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ABSTRACT

Project ADVANCE (Action for the Development of Vocational Alternatives and New Concepts in Education) has served 27 deaf blind students (16 to 22 years old) through on the job training at local community businesses. Students have been involved in such positions as greenhouse workers, food service workers, maintenance personnel, and bakery production assistants. Analysis of student change through observations of 18 participants revealed an increase in independent performance of the task and decreases in the amount of instructional interaction required, the amount of time seeking help, and inattentiveness to task during work time. Ss showed a marked increase in student productivity and less dependence on supervision. Both coworkers and employers indicated positive responses, with many learning a variety of ways to communicate with the students. Results demonstrated that there are more viable work alternatives for deaf blind individuals than had previously been thought. (CL)

project advance

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A COMMUNITY-BASED VOCATIONAL MODEL FOR DEAF BLIND-YOUTH:

ASSESSMENT OF STUDENT BEHAVIOR CHANGE AND EMPLOYER/CO-WORKER ATTITUDINAL CHANGE

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INTRODUCTION

Education and vocational training of handicapped individuals has advanced significantly during the past two decades. Legislation (P.L. 94-142 and the Vocational Rehabilitation Act of 1973) has provided the arena and the financial and legal resources necessary to affect policy and programmatic change within the educational and rehabilitative agencies. The developments within the education and training institutions have facilitated increased community awareness of the special learning needs and abilities of various groups of handicapped individuals. They have also resulted in positive attitudinal change regarding the legal rights of handicapped children and adults, their right to maximize their potential for independent functioning, and the obvious mutual benefits of increased community living and employment opportunities for handicapped individuals. While the changes have been slow in coming, their increased visibility and welcome results are impossible to ignore or deny.

Legislative mandates demanding recognition of the legal rights of the handicapped first reached those responsible for the educational programming of children; all children, regardless of their handicap, have a legal right to a free, appropriate educational program which must be provided in the least restrictive environment. As the laws were written, new programs were developed and implemented. More children received increased and more appropriate services in the least restrictive environment than was the case prior to the legislation. As these handicapped children received improved services at an earlier age and for longer periods of time, educators and rehabilitation professionals began to focus on what happens to the child once he/she reaches age twenty-two and leaves the jurisdiction of the educational programs. This required a close look at the continued legal rights of those same children, now young adults, to maximize their individual potential for independent living and to participate productively within their community in a sheltered or competitive work environment.

Professionals were required to assess the content of the educational program as to its appropriateness and effectiveness in preparing handicapped children in all skill areas required for independent living and employment. Programs to develop daily living and community survival skills quickly became integral components of a child's Individual Education Plan (IEP). Prevocational and vocational training programs, which had been unavailable to handicapped children prior to the legislation, were now opened to children of all disabilities. Initial attention was directed at the least handicapped populations; the lesser handicapped children were felt to be easier to place in the community and to have higher potential for securing and maintaining sheltered or competitive employment. However, more recently, focus has been directed at the more severely disabled students and innovative programs have been developed to provide them with increased opportunity for prevocational education, vocational training, and community-based work experiences.

AN INNOVATIVE VOCATIONAL MODEL FOR DEAF-BLIND YOUTH

Project ADVANCE (Action for the Development of Vocational Alternatives and New Concepts in Education) is now in the third year of a three-year model project funded by the U.S. Department of Education, Special Education Program. Housed at Perkins School for the Blind in Watertown, Massachusetts, the model was developed in response to the growing need for a continuum of viable vocational options for deaf-blind youth. The project is exploring and developing a variety of alternatives for vocational training and service delivery to deaf-blind students ranging from sheltered work to competitive employment, with particular emphasis on community-based training in actual work sites (Appendix A).

The project services deaf-blind students at Perkins between the ages of 16 and 22 who meet specific behavioral and programmatic requirements for admission. In addition to their visual and hearing impairments, most students exhibit other

disabilities including developmental delay, fine and gross motor limitations and behavioral problems. Project ADVANCE is staffed by certified Special Education and Vocational Teachers who coordinate their services with other instructional and clinical staff involved in their students' programs at Perkins School for the Blind.

During the course of the project, approximately 27 students have participated in the various vocational training activities. These students have received actual on-the-job training at local community businesses. Fourteen different employers have cooperated with Project ADVANCE over the past two years, providing forty student placements (some students have more than one placement) in positions such as: coin teller and file clerk at a savings bank; greenhouse workers, food service personnel in a catering business and several restaurants; maintenance personnel in an apartment cleaning service; and production assistants and baker's helpers in hotel and industrial bakeries.

The barriers which existed at the outset of the program were significant, including: limited community exposure or awareness of deaf-blind youth; limited expectations regarding the employability of deaf-blind individuals; transportation; communication; safety; and, the impact the recession was having on employment opportunities in general within the local communities. However, through the persistent efforts of the project staff, the barriers have diminished and community support for the project has been exemplary.

As Project ADVANCE is a model project establishing new standards for vocational training of deaf-blind and severely disabled youth, it was important to implement a research design to address specific areas of concern for the project, including: student behavioral change; student skill development; student productivity; student supervision requirements; and employer and co-worker awareness, understanding and attitudinal change.

PROJECT ADVANCE RESEARCH DESIGN

The research design to be described was implemented during the second and third years of the project; however, the data analysis and resultant conclusions reflect only the number of participating students (18) and related data from the second project year as the third year was not yet complete at the time of this writing. An experimental research design was implemented to provide pre- and post-test data to measure specific student behavior and employability factors change and employer/co-worker attitudinal change. Baseline data was taken two weeks after training was initiated in consideration of the employers and students.

STUDENT CHANGE

Student change to be assessed involved: (1) behavior; (2) skill development; (3) work productivity; and, (4) supervision requirements. The Project ADVANCE observation schedule, designed to measure fourteen major categories of mutually exclusive behaviors, was developed as a format for data collection and evaluation of deaf-blind, multihandicapped students/clients in a vocational setting (Appendix B). The tool allows for data collection sessions of one-hour observations performed at 30-second intervals for a total of one hundred twenty observations per student per observation session. The research design was developed to allow the following documentation: establish a baseline of trainee performance prior to specific vocational training; document trainee progress; document the effectiveness of training procedures; identify critical behaviors which are prerequisite for successful placement in a wide range of vocational settings, and identify critical behaviors which are prerequisite for successful placement in specific job settings.

Data collection regarding behavioral change was conducted three different times during the second year. An independent observer conducted one-hour observation sessions for each student in each placement to which he/she was assigned. Baseline data was collected after the first two weeks of the student placements; subsequent data was collected at three month intervals. Students were observed for changes in the following areas: independently performing task; transitional movement; instructional communication; seeking help; social communication; offering help; solitary, non-work activity; waiting during delay/work stoppage; in restroom; appropriate hygiene; self-stimulation; physical tantrum; negative response to command; inactive during work time; idle wandering; active interference with another's work; and, extraneous vocalizations or movements (Appendix C).

ASSESSMENT OF STUDENT BEHAVIORAL CHANGE:	PRE- AND POST-TEST CHANGE SCORES; % STUDENTS SHOWING IMPROVEMENT AND/OR SUSTAINING APPROPRIATE BEHAVIOR
Independently Performing Task	92
Transitional Movement	92
Instructional Communication	80
Seeking Help	100
Social Communication	100
Offering Help/Helping Others	NA
Solitary, Non-work Activity	66
Waiting During Delay/Work Stoppage	92
Appropriate Hygiene	100
Self-Stimulation	100
Physical Tantrum	100
Responding Negatively to Command	100
Inactive During Work Time	92
Idle Wandering	100
Active Interference With Other's Work	100

Behavioral Change and Skill Development. Areas in which the most change was noted from the pre-test after the first two weeks of student placement to the post-test which was conducted during the last month of the school year include the following: most students were independently functioning 90% of the

time; overall gain in student independent performance of task (10%); decrease in the amount of instructional interaction required (41%); decrease in the amount of time spent seeking help (60%); decrease in inattentiveness to task during work time (50%); and decrease in waiting required by delay or work stoppage (50%). Student behavioral and skill development change clearly evidenced the positive effects of the vocational training in a community-based facility. Students became less dependent upon others in order to complete their work, exhibited less inappropriate behaviors (inattentivenss), demonstrated more on-task behavior as well as independent performance of such task, and were less affected by delay or work stoppage in their individual performance of tasks. Social interaction data was consistent throughout the observation sessions, suggesting that this was not negatively influenced as the students became more independent and productive.

Areas of anticipated change which were not supported by the data included: decrease in additional inappropriate behaviors (inappropriate hygiene, self-stimulation, tantrums, idle wandering) and decrease in extraneous movements or vocalizations. However, the inappropriate behaviors were not significant in even the baseline data, so therefore were not expected to show change in the later data. It was felt that these behaviors were at a minimal level prior to the student's acceptance to Project ADVANCE (reflecting the entrance criteria and selection process) and were therefore not considered factors which might deter his/her employment. In addition, the extraneous movements or vocalizations noted during the baseline observation and subsequent observations were also not significant. It appeared that a minimum of these behaviors did not interfere with the student's ability to independently perform his/her task. The research design provided the necessary data to show that these factors would not be significant or interfere with a student's employability.

Work Productivity. During the initial training phase, which lasted for a period of a few weeks through three months, students were instructed on specific job skills and received on-the-job training. Following the training period, students were assessed in their productivity rates to determine the amount of wages they would be paid for their work. Productivity was measured by the amount of work the student could complete in comparison with a non-handicapped person performing the same task, and was assessed both in terms of the quantity of work produced and accuracy rate.

ASSESSMENT OF PRODUCTIVITY RATES: (Earning Wages Based Upon Productivity)	% @ PRE-TEST	% @ POST-TEST
100% Productive	0	23
70% Productive	0	5
60% Productive	0	5
50% Productive	0	27
45% Productive	0	14
40% Productive	0	14
30% Productive	0	8
25% Productive	0	4
In Training	100	0
TOTAL	100	100

It is interesting to note that while most students were independently performing their task 80-90% of the time, this did not necessarily mean that they were 80-90% productive. This may be due to the fact that many of the students are very slow, careful and methodical in their work, which reduces their productivity rate. Another factor which may significantly influence student productivity is versatility in task performance. Many project students were capable of showing a high level of independent performance on a single task, but were unable to easily change from task to task. By the final observation session, the following data applied to student productivity: five students were functioning

at 100% productivity; one student was at 70%; one student was at 60%: six students were at 50%; three students were at 40%; two students were at 30%; and, one student was at 25%. This showed a marked increase in student productivity over the course of the one-year placement and provided clear evidence of the employability and contribution deaf-blind persons have to offer their local communities.

Supervision Requirements. Students varied considerably in their need to have supervision. Initial placements were all provided with a minimum of one teacher for three students, with many students requiring one-to-one supervision. However, by the end of the project year, students became much more independent in their work and required less supervision. When given the necessary initial education, training and supervision, they were capable of developing their independent functioning and employable skill development. By the final observation session, students were requiring the following types of supervision: no students required 1:1; one student required 1:2; three students required 1:3; five students required 1:5; and, thirteen students required no project supervision at all.

ASSESSMENT OF SUPERVISION REQUIREMENTS:	% @ PRE-TEST	% @ POST-TEST
1:1 Supervision	70	0
1:2 Supervision	20	5
1:3 Supervision	10	14
1:4 Supervision	0	0
1:5 Supervision	0	22
Without Supervision	0	59
TOTAL	100	100

EMPLOYER AND CO-WORKER CHANGE

Employers, supervisors and co-workers were involved in the research throughout the project. While efforts were made to restrict the number of interruptions or intrusions to the work site for students and the community business staff,

feedback from the employers and co-workers were valued pieces of the research design which allowed a pre- and post-test assessment of their awareness, understanding and attitudes toward deaf-blind youth in their work environments.

Questionnaires were administered prior to the students' arrival to determine the level of understanding of the disabilities associated with deaf-blindness, expectations for functional skill levels and respective contribution to the work load, and anticipated fears or questions regarding the students' presence in their work environments and the roles employers and co-workers would play in relation to the students and teachers (Appendix D).

Initially, the employers and co-workers revealed that they had had no previous experience with deaf-blind persons and little experience with handicapped individuals in general. There was some initial resistance to placement in a variety of settings, but with the time and reassurance provided by the project staff, employers and co-workers became quite willing to participate and eventually became loyal supporters of the program.

ASSESSMENT OF ATTITUDE CHANGE Employers and Co-Workers: E/CW General Direction of Responses Indicated by (+/-):	% @ PRE-TEST E/CW	% @ POST-TEST E/CW
Experience with Deaf-Blind Individuals	-/-	+/+
Able to effectively communicate with D-B	-/-	+/+
Anticipation of good attendance	-/-	+/+
Anticipation of punctuality	-/-	+/+
Anticipation of appropriate social behaviors	-/-	+/+
Anticipation of positive work attitude	-/-	+/+
Concern regarding safety factors	+/+	-/-
Concern regarding communication factors	+/+	-/-
Concern regarding student adaptability	+/+	-/-
Concern regarding extra work required	+/+	-/+
Concern regarding student productivity	+/+	-/-

On the pre-test questionnaire, employers and co-workers identified concerns regarding: safety factors; their ability to communicate with the students; students' abilities to adapt to the physical layout of the workplace; whether

or not they would be required to "go out of their way" while working with the deaf-blind students; and, whether or not the deaf-blind students would be able to carry out the responsibilities of the job as well as other non-handicapped employees.

In the post-test questionnaire (Appendix E), several areas showed significant change in a positive direction. In general, co-workers were slightly more positive in their responses than were the employers, and at the same time, more willing to admit that they would have to "go out of their way" to help the deaf-blind students learn and perform their respective job tasks. Both employers and co-workers agreed that many deaf-blind students carried out their responsibilities as well as non-handicapped employees. Both agreed more strongly in the latter survey that the students were able to adapt to the work environments.

An interesting inservice and instructional exchange took place throughout the project which was clearly noted in the data. One of the most significant concerns of the employers and co-workers at the outset involved their fear in not being able to communicate with the students. However, they later identified that, while they continued to feel it was occasionally difficult to communicate with the students, they had learned that there were many effective ways in which to communicate with a deaf-blind person. This change was due in large part to the early responsiveness by the project staff who demonstrated alternative modes of communication and provided instruction in sign language for interested employers and co-workers.

Following placement of six months in the various work sites, employers and co-workers responded to a work evaluation update (Appendix F). Considerable positive feedback was provided regarding the students' performances, including: good records of attendance and punctuality; positive attitudes toward work;

cooperation; appropriate social behaviors; following directions and task completion; and ability to communicate most needs.

One area of initial concern which might contribute to the employability of deaf-blind youth involved safety factors. The responses in this area varied depending upon the setting and the type of supervision provided. For example, safety was felt to be more of a concern in those settings where there were hot ovens or cutting tools than would be found in a greenhouse work site. However, there were no significant industrial accidents. Several employers commented on the fact that the project students actually had a better safety record than their non-handicapped co-workers.

Another area of concern involved the students' abilities to adapt to changes in routine and to make decisions independently when required to do so. Again, these responses varied dependent upon the setting and the demands of the specific position the deaf-blind student held within that setting. While some students are capable of adapting to more demanding positions, ie., those which require independent decision making and adapting to change, other students are incapable of dealing with the stress related to such job requirements. Again, it is important that a careful assessment of student needs and abilities be made and that considerable attention be given to ensuring an appropriate match between the deaf-blind student, the work site and the specific position in which he/she will be trained.

One result of the feedback from employers and co-workers was the development of an employer/co-worker packet which provides basic information regarding Project ADVANCE, deaf-blindness, communication strategies, roles of the participants in the project, and general procedures. A liaison is provided for each work site to enable the employer and co-workers to establish a relationship with a Project staff member who will be available to handle any problems or questions that may arise.

SUMMARY

The development and implementation of a community-based vocational training program places large demands on both educational staff and students in terms of time, energy, sensitivity and flexibility in an ever-changing job market. Yet despite the initial investment of such a program, there are clearly many long-term benefits.

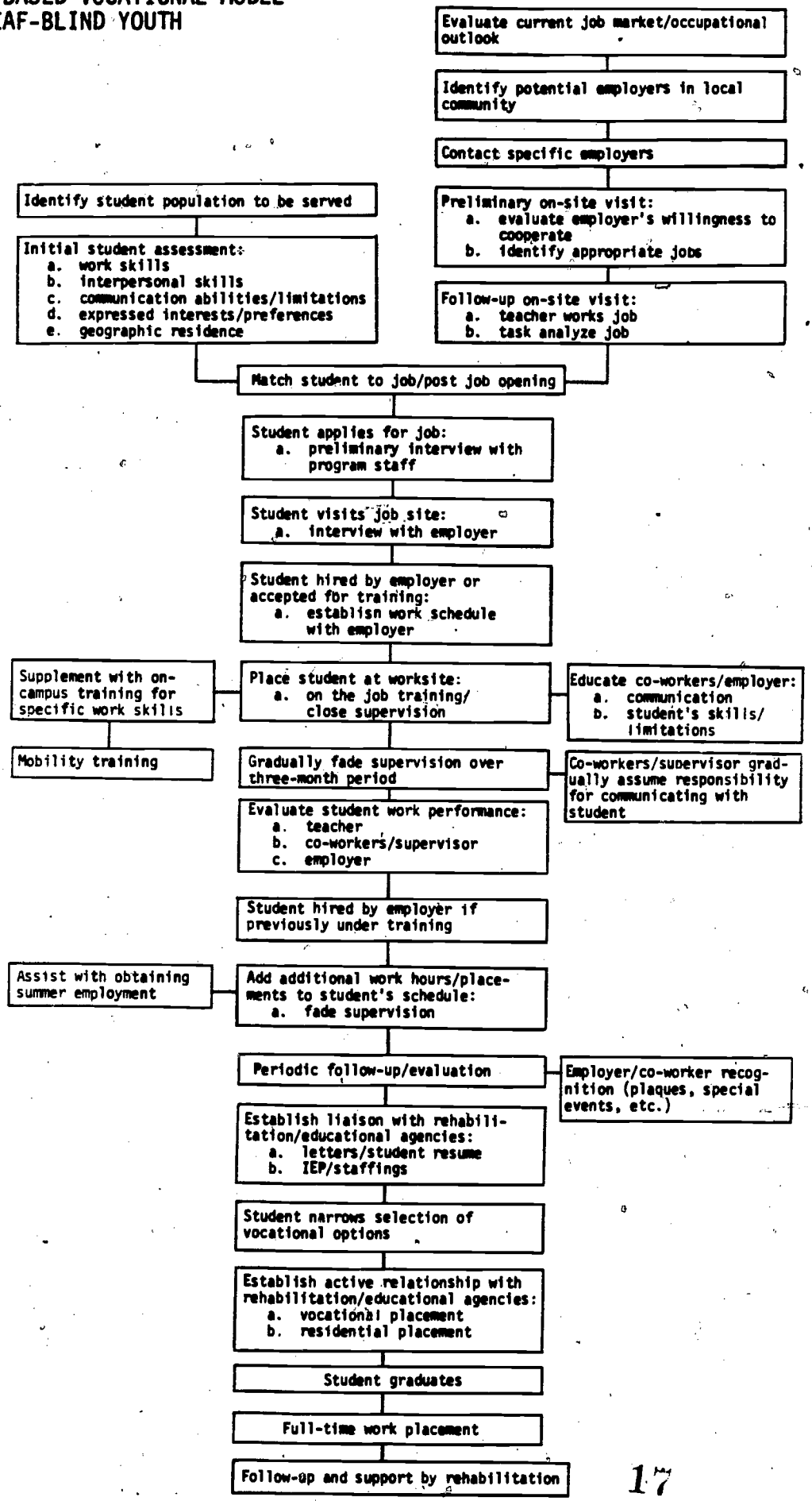
The deaf-blind students participating in Project ADVANCE have had the opportunity to be integrated with non-disabled co-workers in actual job settings where work demands are realistic and role models are more readily available. On-the-job training has provided these students with a first-hand chance to experience and learn the subtleties of appropriate social and work behaviors, as well as specific occupational skills.

The data provided by the Project ADVANCE research study indicates that, given proper vocational training, follow-up and support, deaf-blind students can improve their independent performance of work-related tasks, their ability to communicate with employers and co-workers, and increase their productivity. In addition, these students were able to diminish inappropriate behaviors which may have interfered with employability while experiencing increased feelings of self-worth and expectations for semi- to independent functioning.

Project ADVANCE is demonstrating that there are many more viable work alternatives for the deaf-blind individual than had previously been thought. It is imperative that we make this early investment in the vocational education and training of the deaf-blind adolescent to provide him/her with those skills which will increase the likelihood for the least restrictive type of vocational placement and will facilitate successful transition to the world of work.

APPENDICES

A COMMUNITY-BASED VOCATIONAL MODEL FOR DEAF-BLIND YOUTH



Page: _____ minutes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	TOTALS
BEHAVIOR:	
Independently performing task	
Transitional movement	
Instructional interaction: T/PS/S/CW/M	
Seeking help	
Social interaction: T/PS/S/CW	
Offering help/helping other(s)	
Solitary non-work activity	
Waiting during delay/work stoppage	
In restroom	
Appropriate hygiene/grooming	
Physical tantrum	
Responding negatively to command	
Inattentive to task during work time	
Active interference with other's work	
Other (specify below)	
Extraneous vocalizations	
Inappropriate hygiene	
Extraneous movement	
minutes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	

% CHANGE FOR STUDENTS WHO WORKED SEPTEMBER TO MAY

BASELINE/MAY	1A	1B	2	3A	3B	4	5	6A	6B	7	8	9A	9B	10	11
IPF	23		17	0	22	-3		23		7	17	24	18	3	1
TM	-1			1	-1	-1				-4	-2	-1	-17	-1	-1
IC (T)	-1		-5		-6	-3		-8		-1	-17	-10		-2	-1
IC (PS)	1			-1							-1				
IC (S)				-1	-1			1		2	1		1		2
IC (CW)	-1			-1	-1			-1		2	2	-1	1	-1	1
IC (PM)											-2				
SH			-2	-1				-1			-1	-2			-2
SC (T)			-1	-1	-1	6		-1				1	1		
SC (PS)	-1					1									-1
SC (S)															
SC (CW)										-1		-1	-1		
OH/HO															
SNWA	-3			1											6
WDD/WS	-7		-11	-2	-1	-4		-4		-6	2	-8		1	-2
IR						-4									
AH/G	-3			2	-3	9		-1		-1	-1	-3	-3		-3
SS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RNTC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IDWT/ITT	-1			2		-2		-4							-1
IW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AIWOW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

project advance

PLACEMENT SURVEY

DATE: _____

WORKSITE: _____

CHECK ONE: ___Employer
___Supervisor
___Co-worker

The following survey was developed to help us evaluate and improve our placement procedures for the students in the Perkins vocational training program.

Your assistance with this survey is very valuable to us. Please take a few moments to complete the form and return it to the Perkins teacher.

Thank you for your time and cooperation!

	YES	NO	NOT SURE
1. Were you told that the student(s) being placed is (are) deaf-blind?	___	___	___
2. Have you been informed about:			
a. the date the student(s) will start working?	___	___	___
b. the jobs the student(s) will work on?	___	___	___
c. the student's work hours	___	___	___
d. the presence of the student's teacher?	___	___	___
e. your responsibilities as they relate to the student?	___	___	___
3. Will this be your first experience with a deaf-blind person?	___	___	___
4. Would you like to know more about deaf-blindness?	___	___	___
5. Have you had any experience with sign language?	___	___	___
6. Would you like to learn some sign language?	___	___	___

Please tell us how much you agree or disagree with the statements below. (circle one number)

	strongly agree				strongly disagree
7. The deaf-blind student(s) will carry out the responsibilities of the job as well as other non-handicapped employees.	1	2	3	4	
8. The deaf-blind student(s) will adapt to the physical layout of the workplace.	1	2	3	4	
9. The deaf-blind student(s) will present more of a safety risk than other non-handicapped employees in this work setting.	1	2	3	4	
10. It will be difficult to communicate with the deaf-blind student(s).	1	2	3	4	
11. There are several different ways to communicate with deaf-blind people.	1	2	3	4	
12. I'll have to "go out of my way" while working with the deaf-blind student(s).	1	2	3	4	

Do you need any further information about the student or our training program? Please specify below.

Thank you.

project advance

WORK EVALUATION

The survey on the following pages was designed to help us evaluate and improve our vocational training program for the deaf-blind students at Perkins.

Your assistance with this survey is very valuable to us. Please answer the questions to the best of your ability based on your direct experience with the student(s) and the training program.

We would like to emphasize that this is not a grading system for our students and teachers. Therefore, we need to know both the positive and negative things about our program in order to improve it. Our students can only benefit from your honest responses.

We have tried to keep this evaluation brief and simple. However, please feel free to ask for assistance if you have any questions.

Thank you for your time and cooperation!

STUDENT'S NAME: _____

DATE: _____

WORKSITE: _____

CIRCLE ONE: Employer
Supervisor
Co-worker

ABOUT THE STUDENT

Please tell us how much you agree or disagree with the statements below (circle one number):	strongly agree				strongly disagree
1. The student has a good record of attendance and punctuality	1	2	3	4	
2. The student has a positive attitude toward work	1	2	3	4	
3. The student appears as satisfied with the job as other employees on the same job	1	2	3	4	
4. The student has good skills in his/her ability to:					
a. follow directions	1	2	3	4	
b. attend to and complete work assignments	1	2	3	4	
c. learn a new task quickly	1	2	3	4	
d. communicate needs	1	2	3	4	
5. The student cooperates and works well with other employees	1	2	3	4	
6. The student displays appropriate social behaviors	1	2	3	4	
7. The student is accepted by the non-handicapped employees	1	2	3	4	
8. The student adapts well to changes in the work schedule or work routine	1	2	3	4	
9. The student adapts well to the physical layout of the workplace	1	2	3	4	
10. The student works safely and displays an awareness of dangerous areas	1	2	3	4	
11. The student presents more of a safety risk than do other non-handicapped employees in this work setting	1	2	3	4	
12. The student has mastered the essential aspects of the job (s)he was trained for	1	2	3	4	
13. The student carries out the job responsibilities as well as other non-handicapped employees on the same job	1	2	3	4	

ABOUT OUR PROGRAM . . .

	YES	NO	NOT SURE
1. Before the student began working, were you told about the student's placement in any of the following ways?			
a. the student's disability	___	___	___
b. the date the student would start working	___	___	___
c. the jobs the student would work on	___	___	___
d. the student's work hours	___	___	___
e. the presence of the student's teacher	___	___	___
f. your responsibilities as they related to the student	___	___	___
g. the length of the training program	___	___	___
2. From which source did you obtain most of the information about the student and the training program?			
a. your manager or supervisor	___	___	___
b. other employees	___	___	___
c. the brochure and student profile sheet	___	___	___
d. the Perkins training staff	___	___	___
3. Did you complete a "Placement Survey" before the student began working?	___	___	___

Please tell us how much you agree or disagree with the statements below (circle one number):	strongly agree				strongly disagree
4. The student's teacher did not interfere with my supervision or plans for the student	1	2	3	4	
5. The teacher's presence did not interfere with the regular work routine	1	2	3	4	
6. The teacher was effective in the following ways:					
a. instructing and supervising the student(s)	1	2	3	4	
b. communicating with other employees about the student's needs and skills	1	2	3	4	
c. stepping back when appropriate to allow the student(s) to work independently	1	2	3	4	
d. remaining sensitive to the needs of other employees and the work environment	1	2	3	4	

YOUR THOUGHTS . . .

	YES	NO	NOT SURE
1. Was this your first experience with a deaf-blind person?	___	___	___
2. Did you know anything about deafness or blindness before?	___	___	___
3. Was this your first experience with sign language?	___	___	___
4. Did you learn any sign language?	___	___	___

Please tell us how much you agree or disagree with the statements below (circle one number):	strongly agree				strongly disagree
5. I enjoyed learning or using sign language	1	2	3	4	
6. It was difficult communicating with the student	1	2	3	4	
7. There are several different ways of communicating with a deaf-blind person	1	2	3	4	
8. My image of a deaf-blind person has changed in the following ways:					
a. physical appearance	1	2	3	4	
b. manner of communication	1	2	3	4	
c. capabilities and skills	1	2	3	4	
d. needs	1	2	3	4	
e. behaviors	1	2	3	4	
9. At times I felt uncomfortable with the student:					
a. during break	1	2	3	4	
b. during work	1	2	3	4	
c. when the student's teacher was not immediately present	1	2	3	4	
10. At times I felt I had to "go out of my way" while working with the student by:					
a. being more patient	1	2	3	4	
b. slowing the pace	1	2	3	4	
c. trying to communicate	1	2	3	4	
11. At times I became frustrated when:					
a. communicating with the student	1	2	3	4	
b. the student was working at a slower pace	1	2	3	4	
c. instructions had to be repeated more than once	1	2	3	4	
12. Overall, my experience with this student was positive	1	2	3	4	

13. As an employer, I would consider the following factors most valuable or beneficial when hiring a deaf-blind person:

a. obtaining an employee who is skilled and capable	1	2	3	4
b. projecting a good public service image for the company	1	2	3	4
c. obtaining an employee who is motivated to work and enjoys the job	1	2	3	4
d. obtaining an employee who is dependable and may fill a job with previously high turnover	1	2	3	4
e. complying with affirmative action laws	1	2	3	4
f. opportunity to obtain tax credits and reimbursements	1	2	3	4

ANY ADDITIONAL COMMENTS OR SUGGESTIONS . . .

Thank you.

project advance

DATE: _____

WORK EVALUATION UPDATE

WORKSITE: _____

Please tell us how much you agree or disagree with the statements below (circle one):	strongly agree				strongly disagree
1. The student has a good record of attendance and punctuality	1	2	3	4	
2. The student has a positive attitude toward work	1	2	3	4	
3. The student has good skills in his/her ability to:					
a. follow directions	1	2	3	4	
b. learn a new task quickly	1	2	3	4	
c. attend to and complete work assignments	1	2	3	4	
d. communicate needs	1	2	3	4	
4. The student cooperates and works well with other employees	1	2	3	4	
5. The student displays appropriate social behaviors	1	2	3	4	
6. The student adapts well to changes in the work schedule or work routine	1	2	3	4	
7. The student adapts well to the physical layout of the work environment	1	2	3	4	
8. The student works safely and displays an awareness of dangerous areas	1	2	3	4	
9. The student masters the essential components of the job (s)he was trained for	1	2	3	4	
10. The student carries out the job responsibilities as well as other employees	1	2	3	4	

11. Please indicate your relationship to the student (circle one):

a. Co-worker
b. Supervisor
c. Employer

Thank you.