainer. It is also useful for the trainer to stand behind (or out of the vision) of the client, but positioned so immediate assistance is provided when an error is made.

4.2.16 Some specific guidelines for training steps that the worker does not perform independently in response to cues provided by the task are suggested by Bellamy, Horner, and Inman (1979):

LOGISTICAL CONSIDERATIONS:

1. Establish a specific area where training will be conducted.
2. Schedule frequent training sessions with a single trainer.
3. Prior to each training session ensure that there are sufficient materials at the training station.

WORKER ATTENTION:

4. Shape attending behavior by contingently delivering trainer attention and the opportunity to perform the task.
5. Delay delivery of reinforcement for attending so that the worker is reinforced for being on-task rather than coming on-task.
6. Periodically provide reinforcement for sustained attending during early training trials.
7. Eliminate reinforcers for attending to a step or group of steps as soon as the worker begins to perform correctly and receives reinforcement for correct responding.
8. If a worker is off-task (and being ignored), do not allow him or her to manipulate task materials or tools.

ASSISTANCE:

9. Use the worker's previous performance on a step as a guide in determining assistance method, kind, and amount.
10. Provide assistance only when the worker is attending to the task.
11. Preclude worker pausing by delivering assistance immediately before steps where pausing frequently occurs.
12. As the worker develops proficiency on a step, fade out trainer-provided assistance.

REINFORCEMENT:

13. Select a reinforcing event on the basis of initial evaluation of the worker and apparent function of events used on previous training trials.
14. Pair all reinforcers for step completion with the naturally occurring consequences for correct performance.

CORRECTION:

15. Return the task to the stimulus situation that serves as the S^D for the response that was performed incorrectly, and allow the worker to repeat the step with appropriate assistance.

Training staff are encouraged to review Vocational Habilitation of Severely Retarded Adults: A Direct Service Technology by Bellamy, Horner, & Inman (1979) for additional information regarding training techniques.

4.2.17 Work closely with the site supervisor prior to and during the training period to insure understanding of training methods. Instructing a handicapped worker in new tasks that may be added to his/her total job requirements will differ from methods of instructing non-handicapped employees.

4.2.18 Performance expectations should be explained to client daily, and feedback at the end of each training day should be shared with the client. Include clients and work supervisor in any schedule or work assignment decision-making discussions. Most problems occur due to lack of communication.

4.2.19 Generally, trainers deal with daily scheduling, on-site training, supervision of clients, and cooperation with co-workers. A different staff member (Vocational Facilitator, Coordinator) conducts formal interviews and feedback sessions with the supervisor and management.

INSTRUCTIONS FOR ACQUISITION DATA FORM

PURPOSE: This data sheet allows the collection and graphing of raw data, for a single task, to be recorded on one form. In this way the data are clearly shown for inspection and interpretation. With this information difficult steps are readily identifiable and the data sheet becomes useful in presenting the problem during consultation with the trainers and supervisors. Training decisions such as when and how to revise the task analysis, when to conduct repetitive practice on a difficult step or when to alter the method of trainer assistance can be made based on the information from the data sheet.

By graphing client progress on the sheet, the client progress or lack of progress is depicted over a period. This information can be used as reinforcement for the trainer who may not see small client gains made day to day or as basis for a change in that client's program.

INSTRUCTIONS FOR RECORDING DATA:

There are two instances when data should be recorded. "Baseline" data should be taken before any training is conducted. After that, data should be taken once after every training period. This is the "probe" data.

When the trainer records data, whether during baseline or a probe, s/he uses the data sheet to indicate if a step was performed correctly and independently. This is recorded by placing a slash mark over the number corresponding to the correctly done step of the task. If the step is done incorrectly the number corresponding to the step is left blank. If the client has no opportunity to do a step, an X is placed on the number corresponding to that step. The trainer then assists the client through the incorrectly done step in order to allow him to continue through the task.

After the baseline or probe trial is completed, the trainer counts the number of correctly completed steps and circles that number in the same column. The circled numbers should be connected by a line to create a graph illustrating worker progress and any patterns of errors.

The training time and probe time are recorded at the bottom of the data sheet for each training period. The date and the trainer's initials are recorded at the top of the data sheet for each training period.

Name ______________________

Task Bussing

S^D	Response	Date: 9/15/80 S.R.	9/15 SR	9/15 SR	9/16 SR	9/17 SR	9/18 SR	9/22 SR	9/23 SR							
17 Ashtray clean	Wipe table	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16 Ashtray empty	Wipe out ashtray	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15 Ashtray in Hand	Dump contents on paper plate or tray	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14 Tray stacked	Pick up ashtray	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13 Tray in hand	Stack beneath loaded tray	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12 Paper items on tray	Pick up empty tray	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11 Paper items in hand	Place items on tray	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10 Dishware on tray	Pick up paper items	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9 Dishware in hand	Place dishware on tray	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8 Cups on tray	Pick up dishware	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7 Cup(s) in hand	Place cup(s) on tray	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6 Tray on table	Pick up cup(s)	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 At table	Set tray on table	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4 Tray in hand	Carry tray/rag to table	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 Rag squeezed	Pick up tray	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Rag in hand	Squeeze excess water from rag	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 At bussing station	Pick up rag from soapy water	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

S^D	Response															
6 At bus station	Place tub on top shelf	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 Tub in hands	Carry empty tub to bus station	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4 Tub on counter	Pick up emtpy tub	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 In dishroom	Place tub on metal counter	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Tub in hands	Carry tub to dishroom	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 Cup tub full	Pick up cup tub (R-2-1)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
28 Tray stacked	Look at cup tub	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
27 Tray empty	Stack tray to right	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
26 Dishware in tub	Place paper items in trash	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
25 Dishware empty	Stack dishware in tub on second shelf	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24 Dishware in hands	Empty contents in garbage can	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23 Cups in tub	Pick up dishware	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22 Cup(s) empty	Stack cups in cup tub	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21 Cup(s) in hand	Empty contents	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20 At station	Pick up cup(s)	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19 Tray full	Carry tray to station	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18 Table clean	Move to next table - Repeat until tray full	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18

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Bussing - continued

S^D	Response															
30 Dishware tub not full	Look at trash can	30	30	30	~~30~~	30	~~30~~	~~30~~	30	30	30	30	30	30	30	30
10 At bus station	Place tub on 2nd shelf	10	10	10	10	10	10	~~10~~	~~10~~	10	10	10	10	10	10	10
9 Tub in hands	Carry tub to bus station	9	9	9	9	9	~~9~~	~~9~~	~~9~~	9	9	9	9	9	9	9
8 Trolly in dishroom	Pick up empty tub	8	8	8	8	8	8	~~8~~	~~8~~	8	8	8	8	8	8	8
7 In dishroom	Leave trolly in dishroom	7	7	7	7	7	~~7~~	~~7~~	~~7~~	7	7	7	7	7	7	7
6 Tub on trolly	Push trolly to dishroom	6	6	6	6	6	~~6~~	~~6~~	~~6~~	6	6	6	6	6	6	6
5 Tub in hands	Place tub on trolly	5	5	5	5	5	~~5~~	~~5~~	~~5~~	5	5	5	5	5	5	5
4 At bus station	Pick up dishware tub	4	4	4	4	4	~~4~~	~~4~~	~~4~~	4	4	4	4	4	4	4
3 Trolly located	Push trolly to bus station	3	3	3	3	3	~~3~~	~~3~~	~~3~~	3	3	3	3	3	3	3
2 In dishroom	Locate dish trolly	2	2	2	2	2	~~2~~	~~2~~	~~2~~	2	2	2	2	2	2	2
S^D 2-1 Dishware tub full	Walk to dishroom (R2-1)	1	1	1	1	1	~~1~~	~~1~~	~~1~~	1	1	1	1	1	1	1
29 Cup tub not full	Look at dishware tub	29	29	29	~~29~~	29	~~29~~	~~29~~	~~29~~	29	29	29	29	29	29	29

Bussing - continued

S^D	Response															
32 Rag rinsed	Repeat steps 4-32 until training time is over	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
31 Trash can not full	Rinse rag in water	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
12 At bus station	Place liner in trash can	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11 Light off	Return to bus station	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10 Liner in hand	Turn off light	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9 Liners located	Pick up one liner	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8 Light on	Locate liners - 2nd shelf	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7 In supply room	Turn on light	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6 Filled bag in bin	Turn left to supply room	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 In garbage room	Place filled bag in left bin	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4 In service porch	Go right to garbage room	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 In dishroom	Walk to service porch - right	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Full liner in hands	Carry liner through door	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 Trash can full	Pick up trash can liner	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	probe time	2:00	2:00	2:00	10 MIN	10:00	10:00	10:00	10:00							
	training time	8	8	8	40 MIN	45 MIN	40:00	40:00	50:00							

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STEP 4.3: TRAIN FOR PRODUCTION

PROCEDURES:

4.3.1 Use the average and/or acceptable production rate of non-handicapped workers as the criterion for client performance. Production rate can usually be measured as average number of units/tasks completed per hour by non-handicapped workers.

4.3.2 Introduce the same stimuli present for actual employees during production (e.g., noise levels, presence of other co-workers, more than one supervisor present, group supervision, etc.).

4.3.3 Make sure the client understands what production rate is expected of him/her during each work period.

4.3.4 Deliver reinforcement during production rate training contingent not on correct steps, but on increasing work rate.

4.3.5 Vary supervisors during production training.

4.3.6 Provide only covert attention to clients in order to monitor progress without distracting client attention to the task.

4.3.7 Provide clients with some means of monitoring their own production rates (e.g., graphs, counters, etc.).

4.3.8 Record total units completed and average time required to complete each unit on the Production Rate Form.

4.3.9 Compare units completed per hour to that of non-handicapped workers to obtain a percentage of the industrial norm for production rate.

4.3.10 Review production rate data with client after each training session.

4.3.11 Monitor and record time the client is able to work without supervision (e.g., mean number of hours per week).

PRODUCTION RATE FORM

NAME ____________________

TASK ____________________

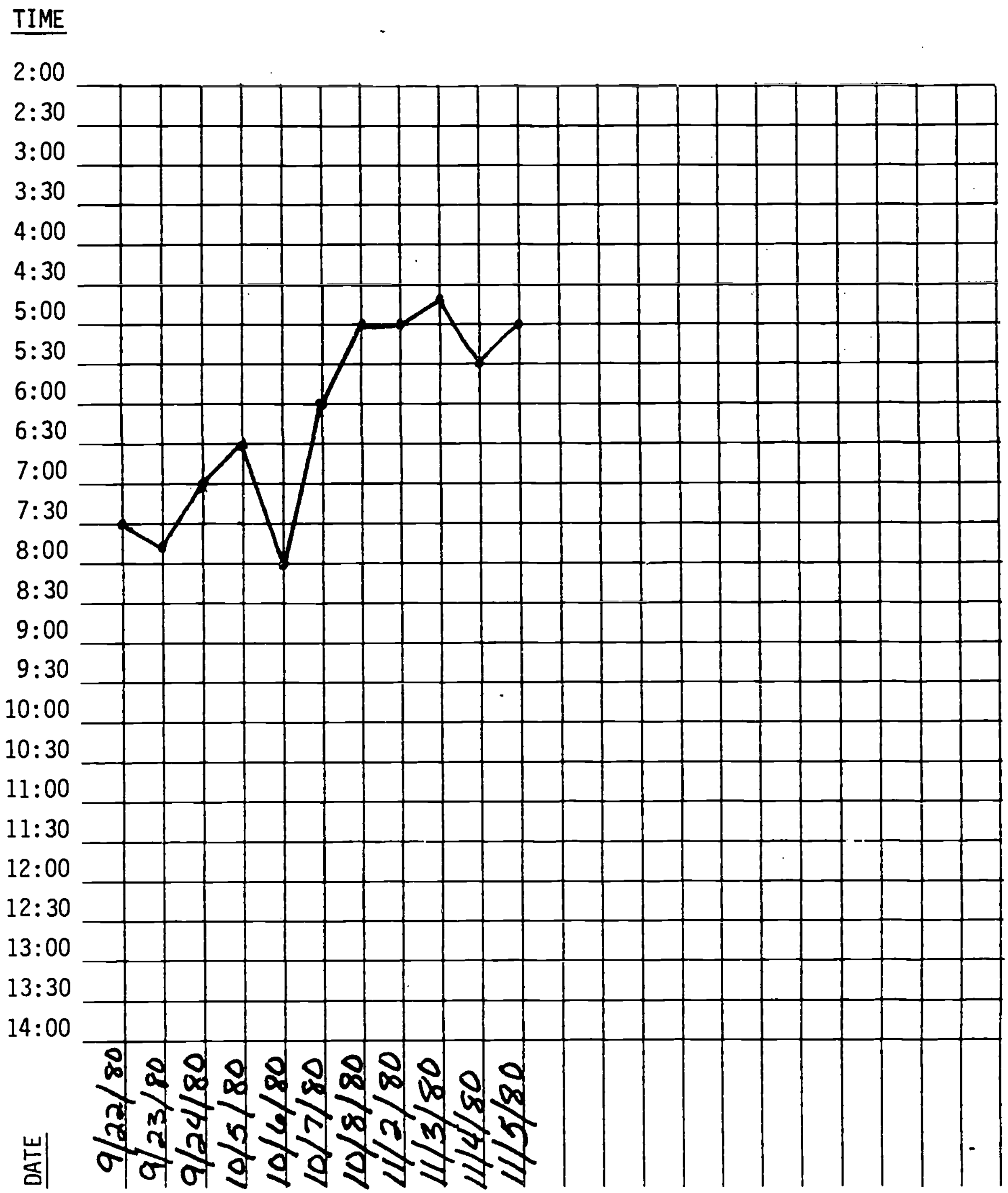
Criterion ________________

Date	Work Time	Units Completed	Time Per Unit	Reinforcement	Reinforcement Schedule	Supervisor

PRODUCTION GRAPH

CLIENT: ____________________ TASK: FLASK AND BEAKERS: MATCHING TO SAMPLE

GOAL: client will match 36 beakers to sample - increasing time from 8 minutes to 2 minutes.



Some general suggestions from the Vocational Habilitation Project staff:

1. Never make assumptions about your clients in regard to skills necessary for their community experience. Typically, staff underestimate client abilities.

2. Work closely with residential staff and parents. Keep them informed about what is happening in the community, and your goals and expectations for the clients in their care. Schedule frequent meetings with them to coordinate methods/techniques and goals.

3. Schedule weekly staff meetings. Problems and concerns are more easily solved as a cohesive group.

4. Place high expectations on your clients. You will find that they often are capable of surpassing your initial expectations.

5. Be prepared to be flexible. Community-based programming can initially result in changes in plans, scheduling and training techniques.

6. Constantly strive for individual independence in each client. Make use of problem-solving techniques at every possible opportunity.

7. Daily progress data will help you to see constant improvement in your clients' on-site performance. Graphing time-on-task, production rates and errorpercentage can be motivating visual aids for trainers and clients alike.

8. Be a good role model for your clients in every aspect of your community experiences. Be aware of the image both you and your client are presenting to the public.

9. Expect the unexpected!

10. Prepare yourself for changes in client attitudes and behaviors when they become comfortable with their new found independence. Normal signs of rebellion, modeling of negative roles, etc. may emerge. Be ready to deal with these incidences as they occur. Work them out with your client - PROBLEM SOLVE!

11. Don't assume the employer has realistic expectations for retarded workers. Explain client's strengths and weaknesses to employers.

12. Always express your sincere appreciation to the employer and staff for their support and encouragement - we can't do this without them!

STEP 4.4: TRAIN RELATED SKILLS

PROCEDURES:

The related skills curriculum should emphasize:

1. the needs of the client;
2. a normalized environment; and
3. active client participation

These elements are especially important in a curriculum supporting vocational habilitation. They provide opportunities to experience community life. Through these experiences the client gains information to develop skills that make him/her grow toward independence. Examples of Related Skills categorized in a traditional curriculum format follows:

EXAMPLES OF RELATED SKILLS

I. Health

   A. food

      1. eating in public places - lunchrooms-break areas etc.
      2. nutrition - dealing with "junk food" "fast foods" and sack lunches
      3. lunch preparation - sack lunches with finger foods, simple cooking/baking

   B. personal hygiene - toileting in public places

   C. grooming/for weather - and simple mending if necessary

   D. cleaning - keeping areas utilized clean

II. Social

   A. community manners - showing respect for other people e.g., thanking and excusing

   B. leisure time - how to spend breaks

   C. citizenship - responsible behaviors in the community rights of individuals, decision making

III. Communication

A. conversation - in public/private, formal/informal

B. use of I.D. cards - visual cue card

C. telephone - calling employer, living unit, community numbers, etc.

D. writing - messages - signing name to time sheets, paychecks, etc.

E. reading - messages - labels, name, instruction signs, cue cards

IV. Safety

A. transportation

1. riding the city bus
2. street crossing in the community
3. independent routine travel training to and from work
4. locating destination within buildings/streets etc, (follows directions)

V. Math

A. purchasing - buying necessary personal items, food, snacks, etc.

B. time - punctuality, concepts of times or schedules etc.

C. banking transactions - savings, checking accounts, budgeting

VI. Vocational Skills (support system provided)

A. job application process

B. job attitudes, concerns

C. responsibilities/skills of workers - appearance, routines, tying aprons, operating time clocks, etc.

STEP 4.4 TRAIN RELATED SKILLS

PROCEDURES:

4.4.1 Base curriculum for each client on objectives which were identified by the related skills assessment and prioritized at the IEP staffing.

4.4.2 Write objectives to include the skill and criterion which can be defined in a natural sequence by task analysis.

4.4.3 Prepare unit of instruction.

a. Define the objective.

b. Determine the sources of manpower (students, site trainers, teacher, other clients, community people).

c. Identify needed materials. Select materials from the community environment where possible.

d. Design age-appropriate activities.

e. Develop client-oriented activities where they assume responsibility for the action. In writing the activity, it helps to begin with "client" as the subject. This helps insure client involvement and learning.

f. Task analyze activities.

4.4.4 Present the unit of instruction.

a. Provide direct community experience with additional class support and practice.

b. Allow for partial participation. Do not exclude clients from activities because they cannot independently perform parts of the activity.

c. Prepare adaptations for clients that will allow increased independent functioning.

d. Use community people/workers as often as possible during training in community settings. Natural consequences are the best reinforcers.

SAMPLE RELATED SKILL TASK ANALYSIS

Name ____________________

Objective ____

____

15 Turn to checkbook register with latest balance	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14 Sign name in cursive on line	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13 Record Net Deposit	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12 If wanted, record less cash received	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11 Record total	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10 Record cents in second segment of column	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9 Record dollars in first segment of column	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8 Record amount of check in column for checks	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7 Record year behind "19" on line	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6 Record abbreviated month & date # on date line	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 Begins recording on deposit slip	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4 Remove deposit slip from checkbook	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 Make decision about deposit-cash withdrawn, etc.	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Endorse check	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 Separate stub from check	1	1	1	1	1	1	1	1	1	1	1	1	1	1

29 If same, leave as is	29	29	29	29	29	29	29	29	29	29	29	29	29	29
28 Compare total on calculator with balance	28	28	28	28	28	28	28	28	28	28	28	28	28	28
27 Check accuracy be readding on calculator	27	27	27	27	27	27	27	27	27	27	27	27	27	27
26 Write cent #'s in second segment of column	26	26	26	26	26	26	26	26	26	26	26	26	26	26
25 Write dollar #'s in first segment of column	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24 Write total in balance column	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23 Add amount of deposit to checkbook total	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22 Use calculator	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21 Write cents in second segment of column	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20 Write dollars in first segment of column	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19 Record amount under deposit/credit	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18 Write "paycheck" under description	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17 Record date	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16 Begins recording in register	16	16	16	16	16	16	16	16	16	16	16	16	16	16

DATE:

34 If not repeat steps 30-33	34	34	34	34	34	34	34	34	34	34	34	34	34	34
33 If same leave	33	33	33	33	33	33	33	33	33	33	33	33	33	33
32 Add on calculator again to double check	32	32	32	32	32	32	32	32	32	32	32	32	32	32
31 Record in register	31	31	31	31	31	31	31	31	31	31	31	31	31	31
If different readd on calculator - deposit total 30 with checkbook balance	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Location														
Percent														

COMMENT SECTION:

Not all steps are required to be in sequence.

SAMPLE MONEY TRANSACTION UNIT

GOALS:

1. The client will locate the specific bank for making transactions and return to a specific destination with minimal assistance.

2. The client will complete a transaction (depositing paycheck either into a checking or savings account - or withdrawing money) with minimal assistance.

3. The client will spend money using either cash or check with minimal assistance.

PART I: Locating the Bank

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
The client will locate the bank utilizing landmarks and/or reading signs with 100% accuracy 4 out of 4 times.	a. The clients locate the bank following a guide.	Student Teacher Bank
	b. Clients note street signs or building names and copy if necessary.	small note pad/pencil community on-site field trip
	c. Clients make signs in the classroom to practice reading.	Classroom paper magic markers
	d. Clients who read quiz non-reading clients on sight words from signs.	
	e. Clients follow travel program to/from bank.	Travel Program

PART II: Making Money Transactions

The client will locate the bank teller and present transaction, making necessary exchange of information or money with 100% accuracy 4 consecutive times.	a. Client interviews bank clerk in new accounts and receives samples as a prospective or new customer.	Bank Bank Clerk Bank information and Samples

PART II: (continued)

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
	b. Client uses samples to practice task analyzed programs in writing checks - recording in check book, filling out deposit slips, etc.	Teacher worksheet from sample checks/check books, deposit slips, etc. Programs
	c. Client uses calculator if applicable in figuring money matters.	Calculator Samples Check Book
	d. Client problem solves budgeting, making decisions for leisure expenditures, or savings (specifically including money for allowance, breaks, and bus).	Budget Book Calculator Pencil
	e. Clients role play making transactions with bank teller.	
	f. When paid, client makes transaction at bank following task analyzed program.	

PART III: Spending Money

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
The client will spend his/her money on necessary or personal needs keeping within balance of money on hand.	a. Client goes shopping for an item following task analysis forms.	Store, Shopping Program, Check Writing Program (if applicable), Street Crossing (with light program)
	b. Client receives cancelled checks or savings account statements in mail and brings to class for balancing.	Bank Statements Teacher Pencil Calculator

STEP 4.4: (continued)

4.4.7 Evaluate your own and co-workers attitudes in interacting with the clients. For example, teachers often refer to the clients as "my kids". This reflects a restrictive trainer attitude toward dealing with the clients in an age-appropriate manner. The Role Perceptions of Retarded Persons chart depicts behaviors that result from viewing the student as a client verses a kid.

ROLE PERCEPTIONS OF RETARDED PERSONS

CLIENTS	VS.	KIDS
REALISTIC EXPECTATIONS		EMOTIONAL INVOLVEMENT
↓	This produces:	↓
OBJECTIVE PLANNING	VS.	PERSONAL GAIN/LOSS
↓	Causing the following interactions:	↓
ADULT/ADULT	VS.	PARENT/CHILD
↓	Creating an environment of:	↓
PROBLEM SOLVING (Shared responsibilities)	VS.	DOGMATISM
↓	This is exhibited in following behaviors	↓
Individualization Respecting Privacy Self-Control Use of Natural Consequences to Modify Behavior	VS.	Regimentation Intimidation Demands Instilling Fear/Threats to Control Behavior

STEP 4.4: (continued)

4.4.8 Use role models.

a. Model shows the client the correct procedure and has him/her repeat it.

b. Model sees the client fail to complete a task correctly and corrects him/her by showing correct procedure and having client repeat it.

c. Model phases out showing the task to the client.

d. Model phases out the cue(s) and the client completes the task independently.

4.4.9 Purposely build variation routine, materials, cues, trainers, etc. into training settings in order to facilitate generalization.

4.4.10 Keep groups small for community activities.

4.4.11 Use daily client performance in natural settings in developing or modifying training objectives and strategies. Daily data on task analysis forms and observation of behaviors can be used to monitor programs.

4.4.12 Provide opportunities for clients to problem solve their behavioral situations either individually with trainer or in a group of peers with teacher/trainer as moderator.

Upon arrival to the classroom the clients bring with them a composite of experiences involving behavior appropriateness. This immediate interaction as a group is utilized to deal with problems such as riding the bus or lunch behaviors or to informally during the dat take time to solve any problems of incoming clients from work. Role playing adds to the discussion and the following types of questions may be discussed:

a. What happened in this situation?
b. Was it appropriate?
c. Where and when would this be appropriate?
d. What should you do?
e. How should you do it?
f. Why should you do that?

4.4.13 Develop cues (e.g., picture instructions, visual cues in natural settings, etc.) which enable client to monitor and modify his/her own performance.

a. make picture and/or written cues
b. organize in sequence on a card
c. post in area of need
d. use each time client needs to complete the task on the card
e. if client fails to complete steps refer him back to the cue card and have him read or explain it
f. phase out the verbal cue of telling client to use the cue card
g. client uses the cue cards independently
h. client phases out use of cue card
i. client completes task independently

4.4.14 Provide opportunities for client interaction with others during training (including community members/workers, peers).

The nature and quality of one's social interaction in the community is defined (Wolfensberger and Glenn, 1975):

a. frequency of interaction
b. duration of interaction
c. intensity of interaction
d. individualization of interaction
e. quality of interaction supportive
f. constructive and equality
g. status of persons interacted with
h. numbers of mainstream valued persons interacted with
i. variety of contacts and experiences

4.4.15 Delineate trainer/client responsibilities relative to daily routines (e.g., personal appearance, conducting group activities, etc.). The clients function as trainers or leaders in a group situation by assuming jobs for responsibilities in the classroom. (See Routine Client Responsibilities).

ROUTINE CLIENT RESPONSIBILITIES

1. Classroom Arranger - The arranger is responsible for arranging the classroom for particular activities. In doing so he/she calls on other people to help move furniture, etc.

2. Classroom Janitor - The janitor is responsible for resuming order in the classroom's physical environment. He/she calls on other people to help. This involves moving furniture, picking up trash, taking trash to the dumpster, etc.

3. Grooming Leader - The leader will take charge of directing a group discussion and call on students for specific attention with grooming. The leader will direct individual students to the grooming supplies for utilization. He/she will check a list of names to insure working with all of the clients. The leader utilizes a visual cue chart for once a week probe and as a reference tool daily. The chart covers all grooming pointers for having a neat appearance. Daily the leader directs each client to check his/her visual cue check list that covers grooming pointers missed on the probe.

4. Exercise Leader - The exercise leader calls on classroom set-up person to move chairs, the leader will take charge of directing a group exercise activity. This includes closing classroom door for sound control, organizing group into circle and giving directions for starting each exercise - counting and stopping it. The leader is responsible for demanding participation. After exercises call upon grooming leader and classroom clean up person for assistance.

5. Nutrition Expert - The expert presents the food groups and organizes classroom discussion by calling on people for answers. This person also presents units on foods using visual cards for discussion. The nutrition expert is responsible for probe checks on prepared lunches. This person involves the group in making decisions concerning contents of lunch bag.

6. Food Assembler - The assembler pulls the kitchen set-up cue card from his/her folder and reports to the kitchen and proceeds accordingly.

7. Milk Dispenser - The dispenser pours milk in individual cups prior to lunch.

8. Head Cook - The cook organizes the kitchen for cooking preparation and calls on others to help complete each step on the recipe. He/she oversees that person and checks their accuracy.

9. Kitchen Porter - The porter pulls the kitchen clean-up card from his/her folder and reports to the kitchen and proceeds accordingly. He/she also trains another person to help clean-up.

10. Grocery Purchaser - The purchaser writes (or obtains) and carries the grocery list to the grocery store. Also the purchaser handles the money and carries it to the store. He/she directs other students to help locate items in the grocery store. The purchaser pays the cashier for groceries purchased and carries change and receipt to classroom to be returned to the bank clerk.

11. Bank Clerk - The clerk handles the money for distribution either for the bus or for shopping. He/she checks a list of names as each person claims their money. This person is responsible for locking and unlocking the cash box and returns unspent money and/or receipts to the box.

12. I.D. Card Checker - The checker is responsible for remembering to pull the card for checking I.D.'s when the majority of the group is present. He/she asks each person to show their I.D. and marks card accordingly. When unchecked individuals come to the class, the I.D. checker checks them also.

13. Receptionist - The receptionist answers the phone and conveys messages. He/she assists in obtaining information by phone.

STEP 4.5: MONITOR CLIENT PROGRESS

This step assists staff in making appropriate decisions relative to the training techniques, settings, materials, cues, and reinforcers in use and to determine if the client is acquiring relevant vocational skills in an effective and efficient manner. Monitoring progress also helps to clarify specific staff responsibilities and activities based on the criterion of client progress.

PROCEDURES:

As clients learn more job tasks, monitoring progress towards readiness for placement involves summarizing and analyzing progress in the following areas:

- number of total job tasks mastered
- production rates
- accuracy during production
- hours worked per week
- length of time worked independently
- mastery of related skills necessary to obtain and maintain employment

The Client Progress Record is used to summarize this information.

Another method of monitoring client progress is by interviewing the employer during scheduled site conferences. This information depicts a realistic view of the employer's opinion regarding client progress. Specific questions asked on a regular basis aide in identifying areas for improvement before they become problems.

4.5.1 Review daily client training data with the client after each session.

4.5.2 Identify steps on which client requires assistance, and plan strategies for the next session.

Strategies can include altering type or amount of reinforcement, training time, task analysis, assistance method, saliency of cues, correction procedures, consequences, training site, training schedule, work area, adaptations.

4.5.3 If training does not result in progress in five training sessions (based on five, one hour per day training sessions), the strategy needs to be reviewed and adapted. Depending on the level of the clientele served, this time limit might need to be reduced or increased. It is important for trainers to set a time expectation for client success in mastering difficult steps of the task. To repeatedly use ineffective training strategies with the expectation s/he should learn is unfair and frustrating for the client. Many behavior problems result from prolonged use of inappropriate techniques for a specific client..

4.5.4 If the client does not reach acquisition on a specific task after 15 training hours, strategies again need to be changed. Appropriate time limits need to be set for the clientele served for reaching acceptable production rates, time working at site, and behavior changes. Vocational Habilitation Project staff used the decision-making guidelines outlined on the <u>Client Progress Decision Rules flow-chart</u>.

CLIENT PROGRESS DECISION RULES

Decision	If No	Action
Behaviors on Job Site Acceptable to Co-Workers and Employers?	No, After 10 Hours on Site	Revise Training Strategies
Yes ↓		
Progress Toward Acquisition?	No, After 5 Training Hours	Revise Training Strategies
Yes ↓		
Client Reached Acquisition?	No, After 15 Training Hours	Revise Training Strategies
Yes ↓		
Production Rate Acceptable to Employer?	No, After 10 Training Hours	Revise Training Strategies
Yes ↓		
Client Able to Work Maintaining Accuracy and Rate For at Least Two Hours Without Assistance?	No, After 10 Training Hours	Revise Training Strategies
Yes ↓		
Review All Requirements For Wages. Client Met 90% Minimum Requirements For Any One Job Site?	No	Locate New Job Site/ or Adapt Known Jobs
Yes ↓		
Secure Employment		

STIMULUS - RESPONSE SHEET

USE: This data sheet is primarily used when training a single task. The statement listed in the left-hand column is the stimulus for the client to perform the corresponding step in the right-hand column. In this way if a client completes a step incorrectly, the trainer can set up the preceeding stimulus and go through the step with the client.

EXAMPLE OF DATA INERPRETATION:

In reviewing the client's progress on this sheet, it was found that he was not decreasing his time per probe. Through observation the trainer identified time-wasting movements of the client such as excessive smoothing. After a period of training out the unnecessary movements, the client was able to improve his time by over 20 seconds per robe.

Name ____________________

Task ____________________

Step	Action	6/22	6/22	6/22	6/23	6/24	6/25	6/29	6/30	7/1	7/2	7/6	7/7	7/8	
14 Robe in hand	Place on appropriate pile	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13 Robe folded in ½	Pick up by edge corners with both hands	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12 Folded in half	Grasp folded edge & fold to collar/hem	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11 Sleeves folded over	Grasp collar & fold to hem	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10 Folded in half	Fold sleeves over on gown at shoulder seam	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9 Holding seams	Fold in half lengthwise	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8 Ties on robe	Grasp hemside seam-shoulder seam farthest from co-worker	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7 2nd panel folded up	Grasp ties & lay on top of side panels	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6 Panel folded up	Fold side panel farthest from worker upon robe @ S.S.	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 Robe straightened	Fold side panel closest to worker up on robe @ side S.	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4 Sleeve right side out	Straighten if necessary	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 Robe on table	Pull sleeves out if needed	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Robe in hand	Lay on table, collar to R. outside back touching table	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 Robe on pile	Pick up robe	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Probe time			1:10	1:03	:55	1:00	:53	1:06	:55	:58	:53	:28	:32	
	Training Time	B	B	10:00	15:00	25:00	25:00	25:00	25:00	25:00	25:00	25:00	M	M	

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SPECIAL INSTRUCTIONS SHEET

USE: The Special Instructions data sheet is used when diagrams or special instructions are needed to illustrate a work area set up. This sheet provides new or substitute trainers with directions to properly set up the work area so as to keep consistency in the training setting.

EXAMPLE OF DATA INTERPRETATION:

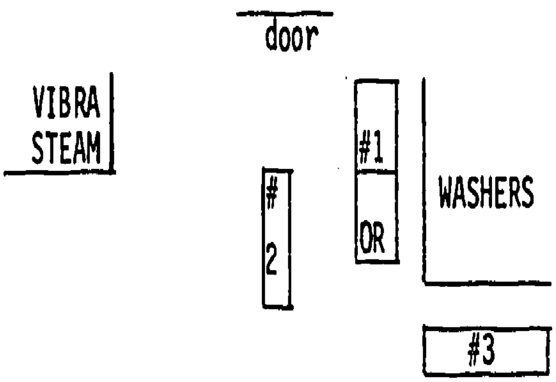
The information provided by the data on this sheet indicated two areas in which the client was experiencing difficulty. Steps #6 and #8 were the problem steps depicted on this sheet by the blank step numbers. When the client was observed during the problem areas it was found she was having difficulty differentiating between 48" and 54" surgical wraps. This skill was needed in order to properly separate the surgical linen. At this point the trainer intervened by having the client measure the surgical wraps by her arm span. The 48" were her expanded arm span or shorter while the 54" wraps were at least 5" longer than her arm span. The client used this means of measurement in her task of sorting and reached 100% accuracy.

Name ______________________ Objective ______________________

Sorting for Large Piece Folder

Special Instructions:

Client reaches into O.R. bin & pulls out one item. Depending on item, it is placed in a certain area of one of three bins. If during probe time the client does not have the opportunity to sort an item, mark the corresponding step number with an X to indicate no opportunity.



Date:	10/7	10/8	10/9	10/11	10/15	10/16	10/17	10/18	10/22					
Initial:	AD	AD	AD	AD	AD	AD	AD	AD	AD					
Time:														
total:	10:00	20:00	20:00	20:00	20:00	20:00	20:00	20:00	20:00					
Setting:	V.A. Laundry	V.A. Laundry	V.A. Laundry	V.A. Laundry	V.A. Laundry	V.A. Laundry	V.A. Laundry	V.A. Laundry	V.A. Laundry					
10 Place sheet in bin #3	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9 Drape surgical bag lengthwise over side of bin #2	9	9	9	9	X	9	9	9	9	9	9	9	9	9
8 Lay large 54" surgical wrap lengthwise in bin #2	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7 Lay large 76" surgical wrap lengthwise in bin #2	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6 Drape medium surgical wrap (48") over side of bin #2	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 Place small 12" surgical wrap in near end of bin #1	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4 Place small 18" surgical wrap in near end of bin #1	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 Place small 24" surgical wrap in near end of bin #1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Drape pillow case over side of bin #1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 Place hand towel in near end of bin #1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

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IF - THEN DECISION SHEET

USE: This type of data sheet is used for training the client in task required decision making. In this task the client was trained to press mens and ladies pants. When the client picked up a pair of pants he needed to make the decision of how to press the pants depending on whether they were mens or ladies pants. This is indicated on the data sheet by the steps following the initial step of picking up the pants. If they are ladies pants there are ten steps the client must perform. If they are mens pants those first ten steps are skipped and the seven subsequent steps are done.

EXAMPLES OF INTERPRETING DATA:

On the baseline trials it was seen that the client was unable to do any of the task including differentiating between mens and ladies pants. This set a starting point for training. After one full period of training, the client was able to do all the initial steps of pressing both mens and ladies pants except for step #2: stepping up to middle steam puff and step #10: matching pants creases. These mistakes indicated a need for trainer intervention in the form of concentrated client practice on the incorrectly done step before continuing on the task. After this difficult step training succeeded the client went on to steadily decrease his time.

Name ______________________ Site ______________________

Task ______________________

	9/7	9/7	9/8	9/8	9/9	9/9	9/10	9/10	9/14	9/14				
Date:	9/7	9/7	9/8	9/8	9/9	9/9	9/10	9/10	9/14	9/14				
7 Gently kick in left shoe knob	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6 Clamp lock down overlapped snaps	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 Allow pants to expand until front snaps overlap	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4 Gently kick in expander knob	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 Pull waistband edges around zipper toward worker	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Wrap waistband around hanging steam puff	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 Grasp waistband on either side of zipper	1	1	1	1	1	1	1	1	1	1	1	1	1	1
If they are men's pants:														
10 With both hands grasp pants legs, matching creases	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9 Grasp seams at bottom of pants leg with free hand	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8 Remove pants from puff	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7 Step off steam pedal	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6 Slowly pass waistband completely around puff	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 Pull pants down snug over puff	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4 Slip waistband over steam puff	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 Step on its' steam pedal	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Step up to middle steam puff	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 Grasp either side of pants waistband	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1 If they are ladies pants: Pick up 1 pair of pants	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Probe time:	B	B	4½ 7:10	4½ 6:20	4½ 5:10	4½ 5:20	4½ 5:15	4½ 5:00	4½ 4:30	4½ 3:50				

MAINTENANCE SHEET

USE: The maintenance sheet is useful in recording data on a task that involves a set of sub-tasks. The data on this sheet is on the task of folding laundry and involves the sub-tasks of folding patient gowns, pajama shirts, mens scrub shirts, pants, robes, and bags. When the client has reached criterion on each of these sub-tasks he goes on to maintenance on the entire task to assure his retention of it. Rather than recording maintenance data on each sub-task sheet, this sheet allows the collection of data for all the sub-tasks to be kept on one sheet.

EXAMPLE OF DATA INTERPRETATION:

In going over this data sheet there is a noticeable period of time where the clients accuracy and work rate fluctuated. The information recorded in the comment section of how items were incorrectly folded shows no consistent pattern of mistakes. However, the trainer's initials at the top of each column of numbers shows that there were two changes of trainers during the period of time where the client's accuracy and work rate dropped.

It was felt that these changes were the probable cause for the fluctuations, and since accuracy returned to 100% and time to complete the task again began to decrease on a regular basis, no intervention was needed.

Name: ______________________

Task: Laundry folding - V.A. Hospital 1-8

trainer & date:	7/9 AC	7/16 AC	7/23 AC	7/30 AC	9/3 AC	9/10 AC	9/17 AC	9/23 AC	10/1 AC	10/8 AC	10/15 AC	10/22 AC	10/29 AC	11/5 AC
8 Bag	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7 Robe	7	7	7	7	7	7	7	7	7	6	7	7	7	7
6 Pants	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5 Womens scrub shirt	5	5	5	5	5	5	8	5	5	5	5	5	6	5
4 Isolation gown	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3 Mens scrub shirt	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2 Pajama shirt	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1 Patient gown	1	1	1	1	1	1	1	1	1	1	1	1	1	1
time:	10:15	10:31	9:50	9:20	9:55	10:35	9:37	8:58	9:20	8:35	7:47	6:50	7:42	6:45

Comments: 10/1 folded pants inside out — 10/8 folded pants inside out

10/15 folded isolation gown inside out — 11/ 5 folded scrub shirt sleeves incorrectly

SPECIAL INSTRUCTIONS: To mark the data sheet, a slash through the number is used to indicate the piece of laundry was folded correctly, an X through the number indicates the client had no opportunity to fold that piece during that training segment, a number left unmarked indicates the client failed to fold that piece correctly. All slashes and X's should be counted and the appropriate number circled.

STEP 4.5 (continued)

4.5.5 Every two weeks record the latest daily data available on each skill being trained on the Client Progress Record. Include the name of all work and related skills the client needs to obtain employment on that site, not just the skills presently being trained. This allows the trainer to view progress in relation to the overall goal of employment, and focus efforts on the client's needs as s/he progresses through training. Monitoring overall progress enables the trainer to be effective, consistent, and goal-directed. See Instructions for Client Progress Record for how to record accuracy, production, mastery of skills, and time at work site.

4.5.6 Use the information on the Client Progress Record to plan training strategies for each client. For example, if a client has acceptable production rates on all but one of the tasks, more training should focus on increasing that rate. Or if the client has mastered all the job tasks but is still only training one hour, the on-site training time would need to be increased. Another example would be a client making excellent progress on work skills but not receiving sufficient training on required related skills.

4.5.7 The information on the Client Progress Record is a summary of client progress in training across trainers, skills, sites. This summarized progress information is used by the Vocational Facilitator to discuss client progress with the employer during site conferences, and is available to show parents, write staffing progress reports, or use in referral requests (to DVR, CETA, etc.).

4.5.8 The Vocational Facilitator conducts a verbal site evaluation by visiting the supervisor of the work area where training takes place. The conferences are scheduled every two weeks when a training site is initially established and once a month when good communication has been established. The results of the conference are recorded on the Site Conference Form.

The site conference is a valuable tool for a number of reasons. It can foster a partnership relationship regarding making the training workable in the supervisor's setting. It is an opportunity to provide the supervisor deserved support and praise. It is a framework to problem solve and intervene before situations become irreversible. The supervisor's appraisal of client and trainer performance is realistic feedback to relay to trainers. And ultimately, the supervisor's cooperation and support is vital for maintaining community training sites.

INSTRUCTIONS FOR CLIENT PROGRESS RECORD FORM

PURPOSE: To efficiently summarize client training data across skills, trainers, and sites in order for staff to focus efforts on the client's needs as s/he progresses through training towards employment.

INSTRUCTIONS:

1. Record Client Name and Vocational Training Site name on the top line.
2. Record the names of all on-site tasks and related skills required for the client to be employed at that site (or the site where employment is expected) on the line next to Task. As training begins on each task or skill, record the date started.
3. Record the date the data was recorded from the daily data sheets in the column next to the date.
4. During acquisition training, record the number of steps mastered of the total number of steps for that task. For example 6/14 means the client is independently and correctly performing six of the fourteen steps.
5. Average time per week spent training or working at that task. For example, if a client spends approximately 45 minutes a day bussing dishes, then the average time is 45 minutes. This time is recorded for both acquisition and production training.
6. % of Production is recorded once the client has reached criterion for mastery of the task and is in production training. Once production is being trained, steps/steps is recorded below % of production in the steps/steps maintenance rather than in the top row.
7. Steps/steps maintenance is determined by one probe trial on accuarcy during the two week period. Since production is being emphasized now, this is a check for maintenance of the initially learned skills.

CLIENT PROGRESS RECORD

Vocational Skills

Client Name: ______________________ Site: Medical Laboratory

Task: Beaker Cleaning — Date Started: 5/28/80

Date:	10/27	10/30	11/6	11/20	12/2	1/6	1/12	1/29	2/4	2/11	2/25	3/26
Steps/Steps	51/52	52/52	51/52	48/52	51/52			Program Change, Steps Deleted				
Ave. Hours per week	18 min.	19 min	22 min.	20 min.	20 min.	20 min.	20 min.		20 min.	20 min.	20 min.	20 min.
% of production						50%	50%		60%	60%	60%	85%
Steps/Steps Maintenance						52/52	52/52		41/41	41/41	41/41	41/41

Task: Sorting & Storing Beakers — Date Started: 10/20

Date:	10/20	10/30	11/6	11/20	12/2	1/7	1/12	2/2	2/6	2/18	3/26	4/28
Steps/Steps	15/20	18/20	18/20	20/20								
Ave. Hours per week	20 min.	8 min	6 min.	7 min.	6 min.	7 min.	7 min.	7 min.	7 min.	2 min	5 min	8 min.
% of production						50%	50%	50%	60%	60%	60%	75%
Steps/Steps Maintenance						20/20	20/20	20/20	20/20	20/20	20/20	20/20

Task: Washing KJIDAHL/Volmetric Flasks — Date Started: 10/20

Date:	10/20	10/30	11/6	11/19	12/2	1/19	2/18	3/31	4/27			
Steps/Steps	39/45	42/45	45/45	45/45	44/45							
Ave. Hours per week	20 min	24 min	20 min	22 min	20 min	20 min	20 min	20 min	25 min			
% of production						50%	50%	80%	80%			
Steps/Steps Maintenance						45/45	45/45	45/45	45/45			

INSTRUCTIONS FOR SITE CONFERENCE FORM

PURPOSE: To identify potential or existing problems as perceived by the training site supervisor and develop a strategy for improving the situation.

INSTRUCTIONS:

Fill in site name, supervisor's name, date of conference and names of clients who are training on this site.

1. Record supervisor's observation of client's work habits, appearance and general adjustment. Try to obtain specific facts and details.

2. If the immediate supervisor is not always there when the clients are working, request that the supervisor take some time prior to the scheduled conference to observe. Again, be sure and cover each individual client and be as specific as possible.

3. If the supervisor has observed problems, obtain as much information about the problem as possible so that arrangements can be made to correct it. Ask the supervisor for suggestions for improving the situation.

4. May be answered with yes or no. However, if response is no, try to obtain details as to the problem so it can be discussed with the trainer.

5. May be answered with yes or no. However, if response is no, try to obtain details as to the problem so it can be discussed with the trainer.

6. Suggestions for improvement from the site supervisor should be actively sought. The suggestions may relate to an individual client or the program in general and should be noted in detail.

7. A plan of action, if necessary, should be written during the conference. The plan could relate to solutions of noted problem areas, suggestions or changes, and should be specific. This way the supervisor will be aware of changes before they occur and will have immediate input into the process.

8. The staff member conducting the site conference signs their name by vocational facilitator. Someone other than the regular trainer at that site should conduct these conferences. The supervisor tends to be more honest, direct, and evaluative if the staff member is not a person who is at the site daily and in essence a part of the work group.

SITE CONFERENCE

SITE:______________________ DATE:__________________

SUPERVISOR:________________ CLIENTS:_______________

____

____

1. Supervisor observation of clients' work habits, appearance, and general adjustment.

2. Has the supervisor observed progress and good work behavior in clients?

3. Has the supervisor observed problems in scheduling or general training arrangements?

4. Have trainers adequately supervised clients?

5. Is trainer fulfilling agreed upon responsibilities?

6. Suggestions for improvement:

7. Plan of action:

Vocational Facilitator:______________________________________

EVALUATION QUESTIONS FOR

COMPONENT 4.0: CLIENT TRAINING

Evaluation Question 4.1: Were steps taken to establish and maintain cooperative written agreements with employers?

Evaluation Question 4.2: Were behavioral objectives specified for each client?

Evaluation Question 4.3: Were the behavioral objectives developed appropriate for the client?

Evaluation Question 4.4: Were training techniques specified for each client?

Evaluation Question 4.5: Were the training techniques developed appropriate for the client?

Evaluation Question 4.6: Did clients receive vocational skills training in natural work settings?

Evaluation Question 4.7: Did clients receive training in related skills in the most normalized settings possible (i.e., in the settings in which these skills are typically performed by non-handicapped persons)?

Evaluation Question 4.8: Were staff roles and responsibilities specified based on client objectives?

Evaluation Question 4.9: Is staff progress in meeting their role specifications monitored on a consistent basis?

<u>Evaluation Question 4.10</u>: Were staff inservice needs identified and written in measureable and time-dated terms?

<u>Evaluation Question 4.11</u>: Did the staff receive inservice training?

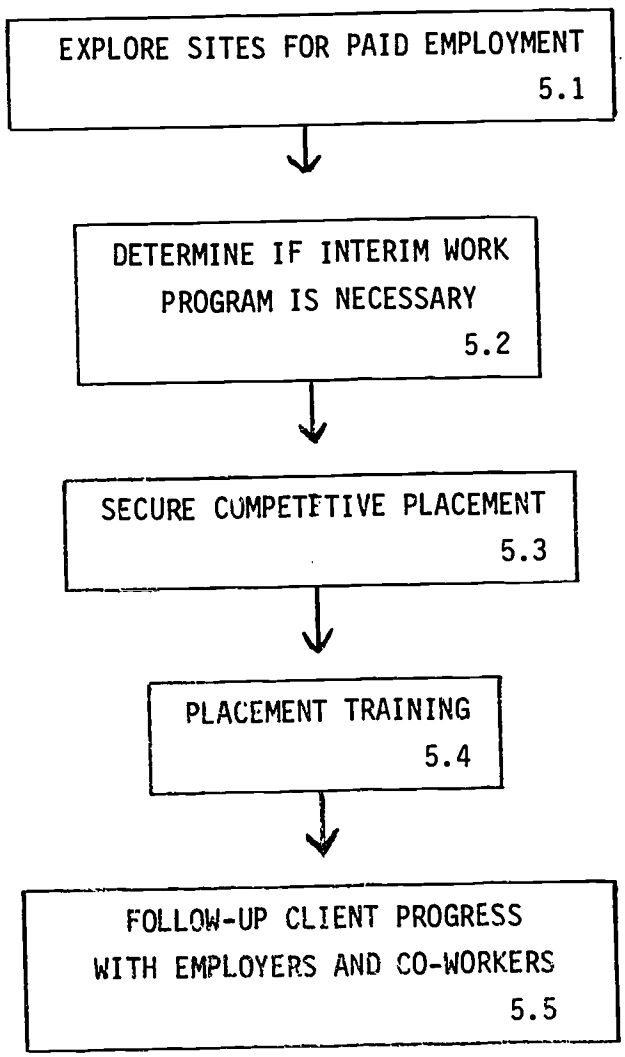
<u>Evaluation Question 4.12</u>: Are staff completing their responsibilities on time?

<u>Evaluation Question 4.13</u>: Did staff modify client training procedures as needed based on client progress data?

COMPONENT 5.0: CLIENT PLACEMENT AND FOLLOW-UP

PURPOSE: Client placement is defined by the Vocational Habilitation Project as permanent full or part-time employment in a work setting that is natural (i.e., a job site which employs non-handicapped workers and is economically remunerative). Client follow-up procedures are designed to maintain and monitor independent functioning in the work setting.

A client is considered ready for placement when accuracy, production, independence, and hours worked are performed at the level necessary to perform competitive work. Staff determine readiness by reviewing client progress as described in Step 4.5 and by the demands of the job as required by the employer.



5.0 CLIENT PLACEMENT AND FOLLOW-UP

5.0 CLIENT PLACEMENT & FOLLOW-UP

STEP 5.1: EXPLORE POTENTIAL SITES FOR PAID EMPLOYMENT

PROCEDURES:

5.1.1 Identify whether the site where the client is presently training is a feasible placement site. Consider:

- Would client placement preclude use of the site for training other clients?
- Will the client achieve optimal independence if placed where trainers and handicapped clients are still being trained?
- Is the training site supervisor willing to hire the client?
- Is the employer willing to have a trainer present initially to monitor client progress?
- Does the client wish to work at this site or work at a new site?
- Are there any normalization concerns with using the training site as a placement site (ways coworkers view and interact with client, expectations of client behavior, etc.).

5.1.2 Identify other employers in the community who have similar work that might hire the client. Actually, many of these sites were identified during analyzing labor needs (Component 1.0) and performing job analyses (Component 2.0). The Vocational Facilitator will also have been continually contacting employers and analyzing additional jobs. Task analyses should be done on as many sites as possible and kept on file. This preparation reduces the amount of work required to begin placement training, and is especially important if an employer wants to fill the position immediately.

5.1.3 Any placement sites should meet the same criteria for appropriate training sites (Step 1.4).

5.1.4 The position being considered should compensate work at the minimum wage, and fringe benefits should be considered in relation to specific client need.

STEP 5.2: DETERMINE IF INTERIM WORK PROGRAM IS NECESSARY

PROCEDURES: A client is nearing readiness for employment if monetary reinforcement would increase production, or paid wages would assist in getting a client hired at a work site, efforts should be made to locate services/programs designed to provide work experience/exploration wages for that training.

5.2.1 Identify which program would be most appropriate for the client by gathering complete information from program sponsor on qualifications, requirements, and regulations.

5.2.2 Explain program to employer - have work program counselor present to explain all details and responsibilities of employer, client, who pays what, etc., length of program.

5.2.3 Make sure client understands who is paying their salary, how the program works - explain time sheets, pay schedule, where check is picked up, etc.

5.2.4 Explain the outcome of interim work program to employer (i.e., client will hopefully demonstrate good work behaviors and skill development and be hired by employer at his/her expense).

The Vocational Habilitation Project has used the CETA funded agency designated by the Department of Manpower Planning to provide work experience/exploration services to targeted individuals. The agency serves persons who are low income, receiving federal and state aid or have a handicap which is a barrier to employment. The four separate work experience programs are designed to serve adults - 18 and up, inschool students 14-18, summer work students and YETP (Youth Employment Training Program). YETP provides a greater range of services for especially hard to place individuals (16-21), or for those that need additional education (GED) or training to succeed in the work world. Of the four CETA work experience programs, YETP is the most comprehensive program to assist in training/placement for a variety of individuals including the handicapped.

YETP consists of four major components:

1. Classroom Training - This will consist of a combination of work and class totaling 40 hours per week. (Enrollees will be paid for attending mandatory vocational classes. They will work at non-profit job sites for the balance of 40 hours. (Class hours and work = 40 hours per week). Rate of pay will be the current minimum wage. YETP will also assist those interested in attending vocational training.

2. Work Experience - Work experience is provided at non-profit job sites for those out of school and in school. Participants needing to establish job skills work either 20 or 40 hours per week. Academic credit may be awarded when approved by local schools. Rate of pay will be current minimum wage.

3. On-the-Job Training - OJT enrollees will be placed with private employers (with the exception of health care facilities) working 20 hours per week for those attending school and 40 hours per week for those out of school. Depending on enrollee's skill level, OJT slots will last from 2 to 44 weeks. The employer will pay the full salary of the participant but can be reimbursed for a portion of the training costs by this agency. Salaries must be the current minimum wage or higher. The trainee is expected to continue working at the job site after the OJT period.

4. Vocational Exploration/Job Sampling - Participants work in a variety of private companies and organizations to become better acquainted with tasks, working conditions, requirements and training associated with particular jobs. The total training time is not to exceed 320 hours. If the client is in school the total work time is not to exceed 200 hours. The client is paid the current minimum wage. Health care facilities are an exception to the use of only private companies.

Clients are placed on only one of the four components - which ever is determined by the counselor to be most appropriate to the individual's needs and goals.

Step 1. Contact counselor/coordinator in charge of YETP.

2. Meet with counselor to discuss and determine client's abilities, needs, and goals. Discuss ways in which YETP can help client meet those goals.

3. Determine which component of YETP would be most appropriate and beneficial. This will depend on skill level of client, job site, amount of work experience client needs, and what the goals are for the client (i.e., permanent employment, training, education, etc.).

4. YETP Counselor, client's training/placement advocate and the client must meet to thoroughly explain program to client and get client's necessary signatures on application and enrollment forms.

   a. If the client is under 18, the client as well as the parent or guardian must sign the application and CETA in-take form. The parents must also give written permission to have client's psychological information released with a statement to the effect that the client is handicapped.

   b. If the client has been declared incompetent and has lost his/her rights (regardless of age) the client, as well as the parent or guardian, must sign all forms and permission forms as above.

   c. If the client is 18 or over and has not been declared incompetent they may sign all forms themselves.

5. The enrollment process is not complete until a meeting has been held with the site supervisor by the YETP counselor. At that meeting which should be attended by the YETP counselor, site supervisor, client advocate, and the client trainer, the services

provided and the site's responsibilities to the client should be clarified.

NARC (National Association of Retarded Citizens) OJT

Contact Field Coordinator, Jackson, Missouri
NARC, 601/362/7912

The On-the-Job training project is for clients who are to be placed and aids in obtaining jobs for individuals. OJT project reimburses the employers for half of the employer's entry wage for the first 4 weeks of employment and 1/4 of that wage for the second 4 weeks.

This is a CETA funded program (as is YETP), however, it is administered by the NARC office. Because of federal regulations, forms frequently change and if this is to be considered, the office should be contacted prior to paperwork completion.

Requirements are:

1. Client must be handicapped.
2. Client must be working 20 hours per week.
3. Client must be working at a private company or organization (not hospitals).
4. Employer is expected to retain the client following completion of the OJT.

TARGETED JOB TAX CREDITS

TJTC is a federally funded program established through the Revenue Act of 1978. This is an elective tax credit applying to wage costs incurred by employers between 1/1/79 and 12/31/81. This can be used as an incentive to employers to hire handicapped or otherwise "targeted" individuals.

Employers may claim the tax credit by filing IRS Form 5884 with their federal income tax return. By doing so, they may receive tax credits for 50% of the first $6,000 in wages paid to this employee during the second year.

There are brochures that describe this process in detail and they may be obtained through the local Division of Employment Security office.

In order for employers to receive this credit, the new employee must have been approved (the Agency designated as certifying the "target group") prior to beginning employment. Handicapped individuals, in the State of Missouri, are certified by the Missouri Division of Vocational Rehabilitation.

STEP 5.3: SECURE COMPETITIVE PLACEMENT

PROCEDURES:

5.3.1 Ask the employer for the criteria for evaluating employees; compare the client's skills to criteria. Discuss client performance with employer.

5.3.2 Discuss any areas that might need to be adapted or restructured.

5.3.3 Discuss placement training, follow-up services and the types of training activities that will occur.

5.3.4 Discuss and define the following areas:

- Salary
- Hours
- Benefits
- Vacation - explain school/agency vacation days
- Special accommodations
- Review task analysis
- Review performance evaluations used by employer; discuss any necessary modifications
- Uniforms
- Sick leave (who to call)
- Breaks, lunch (times and procedures)
- Placement schedule - date if possible
- Promotions
- Other possible jobs

5.3.5 Outline the agreement and send to the employer to review for any discrepancies. Renegotiate intent to hire; send to employer for his/her signature.

5.3.6 Fill out the Placement Data Form.

INSTRUCTIONS FOR PLACEMENT DATA FORM

PURPOSE: To notify necessary persons or departments of the change of a client from training to placement status. This is filled out when an intent-to-hire letter is signed by the employer and a specific placement date has been established.

INSTRUCTIONS:

Name: Client name

Start Date: Date client to begin employment

Placement Site: Name of company

Address: Fill in complete address and zip code

Phone Number: Phone number of client's immediate supervisor

Immediate Supervisor: Use name of client's immediate supervisor

Job: Give job title and briefly describe major duties

Related Skills Necessary: Include here those tasks not included in the task analysis but those that are required for independent functioning i.e., break procedures, signing time cards, use of lockers, etc.

Accommodations Made: Include any extraordinary accommodations that have been made or assistive devices that are used.

Salary: Hourly Rate

Benefits: Note vacations, sick leave, meals, etc.

Days worked: List days of week

Hours: Note hours of work

Site Trainer: This will generally be the person assigned to do placement training on-site

Related Skill Trainer: Person assigned to handle related skills; may or may not be the same as the site trainer

Wages paid: Notations should be made of any training funds being paid to client (note date started) and notation should be made here of the start date of employer's paid wages.

PLACEMENT DATA

Name:____Start Date:____________________________

Placement Site:____

Address:____

Phone Number:____

Immediate Supervisor:____

Job:____

Related Skills Necessary:____

Accommodations Made:____

____

Salary:____________________________________

Benefits:__________________________________

Days Worked:_______________________________

Hours:_____________________________________

Site Trainer assigned (if applicable):____

Related Skill Trainer assigned (if applicable):__________________________________

Wages paid by:
(Check (✓) where appropriate)

		Date Started
______	CETA Training	______
______	OJT	______
______	TJTC	______
______	Other (Explain)	______
______	Paid by Employer	______

Placed by:____________________________________

Date:____

STEP 5.4: PLACEMENT TRAINING

PROCEDURES:

5.4.1 Initial placement training procedures are the same as for acquisition training (Step 4.2) and production training (Step 4.3). Training times might occur for half or full days and require a full time trainer. Frequently staff grow accustomed to the client performing at acceptable levels and assume the client no longer requires systematic, consistent training to new tasks. This is a false assumption, and will usually result in either the client failing to learn the task accurately or quickly, or the training time to learn the tasks will be greatly extended.

5.4.2 Keeping data and monitoring client progress on vocational, work-related, and social skills will allow the placement training to proceed as effectively and efficiently as possible. After acquisition, random probes during the day are sufficient.

5.4.3 Use data to decide when to begin fading supervision. Begin by reducing distance from the client, then by not being present at the work site for longer periods of time.

5.4.4 As trainer supervision is reduced, employer or direct supervisor authroity needs to be introduced. Teach the employer how to give cues, and have the natural environmental cues or co-workers communicate break times, lunch time, etc.

5.4.5 If client, for example, only has difficulty with setting up for work but is doing well the remainder of the day, only go to the site for client training at the set-up.

5.4.6 Once the client is independently performing at the criteria acceptable to the employer, begin follow-up procedures (Step 5.5).

STEP 5.5: FOLLOW-UP CLIENT PROGRESS WITH EMPLOYERS

PROCEDURES: Consistent and effective client follow-up on the work site is imperative. Without a dependable network between client, employer and vocational facilitator, the chances of the placement failing are greatly increased. The client needs support and guidance in the gradual transition between the institution and the work world. The employer needs to have a contact person he/she feels will understand and respect concerns and and will work cooperatively toward solutions.

5.5.1 Continue assisting or training the client at times suggested by the trainer (as in Step 5.4.5).

5.5.2 Once a week the first month, and then once monthly, record probes on client's work skills to see if client is maintaining skills. If the skill level is reduced, either train or arrange for training in the deficit areas until remediated.

5.5.3 Meet at least weekly with site supervisor during client's first month of employment. Use this time to keep lines of communication open with supervisor. Make yourself available to supervisor by phone during client's working hours.

5.5.4 Every two weeks conduct complete site evaluation of the client by the supervisor and co-workers. These evaluations are useful in determining level of overall progress as perceived by the persons working closest to the client. The evaluations are then discussed with the client by the vocational facilitator.

5.5.5 Continue to be available to employer to discuss client's progress.

5.5.6 Continue to record client's follow-up information on the Placement Follow-Up and Site Evaluation Forms. Update information on a regular basis to insure reliable feedback on client's success.

5.5.7 Monitor wages earned and time worked independently per week.

5.5.8 Expect problems to arise. As problems arise, try to solve each one allowing the client to be as independent as possible in your solution.

INSTRUCTIONS FOR PLACEMENT FOLLOW-UP FORM

PURPOSE: The purpose of the placement follow-up form is to provide a vehicle of discussion to identify any problems as perceived by the supervisor and co-workers. The vocational facilitator meets with the supervisor every week the first month and then monthly to obtain and record the information.

INSTRUCTIONS:

The Vocational Facilitator gives the rater (this should be the immediate supervisor) the form to fill out and requests that he or she rate the client on items 1-12, initialling the space below the column. Using the Likert scale at the top the rater should give the client a rating of 1 through 5 (items 1-8) and fill in the appropriate responses (items 9-12). The Vocational Facilitator should be present as the rater completes the form.

After completion, the Vocational Facilitator reviews the form and asks the rater to elaborate on high or low ratings. These ratings are noted in the space on the second page.

After determining problem areas, the supervisor (rater) is then asked for suggestions for improvement in any area and these are noted in the appropriate space.

USE: This form is a valuable tool for the Vocational Facilitator, Site Trainer or others involved in working with the client.

It provides follow-up data, and an opportunity to discuss and cooperatively solve problems as they arise. The use of this form avoids the common problem of supervisors saying "everything's fine" during follow-up interviews and hesitating to bring up problems. Their items on the form give the employer an opportunity to provide feedback in a non-threatening manner.

It is important that the Vocational Facilitator keep these interviews as non-threatening as possible and continually assure the supervisor that you are interested in knowing problem areas and that together you will help solve these problems.

PLACEMENT FOLLOW-UP

Name:____________________ Site:____________________

Instructions to Rater: Please rate client by indicating performance, by number, 1-5, for each of the behaviors listed below. Try to rate on the basis of overall performance during this period and not on an isolated incident. If there were such incidents, please note in comments section.

1 2 3 4 5

1 = poor, 2 = below average, 3 = average, 4 = above average, 5 = superior

	DATE 1	DATE 2	DATE 3	DATE 4
1. Follows supervisor instructions.				
2. Responds appropriately to supervisor criticism or correction.				
3. Refrains from exhibiting bizarre or irritating behavior.				
4. Works independently of direct supervision.				
5. Maintains an appropriate personal appearance.				
6. Interacts appropriately with co-workers.				
7. Controls aggressive behavior.				
8. Requests assistance as needed.				
Record:				
9. Monthly wage earned.				
10. Hourly wage earned				
11. Number of absences this period.				
12. Production rate (if known).				

COMMENTS:

DATE 1:

DATE 2:

DATE 3:

DATE 4:

SUGGESTIONS FOR IMPROVEMENT:

DATE 1:

DATE 2:

DATE 3:

DATE 4:

PLAN OF ACTION:

DATE 1:

DATE 2:

DATE 3:

DATE 4:

Signature Rater: ____________ ____________ ____________ ____________

Rater: ____________________________ Vocational Facilitator: ____________

EVALUATION QUESTIONS FOR

COMPONENT 5.0: CLIENT PLACEMENT AND FOLLOW-UP

Evaluation Question 5.1: Have sources of paid employment been identified?

Evaluation Question 5.2: Have the specific requirements for receiving wages from the employer and "other than employer paid" options been identified?

Evaluation Question 5.3: Are clients increasing the amount of time they are able to work without assistance?

Evaluation Question 5.4: Have procedures been specified for collecting client evaluation data on a regular basis from employers and co-workers?

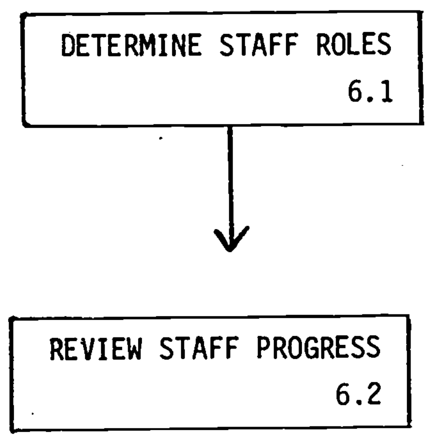
Evaluation Question 5.5: How do employer/co-worker evaluations of clients compare with those of non-handicapped workers?

Evaluation Question 5.6: What amount of wages are clients earning?

COMPONENT 6.0: STAFF ROLES AND COMPETENCIES

PURPOSE: The roles and competencies demonstrated by staff in community referenced programs are frequently different than those practiced in traditional programs. The purpose of component 6.0 is to define skills and activities needed by staff in a community-based secondary program. The Competency Evaluation Form lists skills under the required job functions. No one staff member would be expected to perform all of the competencies. For example, the Vocational Facilitator would need a higher level of competency in the skills listed under Labor Market Analysis; a related skills teacher would need a minimal level of competency in that area.

Although the Competency Evaluation Form could be used as a performance evaluation tool, Vocational Habilitation Project staff used it as guidelines for self-evaluation, defining and planning staff objectives and activities, and identifying in-service needs. The purpose is to assist staff in identifying and developing skill areas in order to better meet client needs.



6.0 STAFF ROLES AND COMPETENCIES

6.0 STAFF ROLES AND COMPETENCIES

STEP 6.1: STAFF ROLES AND ACTIVITIES

PROCEDURES:

6.1.1 With each staff member, decide which competencies on the Competency Evaluation Form are applicable to the individual's job.

6.1.2 Determine in writing how the staff member will implement each activity and how progress will be measured.

6.1.3 Identify areas where additional inservice or resources are needed to meet activities determined in 6.1.2, and the method for meeting those needs.

6.1.4 Provide inservice training, resources, technical assistance, written materials, visits to other programs, etc., as needed.

Competency Evaluation Form

Trainee: Rater:

Setting:

Rate these competencies applicable to the individual's job.

Rating Scale:

N = No opportunity to observe
0 = Unsatisfactory
1 = Performs with assistance
2 = Performs independently

Please comment on any rating below 1 on comments sheet.

1.0 Labor Market Analysis

Competency	Ratings				
1.1 Locates appropriate state and local sources of information relative to jobs.					
1.2 Identifies types of jobs/workers needed and predicted to increase.					
1.3 Identifies types of jobs/workers not predicted to increase.					
1.4 Identifies specific employers and job sites appropriate for severely handicapped clients.					
1.5 Identifies and follows criteria for selection of specific job training and placement sites.					
1.6 Identifies and follows appropriate employer contact procedures.					

2.0 Job Analysis

Competency					
2.1 Lists specific on-the-job skills in behavioral terms.					
2.2 Lists S^D used at work site for each job skill response.					
2.3 Lists work materials/tools used at job site.					

2.0 Job Analysis (continued)

Competency					
2.4 Lists working conditions.					
2.5 Sequences responses as they are done at the work site.					
2.6 Identifies related skill demands of the job.					

3.0 Client Assessment

Competency					
3.1 Identifies relevant medical/physical information about the client.					
3.2 Assess specific skill deficits and areas of strength using job analysis information.					
3.3 Assesses client's preferences for type of job.					
3.4 Assesses parental preferences for client.					
3.5 Demonstrates ability to use criterion-referenced assessment tools.					

4.0 IEP Staffings

Competency					
4.1 Writes behavioral objectives based on client assessment information.					
4.2 Prioritizes client needs for training relative to employment and independent functioning in natural setting(s).					
4.3 Identifies appropriate trainer(s) for each objective.					
4.4 Identifies appropriate (natural) training setting(s) for each objective.					
4.5 Identifies appropriate (natural) training materials for each objective.					

4.0 IEP Staffings (continued)

Competency					
4.6 Identifies training strategies to be used for each objective.					

5.0 Client Training

Competency					
5.1 Demonstrates ability to construct a task analysis sheet including sequenced responses, S^D's, and criterion to be used in training based on job analysis and client assessment information.					
5.2 Fades trainer supervision appropriately as client meets criterion and increases production rates.					
5.3 Demonstrates use of appropriate strategies to shape worker attention.					
5.4 Demonstrates use of appropriate strategies for giving the worker assistance.					
5.5 Demonstrates use of natural reinforcers.					
5.6 Delivers reinforcers at appropriate times and rates.					
5.7 Demonstrates use of appropriate correction procedure.					

6.0 Training for Independence

Competency					
6.1 Identifies standards for behaviors of non-handicapped persons in various natural training settings.					
6.2 Identifies appropriate and inappropriate client behaviors in natural settings relative to standards for non-handicapped persons.					

6.0 Training for Independence (continued)

Competency					
6.3 Utilizes previous (daily) client performance in natural settings in developing/modifying training objectives and strategies.					
6.4 Develops cues (e.g., picture instructions, visual cues in natural setting, etc.) which enable client to monitor and modify his/her own performance.					
6.5 Uses appropriate (natural) training setting(s) for each objective.					
6.6 Uses appropriate (natural) training materials for each objective.					
6.7 Provides opportunities for client interaction with others during training.					
6.8 Delineates trainer/client responsibilities relative to daily routines (e.g., personal appearance, conducting group activities).					
6.9 Delegates responsibilities to client for completing daily tasks - independently.					
6.10 Purposely builds variation of routine, materials, cues, etc. into training settings in order to facilitate generalization.					

7.0 Data Collection and Analysis

Competency					
7.1 Demonstrates ability to conduct and record accurate probe trials.					
7.2 Obtains and records appropriate baseline data.					
7.3 Collects and records accurate acquisition data.					
7.4 Collects and records accurate production rate data.					

7.0 Data Collection and Analysis (continued)

Competency					
7.5 Evaluates client progress based on training data.					
7.6 Evaluates trainer progress based on client training data.					
7.7 Modifies training goals, strategies, settings as needed based on client training data.					

8.0 Communication with Employers

Competency					
8.1 Demonstrates ability to accurately communicate project goals to employers.					
8.2 Demonstrates ability to communicate accurate information and realistic expectations of clients to employers.					
8.3 Identifies all relevant components of written agreements with employers.					
8.4 Communicates with employers on a regular basis.					
8.5 Conducts regular on-site employer evaluations of client progress.					

9.0 Communication with Parents

Competency					
9.1 Keeps parents informed on a regular basis of client progress.					
9.2 Provides information to parents relative to additional sources of assistance, legal rights and procedures, etc., as needed.					
9.3 Demonstrates ability to follow all parental permission procedures.					
9.4 Follows up all parental requests for information/assistance promptly.					

10.0 Communication and Cooperation with Co-Workers

Competency					
10.1 Reliable and punctual attendance.					
10.2 Carries out self-identified and assigned responsibilities promptly and accurately.					
10.3 Asks for assistance when needed.					
10.4 Accepts and utilizes feedback.					
10.5 Remains calm under pressure.					
10.6 Reports all significant/unusual events.					
10.7 Adjusts to change by maintaining work performance.					

COMMENTS

Competency Number Rated Below 1	Comments

STEP 6.2: REVIEW STAFF PROGRESS

PROCEDURES:

6.2.1 Set a date to review progress and modify roles and activities as needed. A monthly progress review and planning meeting for the next month's activities assists the staff member in meeting the program goals, informing the supervisor of accomplishments and needs, and making plans consistent with other staff and program activities. The meetings keep the supervisor knowledgeable and involved regarding the program activities and teacher's needs. Using the competency checklist and resulting activities as a framework for each planning meeting aids staff in communicating about specifics and clarifying expectations of each other. Such meetings usually take less than a half hour, and one meeting per month for each staff member spread across the month for a supervisor who works with a number of staff.

6.2.2 Use client progress (daily and summarized data) to assess staff progress and needed role modifications. For example, if the clients are not progressing according to the guidelines outlined on the Client Progress Decision Rules (Step 4.5), modify techniques or strategies. If a staff member is having difficulty, the supervisor needs to assist the staff member in identifying the problem area and help implement a change. Ultimately, client progress is the most valid measure of staff progress!

6.2.3 As client training needs and objectives change, staff roles and activities change. Any job descriptions need to be general enough to accommodate a variety of activities for each responsibility. For example, a vocational site trainer might also train some related skills (travel to work, use of money at work, etc.).

STAFF ROLES

COORDINATOR:

I. Inservice

1. Identify additional inservice training needs of staff.

2. Develop inservice training needs into measurable and time-dated objectives.

3. Arrange inservice training for staff.

II. Staff Supervision

1. Supervise staff and assist staff in meeting training objectives by reviewing activities on a regular basis.

2. Supervise daily activities of staff.

3. Arrange for staff to cover vocational training when a staff member is absent.

4. Arrange for and coordinate volunteer and practicum student activities.

III. Monitor Client Progress

1. Monitor client training and placement data with trainers on a regular basis.

2. In cooperation with staff identify on a regular basis those clients whose current level of functioning and training objectives warrant more normalized settings.

3. Schedule and notify participants of client staffings. Moderate staffings.

IV. Develop and Maintenance of Sites

1. Develop and secure transportation for clients in transitional level or community-based sites.

2. Establish community classroom site and maintain agreement.

V. Cooperation with Programs/Agencies/Parents

1. Coordinate site/program visits by any interested persons/groups.

2. Cooperate with other school programs by attending weekly coordinator meetings as well as meetings for vocational programming and planning.

3. Attend staff meetings.

4. In cooperation with school staff, develop client service and space scheduling plans as needed.

5. Obtain parental permission for community training activities.

6. Establish a communication network with parents to facilitate involvement.

7. Communicate with funding agencies and arrange for program entrance and referral.

8. Monitor fiscal aspects of the program.

VOCATIONAL FACILITATOR

I. Inservice

1. Identify additional inservice training needs of staff.

2. Develop inservice training needs into measurable and time-dated objectives.

II. Staff Supervision

1. Provide information to on-site trainer re: employer evaluations.

2. Monitor trainer activities in relation to fulfilling cooperative agreements and trainer interactions with site staff.

III. Monitor Client Progress

1. In cooperation with staff identify on a regular basis those clients whose current level of functioning and training objectives warrant more normalized settings.

2. Conduct employer site evaluations regarding employer's perceptions of client progress.

3. Record maintenance data on clients placed in employment.

IV. Development and Maintenance of Sites

1. Communicate with local and state agencies for employment trends and projections.

2. Initiate contacts with employer.

3. Analyze jobs appropriate for clients.

4. Develop and maintain cooperative agreements with employers.

5. Conduct employer-site evaluations on a regular basis.

6. Identify and establish client employment sites.

7. Conduct client follow-up and maintenance site visits for employed clients.

8. Provide or assist training staff in client placement training.

V. Communicate and coordinate services with agencies involved in the placement process (DVR, CETA, Job Security).

I. Inservice

1. Identify inservice needs and relay needs to coordinator and/or project staff.

2. Participate in inservice activities.

II. Monitor Client Progress

1. In cooperation with staff identify on a regular basis those clients whose current level of functioning and training objectives warrant more normalized settings.

2. Fulfill client progress recordkeeping requirements:

a. daily vocational training data

b. assessment

c. quarterly reports

d. parent letters

e. IEP staffing reports and recommendations

3. Monitor daily data on program data sheets.

4. Participate in client staffings.

III. Development and Maintenance of Sites

1. Cooperate with co-workers at site.

2. Identify and resolve day-to-day complications at training sites.

3. Arrange client schedules and training in cooperation with site supervisors.

4. Assess/analyze new tasks at site (or new sites in cooperation with coordinator or project vocational facilitator).

5. Assist in completion of Job Analysis Form for specific training sites.

IV. Cooperation with Programs/Agencies/Parents

1. Conduct visits by interested persons/groups.

2. Attend school staff meetings.

3. Communicate with parents, teachers, and childcare re: goals, objectives, progress, and areas of needed cooperation.

V. Specific Vocational Site Training Responsibilities

1. In cooperation with staff, determine/update goals and objectives for individual clients.
2. Write programs to fulfill goals and objectives for individual clients.
3. Write task analysis of job (task) to be trained.
4. Conduct vocational and related skill training at site.
5. Complete individual data sheets for use as training tool.
6. Modify training techniques, procedures, reinforcers, etc. as needed.
7. Develop reinforcement/motivational programs as needed.

CLASSROOM TEACHER(S)

I. Inservice

1. Identify inservice needs and relay needs to coordinator.

2. Participate in inservice activities.

II. Monitor Client Progress

1. In cooperation with staff identify on a regular basis those clients whose current level of functioning and training objectives warrant more normalized settings.

2. Fulfill client progress recordkeeping requirements:

    a. daily classroom data

    b. assessment

    c. quarterly reports

    d. parent letters

    e. IEP staffing reports and recommendations

3. Monitor daily data on program data sheets.

4. Participate in client staffings.

III. Development and Maintenance of Sites

1. Cooperate with co-workers at classroom site.

2. Identify and resolve day-to-day complications at classroom site.

3. Arrange client schedules in cooperation with classroom site supervision.

IV. Cooperation with Programs/Agencies/Parents

1. Conduct classroom visits by interested persons/groups.

2. Attend school staff meetings.

3. Communicate with parents, teachers, and childcare re: goals, objectives, progress and areas of needed cooperation.

V. Specific Classroom Responsibilities

The classroom teacher is involved in developing the curriculum for teaching skills needed to promote independent living.

The classroom teacher develops units within the curriculum to present in class involving skills from the core areas.

The classroom teacher utilizes the core areas: math concepts, social competencies, communication skills, safety, health and vocational skills in breaking down components to meet the immediate needs of clients.

Within these core areas are specific skills that are taught by the classroom teacher.

The community classroom teacher is directly responsible for:

1. Math Concepts

   a. money - teaching purchasing skills to be adapted to appropriate levels of need and providing activities for real purchasing opportunities.

   b. time - teaching time at appropriate concept level to promote being to work on time etc., usage of time clock, etc.

   c. banking transactions - taking individual clients who need this to banking institutions.

2. Social Competencies

   a. community manners - teaching for normalization in the community with appropriate behaviors.

   b. leisure time - presenting opportunities with guidance in appropriate time spending.

   c. citizenship - inciting a realization for what a person's responsibilities are in life.

3. Communication Skills

   a. speaking in public - directing pronunciation, moderate tones, etc.

   b. telephone - teaching utilization of pay phones and general phone manners.

   c. post office - teaching writing and mailing letters as a form of communication.

4. Safety

   a. transportation - walking safety precautions need to be reiterated in the classroom about excursions taken from the class to destinations. Cooperatively develop travel training programs for travel to and from work sites.

   b. Occupational Safety - with input from work trainers, this is included when necessary.

   c. Safety in the Kitchen - support system for situations that occur

5. Health

   a. food - there is a unit provided for fixing one recipe a week (lunches are packed by clients daily). The food groups are covered and attention is given to special diets and nutritional snacks.

   b. plan, teach, and supervise lunch preparation

   c. health habits - toileting checklists are kept

   d. clothing - grooming checklists are completed by clients

   e. weather - is dealt with in being dressed appropriately and planning events

6. Vocational Skills

   a. job application - interview skills are taught

   b. job attitudes - the classroom acts as a support system in this area

   c. responsibilities of workers - again the classroom is a support system and a location for trainers to make general statements, etc.

The classroom teacher works the unit through the above areas and plans for as many direct community experiences as possible. In doing so he/she must utilize the assistance of resource people (Vocational Trainers, Aides, etc.). Also he/she needs constant communication with trainers and child care staff.

The schedule in the classroom rotates around preparation, travel and work time. The clients utilize the classroom as a home base, so to speak, and work on individual needs when time permits.

The classroom teacher meets individual needs by writing task analyzed programs and records data on behavior.

RESOURCE GUIDE

SELECTED SOURCES OF ADDITIONAL INFORMATION AND ASSISTANCE

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SELECTED AGENCIES AND ORGANIZATIONS IN MISSOURI:

NAME OF AGENCY

Advocacy Center
406 West 34th Street, Suite 418
Kansas City, MO 64111
Telephone: (816) 931-4488
Toll Free Number: (800) 892-5789

POPULATION SERVED

No limitations

SERVICES PROVIDED

Provides information referral and crisis intervention.

NAME OF AGENCY

Mid-Central Legal Center
Children's Rehabilitation Unit
University of Kansas Medical Center
Rainbow Blvd. at 39th Street
Kansas City, KS 66013

POPULATION SERVED

Individuals with developmental disabilities, parents, and interested citizens.

SERVICES PROVIDED

Provides legal technical assistance and training to state Developmental Disabilities councils, P & A council, citizens groups, and individuals regarding developmental disabilities law.

NAME OF AGENCY

Family Service of Columbia, Inc.
800 North Providence
Columbia, MO 65201
Telephone (314) 449-3839

POPULATION SERVED

No limitations.

SERVICES PROVIDED

Assistance with employment, vocational, or educational problems; referral for legal or medical care; counseling.

NAME OF AGENCY

Jackson County Direction Service Center
3640 South Noland Road
Suite 240
Independence, MO 64055
Telephone: (816) 833-4415

POPULATION SERVED

All handicapped children from birth to 21 years, in Jackson County, MO.

SERVICES PROVIDED

Finds appropriate services to meet the needs of handicapped children and their families (diagnostic, treatment, educational, vocational, social and recreational).

NAME OF AGENCY

Operation Mainstream
Minority Handicapped Project
4900 Swope Parkway
Kansas City, MO 64130
Telephone: (816) 923-5800

POPULATION SERVED

Handicapped individuals.

SERVICES PROVIDED

Provides supportive assistance in health care and treatment, job development employment, personal vocational educational guidance, and serves as an advocate to insure that all handicapped individuals achieve maximum potential and get into the mainstream population of productive community living.

NAME OF AGENCY

Missouri Association for Retarded Citizens
230 West Dunklin
Jefferson City, MO 65101
Judge Byron Fly, President
William P. Cox, Executive Director
Telephone: (314) 634-2220

POPULATION SERVED

Parents of retarded individuals and persons interested in the mentally retarded.

SERVICES PROVIDED

This organization provides information to parents of mentally retarded individuals, is an advocacy organization, and is concerned with the promotion of treatment, research, public understanding, and legislation for mentally retarded citizens and counseling of parents. It maintains a library of over 2000 volumes at the national level.

Formerly: (1952) National Association of Parents and Friends of Mentally Retarded Children, (1974) National Association for Retarded Children.

NAME OF AGENCY

Missouri Developmental Disabilities Protection and Advocacy Services, Inc.
420-A Brooks Street
Jefferson City, MO 65101
Telephone: (314) 636-8113
Linda Hughes, Coordinator

POPULATION SERVED

Individuals with developmental disabilities

SERVICES PROVIDED

Protection and advocacy, provide information, help solve difficult problems, give legal assistance.

NAME OF AGENCY

Programs for the Disadvantaged and Handicapped
Division of Vocational Education
Department of Elementary & Secondary Education
P.O. BOX 480
Jefferson City, MO 65101
Telephone: (314) 751-3524
Miles F. Beachboard, Director

POPULATION SERVED

Individuals who want information about vocational education for the handicapped.

SERVICES PROVIDED

Provides information. Tells how funds for vocational education are being used, what programs are under way and how new, improved programs can get started in the area.

NAME OF AGENCY

Division of Employment Security
421 East Dunklin
P.O. BOX 59
Jefferson City, MO 65101
Telephone: (314) 751-3215
Joseph E. Dietrich, Director

POPULATION SERVED

Persons who need employment or appropriate employment.

SERVICES PROVIDED

Job placement, job training (including CETA programs), Unemployment insurance, information and application for Missouri Merit System positions, special information, referrals. Local offices are available throughout the state.

NAME OF AGENCY

Division of Mental Retardation
Developmental Disabilities
2002 Missouri Boulevard
P.O. BOX 687
Jefferson City, MO 65102
Telephone: (314) 751-4054

POPULATION SERVED

Developmentally disabled persons.

SERVICES PROVIDED

To provide services for the developmentally disabled person to lead as productive life as possible, to provide advocacy, protection services, counseling, vocational rehabilitation, and other services. Regional offices are available.

NAME OF AGENCY

Department of Elementary and Secondary Education
P.O. BOX 480
Jefferson City, MO 65101
Telephone: (314) 751-2965
Dr. Roland J. Werner, Jr., Director of Special Education

POPULATION SERVED

Handicapped individuals of school age.

SERVICES PROVIDED

Provide information about state's plan for special education, state education law, and procedures for getting services.

NAME OF AGENCY

Missouri Vocational Rehabilitation Office
3523 North Ten Mile Drive
Jefferson City, MO 65101
Telephone: (314) 751-3251
William H. Keith, Assistant Commissioner

POPULATION SERVED

Handicapped individuals.

SERVICES PROVIDED

Services include a comprehensive list of services to help prepare a disabled person for work, assistance with denial of services or rights. Regional offices are available.

NAME OF AGENCY Resource Development Specialists

Fred Taylor
State Office Bldg., Rm. G11
615 E. 13th Street
Kansas City, MO 64106
Telephone: (816) 274-6581

Jerre Holloway
10695 Bellefontaine Road
Donnelly Building
St. Louis, MO 63137
Telephone: (314) 867-3600
ext. 2056

POPULATION SERVED

Handicapped individuals.

SERVICES PROVIDED

Services include a comprehensive list of services to help prepare a disabled person for work, assistance with denial of services or rights. The agencies stated above are the regional offices for Vocational Rehabilitation.

NAME OF AGENCY

Governor's Committee on Employment of the Handicapped
P.O. BOX 1668
Jefferson City, MO 65102
Jerry D. Brown, Area Coordinator
David S. Rosenthal, Project Consultant
Telephone: (314) 751-2600 voice and TTY
Toll Free Number: (800) 392-8249 voice and TTY

POPULATION SERVED

Indirectly works with programs.

SERVICES PROVIDED

Area councils are available. This agency is basically a data gathering agency, providing information to other programs.

NAME OF AGENCY

Mid-Missouri Council of Governments
830 East High
Jefferson City, MO 65101
Patty Sperry
Telephone: (314) 634-2303

POPULATION SERVED

Agencies - specifically to coordinate programs (manpower)

SERVICES PROVIDED

Area Councils are available. The Manpower Coordinating Program coordinates agencies, funding, C.E.T.A. programs which work with the education, training, and counseling of handicapped individuals.

NAME OF AGENCY

Training Alternatives for Living and Learning, Inc. (TALL)
3103 Swope Parkway
Kansas City, MO 64130
Telephone: (816) 861-0900

POPULATION SERVED

Vocational handicapped individuals.

SERVICES PROVIDED

Provides the following services to the disabled:
job skill training, job placement, independent living, transportation alternatives, and positive work behaviors.