DOCUMENT RESUME

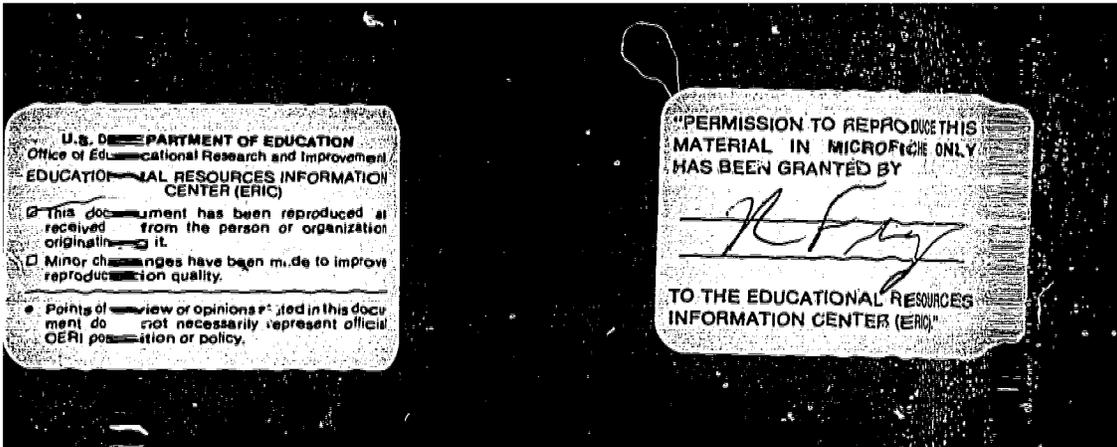ED 283 985   CE 047 65 3

AUTHOR   Fargher, John R.
TITLE   Rehabilitation Associate Training for Employed Staff.
                Work Adjustment (RA-37).
INSTITUTION   Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin
                Univ.-Stout, Menomonie. Stout Vocational
                Rehabilitation Inst.
SPONS AGENCY   Rehabilitation Services Administration (ED),
                Washington, DC.
PUB DATE   84
GRANT   44-P-81418/7-02
NOTE   50p.; For related documents, see   CE 047 642-6 55.
AVAILABLE FROM Materials Development Center, Stout Vocational
                Rehabilitation Institute, University of
                Wisconsin-Stout, Menomonie, WI 5 4751.
PUB TYPE   Guides - Classroom Use - Guides   (For Teachers) (052)

EDRS PRICE   MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS   Behavioral Objectives; *Counselor Training; *Daily
                Living Skills; *Inservice Education; Job Search
                Methods; Learning Activities; Learning Modules;
                Postsecondary Education; *Rehabilitation Counseling;
                Social Adjustment; *Vocational Adjustment;
                *Vocational Rehabilitation

ABSTRACT
        This learning module, which is intended for use in
in-service training for vocational rehabilitation counselors, deals
with the social, vocational, and community survival skills that a
client needs to adjust to work successfully. The   following topics are
discussed: work adjustment, approaches to work adjustment, work
adjustment to change work behavior, techniques of programming for
program change, application of the principles of work adjustment,
social and vocational survival skills, critical vocational behaviors,
critical employment-coupled behaviors, and theoretical standpoints.
The module also includes a sheet for use in recording worker
performance and grooming, a work adjustment checklist, learning
activities intended to help clients find and adjust to work, a list
of recommended readings, and two self-tests. (MN)

3

WORK ADJUSTMENT

by

John Fargher, A.B.D.

Design: Debbie Anders-Bond, B.F.A.

Produced by
R.A.T.E.S.

Rehabilitation Associate Training
for Employed Staff

Ellsworth Community College
1100 College Avenue
Iowa Falls, Iowa   50126

Project Director: Michael J. Davis, Ph.D.

Editor: Michael W. Trace, M.A.

4

1

REHABILITATION ASSOCIATE TRAINING
FOR EMPLOYED STAFF

MODULE: RA-37   Work Adjustment

DESCRIPTORS: *Critical vocational behaviors; vocational survival skills; social survival skills; work adjustment; prosthetic vs. therapeutic; word vs. work approach; employment coupled behavior; intervention program; natural work setting; consequate*

OVERVIEW: Work adjustment deals with those aspects of an individual's life that affect his work. His survival skills (including social, vocational, and community) are the areas dealt with in this module.

5

TABLE OF CONTENTS

6

Objectives

Behavior

1. Define work adjustment and describe the difference between a *"prosthetic"* and *"therapeutic"* approach to work adjustment.

2. Provide a rationale for including client in vocational training and production without a catalogue of prerequisite behavior patterns, etc.

3. Explain the rationale for conducting training interventions as much as possible in the natural work setting.

4. List at least 7 social survival skills and 7 vocational survival skills identified by Rusch and Mithaug (1980) as essential for a client to function in a sheltered workshop--and provide a critique of one from each list as being truly necessary and one from each list as not really being necessary.

5. Outline a series of steps to follow which are useful in changing vocationally relevant behaviors.

Evaluation

1. Class test.

2. Class test.

3. Class test.

4. Class test.

5. Class test. Should include steps previous to, during, and following the training program.

7

Below is a list of words and concepts. Please circle them as you understand their meaning.

vocational survival skills

prosthetic vs. therapeutic

social survival skills

critical vocational behaviors

work adjustment

words vs. work approach

natural work setting

consequate

intervention program

employment coupled behavior

Introduction

In discussing the topic of work adjustment, we will first present a definition of work adjustment and general overview of procedures successful in implementing work adjustment training. This will be followed by more specific work adjustment programming guidelines. Final sections will provide information useful in targeting those skills which are most _critical_ in work adjustment. For additional information, staff can further implement programming on critical skills via training in the R.A.T.E.S. modules under behavior management.

WORK ADJUSTMENT

What is WORK ADJUSTMENT?

Work Adjustment is a Treatment/Training Program through which the individual is assisted in acquiring those skills, behaviors, and concepts needed to function effectively in a work envi-

6

8

ronment. This may include personal, social, and
community adjustment as it relates to work out-
comes.

APPROACHES TO WORK ADJUSTMENT

Prosthetic or Therapeutic:

One of the earlier approaches to work adjustment
was to provide whatever prosthetic device was
necessary to prop the client up to the extent that
the individual could function in a sheltered work
setting. This tended to make the person dependent
on the device(s) in order to function (but the in-
dividual was functioning.)

The more recent therapeutic approach is to provide
whatever is necessary to get the person functioning
and to begin to systematically withdraw the supports
as the individual is able to function without them.
The idea is to help the person function like they
do in the "normal or real" world.

WORK ADJUSTMENT TO CHANGING WORK BEHAVIOR

Behaviors not specifically required for task com-
pletion often present problems that can signifi-
cantly reduce an individual's productivity and em-
ployment options. For example, workers may en-
gage with frequent disruptive contact with co-workers,
respond inappropriately to interruptions or visitors,
exhibit periodic temper outbursts, be unable to use
time clocks, return late from work breaks, be unable
to request assistance from supervisors, or exhibit
unacceptable variability in dress or hygiene habits.

Changing such behaviors , which are incompatible
with adequate work performance, is accepted as a re-
sponsibility of sheltered work programs.

Many excellent descriptions of techniques for changing
vocationally relevant behaviors are now available. A
purpose of this module is to focus these techniques
on the decisions that direct-service staff persons
are required to make in managing a work environment.

9

Each of the following guidelines has contributed
to improved work performance in at least some of
the work settings with which we have been in-
volved.

1. Do not make appropriate behavior a prerequisite
    for vocational training and production oppor-
    tunities. *DEAL WITH INAPPROPRIATE BEHAVIOR
    WITHIN THE WORK SETTING.* Although many in-
    dividuals enter sheltered workshops with a
    variety of behaviors incompatible with sus-
    tained work, focusing only on changing these
    undesirable behaviors may be counterproductive.
    To postpone vocational instruction ,until other
    behaviors are changed simply extends the per-
    iod of vocational incompetence and prevents
    access to natural reinforcers for work be-
    havior.

If vocational skills are taught first, or concur-
rently, there is a likelihood that the client can
begin to have successes which can help eliminate
inappropriate behavior for a more efficient and
effective treatment program.

This is because many workers learn to value the
monetary and social outcomes of specific work
behavior. Teaching specific skills first allows
the worker to experience success as an employee
and provides a natural reinforcer for later be-
havioral interventions.

2. *OBSERVE THE INDIVIDUAL'S PROBLEMATIC BE -
    HAVIOR IN THE SITUATION IN WHICH IT OCCURS*
    before defining a specific intervention ob-
    jective or strategy. Simple observation of
    behavior in the work environment often pro-
    vides information that is critical to the
    success of an intervention program. Ob-
    servation may reveal that a problematic be-
    havior is preceded consistently by some event
    or another behavior, or that the behavior oc-
    curs only in the presence or absence of
    specific supervisors.

10

When observing problem situations, it often is

useful to record each behavioral incident of con-
cern, together with the environmental events that
immediately precede and follow it (Bijou, Peter-
son, and Ault, 1968; Gardner, 1971). From these
records, one may estimate the strength and nature
of the problem behavior, the antecedent stimuli
that probably control the behavior, and the con-
sequences that follow a performance of the re-
sponse.

In identifying a target behavior, the supervisor
should index overall rate and variability of the
behavior, as well as changes in various stimulus
contexts. To evaluate antecedent conditions, the
supervisor should determine whether or not distinct
cues exist in the environment for the desired re-
sponse, whether or not these cues vary across time
or supervisors, and whether or not cues for the
desired behavior and possible alternative responses
are discriminable to the worker.

The supervisor should also evaluate consequent
events to form hypotheses about what maintains
the current level of responding: Is the activity
itself inherently reinforcing? Is it maintained
by escape or avoidance contingencies? Do specific
events consistently occur that seem to function as
reinforcers? From these hypotheses about the function
of antecedents and consequences of problem behaviors
it usually is possible to design intervention pro-
grams that are more appropriate to the individual
and situation than those that might be designated
without systematic observation.

3. Select one or two intervention objectives.
    DON'T WORK ON EVERYTHING AT ONCE. Observing
    this guideline has at least two important ad-
    vantages. First, it increases the probability
    that a worker will enjoy initial success in
    the work environment. As treatment objectives
    are reached one at a time, new behavioral goals
    are established for which the worker can re-
    ceive reinforcement. When simultaneous changes
    on several behaviors are expected, positive in-
    teractions between supervisors and workers often
    decrease, and small gains often remain unnoticed.

11

The second advantage of defining only one or two treatment objectives at a time is that this provides clear discriminative stimuli for staff behavior. When a manageable number of programs is to be implemented, the consistency with which each is conducted should be improved. This, in turn, increases the probability that the staff will be reinforced by worker success.

4. *DEFINE THE PROBLEM OPERATIONALLY AND DETERMINE HOW PERFORMANCE WILL BE MEASURED.* The primary purpose for specifying the problem behavior is that this focuses intervention efforts initiated by the supervisory staff. Operationally defining a problem involved specifying a behavior that is observable and measurably defining the antecedent stimuli that should set the occasion for the response or alter the response frequency and defining performance criteria in terms of topography, rate, accuracy, etc. For example, after observation, a problem of *"disruptiveness"* on the work area might be defined operationally as shouting at a co-worker, which occurs whenever the co-worker drops something on the floor and which is almost always consequated by supervisor attention of some sort. The treatment objective could be that, given an occasion on which the co-worker dropped a component, the individual would continue working without looking or talking to the co-worker.

5. *SPECIFY TWO CRITERIA FOR EACH TREATMENT OBJECTIVE: ONE FOR SUCCESSFUL TERMINATION OF THE PROGRAM AND ONE FOR CHANGING THE PROGRAM.* The degree of behavior change desired by the supervisor should be specified prior to defining any particular procedure. To continue the previous example, the supervisor might define success as two consecutive weeks in which no shouting is noted, or 20 consecutive instances of parts-dropping that are not followed by the shouting response.

Specifying a failure criterion, at the achievement of which the program will be changed, ensures

that ineffective programs will not continue inde-
finitely. Defining this criterion prior to devel-
opment of a treatment program defines staff ex-
pectations about how rapidly the problem should
be solved and provides a standard against which
treatment progress can be compared.

6. *DEVELOP AND IMPLEMENT AN INTERVENTION PROGRAM.*
   Intervention involves systematically altering
   the antecedents and consequences of the tar-
   get behavior until the desired change is
   achieved.

   There are several guidelines for applying
   this behavior change methodology in sheltered
   workshop production environments.

   a) When possible, *CONDUCT ALL INTERVENTIONS
   IN THE NATURAL WORK SETTING,* taking advantage
   of naturally occurring discriminative stimuli
   and consequences. There are several reasons
   for this guideline. First, appropriate be-
   havior ultimately should come under control
   of naturally occurring events in the environ-
   ment. For example, the worker should learn to
   punch a time clock when entering the wor' area
   or return to work when a break is completed,
   not just perform these activities when in-
   structed to do so. Second, the naturally
   occurring stimuli that signal a response is
   appropriate often vary from one time to an-
   other. This variation may be lost in simu-
   lated instructional situations. Finally,
   the production environment is a complex system
   in which a variety of possible reinforcers are
   available for several different responses. An
   intervention procedure that was effective in
   a more controlled environment might not be
   effective when such reinforcement for com-
   peting responses is available.

   A useful technique for production-setting in-
   terventions is to change the frequency with
   which the naturally occurring antecedent oc-
   curs. For example, assume that the inter-   11

<center>13</center>

vention objective is to reduce the frequency with which one worker shouted "Phone" when the telephone rang. To ensure repeated presentation of the S^D (telephone ringing), a supervisor might arrange to be called throughout one or two work days at frequent, pre-arranged times. Instructions to work quietly just before each might be sufficient to occasion appropriate silence that could be reinforced. The delay between these instructions and the ring could then be gradually increased and the instructions eliminated altogether if appropriate responding were maintained with the chosen reinforcer. The use of naturally occurring consequences in intervention programs often decreases disruption of the production environment. Staff attention, opportunity to work, selection of work assignments, and contingent breaks usually involve less special arrangement than other possible consequences.

b) *IN GENERAL, AVOID THE USE OF NEGATIVE CONSEQUENCES.* Aside from the legal and moral issues surrounding civil rights and protection of human subjects, there are two major reasons why we recommend against using predominantly negative consequences to eliminate or reduce undesirable behaviors. The first is that punishment procedures often simply teach workers to avoid punishment by not exhibiting certain behaviors in the presence of staff members who implement the punishment program. It is almost always the case that in the absence of these same staff members the behavior reoccurs. The second major problem with the use of punishment is that it usually works in the sense that an undesirable behavior is suppressed immediately. Of course, this is not bad in and of itself, but the immediate effect certainly makes it more likely that supervisors will employ similar punishment techniques in the future. The ultimate result is a contingency system that focuses on behaviors that should not occur rather than behaviors that are appropriate. Such a system if it works at all, teaches workers to not behave inappropriately rather than to behave pro-

12

gressively more appropriately. We believe ha-
bilitation is facilitated when retarded adults
learn to enjoy learning new and adaptive skills.

c) EVALUATE THE PROCEDURE USING MEASURES OF THE
TARGET BEHAVIOR, AND MAKE APPROPRIATE MODIFICA-
TIONS WHEN THE FAILURE CRITERION IS MET. As with
all other techniques suggested in this text, chang-
ing individual behavior in the production setting
should be viewed as a pragmatic process. The
essential characteristic of the behavioral ap-
proach lies not in the use of a particular tech-
nique or procedure, but rather in the evaluation
of any selected procedure on the basis of actual
behavior change.

SUMMARY

In addition to improving work rates, most sheltered
workshops attempt to improve each employee's general
work behavior. This not only increases the possibility
of successful vocational placement outside the work-
shop, but also may decrease the staff and equipment
costs associated with the workshop's production.

In applying behavior change techniques in the pro-
duction environment, it is useful first to observe
the problem behavior in its natural context. One
of two specific objectives then can be identified,
the behaviors defined operationally, and treatment
procedures implemented and changed according to sub-
sequent worker behavior. Useful procedures in most
workshops will be those that can be implemented by
the normal production staff without long-term
disruption of the setting. The use of naturally
occurring antecedents and consequences in inter-
ventions often facilitates program effectiveness.

(SEE SELF-TEST #1)

Programming for Program Change

A. Principles

    1. Behavior

13

a. Think in terms of observable behavior; i.e., what specific actions or performances are you interested in that can be observed.

b. Think in terms or rate of behavior; i.e., how many were done in standard units of time?

2. Changing behavior

a. Increase the rate of some behavior by following it with a reinforcer; i.e., a positive consequence.

b. Decrease the rate of some behavior by withdrawing reinforcement; i.e., by letting it be followed by a neutral consequence; a process known as extinction, or by increasing via positive reinforcement a behavior incompatible with the behavior you wish to decrease.

c. Start a previously never performed behavior by reinforcing successive approximations to it: *shaping*

d. Attend to stimulus conditions. When a behavior is reinforced only in the presence of specific environmental conditions (cues) that behavior becomes cue specific and is likely to occur in the presence of those cues: *stimulus control*.

3. Reinforcers

a. Because most reinforcers you will use are learned, they depend on the particular experience of the individual and so are not the same for everyone.

b. You can be sure something is a reinforcer only if you try it out and find it does increase the behavior if follows, or decreases the behavior from which you withdraw it as a consequence.

c. The easiest way to identify reinforcer
    is to watch what a person does. His
    high frequency behaviors can be used as
    reinforcers to other behaviors you want to
    increase.

d. *Money, praise, attention, and rest* are
    reinforcers which are commonly effective
    and which are ordinarily potentially
    under your control in rehabilitation.

4. Delivery of reinforcers

    a. The sooner after the behavior the rein-
        forcer is delivered, the more likely it
        will strengthen or increase that behavior.

    b. *Token systems* often may be used as an
        interim substitute for the final reinforcer
        when to do so permits more rapid rein-
          forcement

    c. To start a behavior, reinforce all trials:
        continuous reinforcement.

B. Procedures for Implementing an Operant Program

    1. *Pinpoint* the behavior you wish to increase
        or decrease.

    2. *Record* the rate at which the pinpointed be-
        havior is occurring:

    3. *Consequate:*

        a. By observing patient currently (and ret-
            rospectively via detailed history) make
            initial estimates as to what reinforcers
            are likely to be effective and are under
            your control. (In order for a reinforcer
            to do its job for you, it is important
            that it be contingent upon the behavior
            you want to increase and never occur as
            a consequence to undesired behavior which

is to be decreased via extinction.)

b. Determine schedule of _reinforcement:_ how much of what must he do for how much of what reinforcer?

c. Apply the program.

d. Observe results by recording performance.

e. Change reinforcers, or their schedule, as performance indicates.

Applying the Principles

Many principles and concepts have been presented in the module on Teaching New Behavior--knowledge of which will benefit the staff person in day to day interaction with clients.

The actual benefit, however, will come more from putting this information into practice--from putting it all together and applying it in an actual teaching situation with a client.

The following is a summary of _"tying things together"_ as they should be applied in an actual teaching situation with a client.

1. Trainer Preparation

   There is no _"technology"_ to this. Training is enhanced simply if one sets up properly for the teaching situation. This should include:

   a. Set up all equipment ahead of time and remove any variables and distractions which may interfere with training. Since a client's attention to the task is critical to his learning, training should be set up in a quiet place, only relevant stimuli should be present, and the trainer should not _"create distractions"_ by having to organize things after training has been

16

18

initiated. The client should be positioned
to further minimize distractions, and pos-
itioned so that data sheets, reinforcers, etc.
are out of his reach.

b. Come prepared with a variety of reinforcers
appropriate for the client. On any given day,
what was previously a reinforcer may no longer
be so (satiation, etc.). The trainer should
have a variety of reinforcers on hand so that
changes can be made without disrupting the pro-
gram.

2. Giving Attention and Cueing

Once the setting is appropriate, training can
continue only while the client's attention is
maintained on the task. The discriminative
stimuli for attending behavior of the client
should be provided by:

a. Presenting the client's name

b. Pausing until the client directs at-
tention toward the task or trainer

c. Then immediately providing the necessary
instruction or command

Naturally, commands should be consistent through-
out the program and should be clear and audible.
The trainer should look at the client's face when
delivering a command. If the client does not re-
spond within approximately five seconds after the
command is given, the above three steps should be
presented again.

3. Prompting

As mentioned earlier in the module, prompts can be
used to bring about responses from the client--
with the responses then being followed by rein-
forcement to increase the probability of the re-
sponse reoccuring again, and then the prompts can
be faded out until the client is performing the 17
task independently.

Prompting strategies that can be used include verbal prompts, modelling, and hands-on (physical) guidance.

The following points should be kept in mind when utilizing prompting:

a. Prompts should be given in correct sequence, and then faded out. We only want to use as much *"power"* as is needed. Thus, follow a sequence of verbal prompts-modelling-physical (hands-on) prompts.

b. About 5 seconds should be allowed for the client to make an. independent response before a prompt is given.

c. Prompts should contain only the amount of *"power"* they need:

1. They should be clear (modelling), audible (verbal), and firm (physical prompts)

2. They should be of appropriate volume and tone (verbal prompts): firm-not *"yelling"* or *"nagging"*

3. They should provide only enough information to elicit the response (don't overkill)

4. They should be relevant to the task that is being completed

5. Hands-on guidance should be directed toward the body part at which the movement is made and should gradually decrease. (graduated guidance). That is, each trial should have less physical guidance than that provided at the last successful trial.

4. Consequating Behavior

If we want a response to occur again, we need to reinforce it. A few rules apply here:

18

20

a. Always look at the client when delivering re-
    inforcement

b. For maximum effectiveness, reinforcement should
    be delivered within one second after the target
    response is made

c. When edibles are used, verbal reinforcement
    should be delivered along with them.

Whenever incompatible responses are made, rein-
forcement should naturally be withheld. When in-
correct responses are made, feedback should be de-
livered regarding the correct response.

5. Other

Staff person should collect data during training.
Client should be returned to the proper location
and all materials returned to the appropriate
place.

It is important that the work adjuster be open to
a variety of methods and theories which may help
the clients become more employable. For example,
if a client frequently produces goods which do
not meet quality standards, the work adjuster could:

a) reinforce work which meets standards
b) provide examples of acceptable and unacceptable
    goods
c) counsel the client to recognize the importance
    of meeting quality standards
d) establish a work group of several clients who
    will establish a *"culture of quality."*

SOCIAL AND VOCATIONAL SURVIVAL SKILLS

It appears that SOME BEHAVIOR PATTERNS CONTRIBUTE
MORE TO A PERSON'S WORK ADJUSTMENT THAN OTHERS.
When these key patterns are absent, a person will
probably make a poor adjustment to work. The
term survival suggests that trainees who possess
these skills experience some degree of success.   19

21

Instead of teaching all the skills that appear
useful in job placement, the program efforts
should focus on a variety of activities that
have *immediate and long term benefits* for the
trainee: the survival skills.

In considering survival skills, it is important
to be concerned with those leading to immediate
practical results such as acquiring and keeping
employment. You as managing trainer should al-
ways be aware of whether acquiring a skill is
necessary for the trainee's acceptance on the
job. Essentially, it is important to determine
whether the trainee will be more acceptable to
employers, supervisors, and potential co-workers
when her clothing is color coordinated and stylish
and when work productivity equals that established
to "*get the job done.*"

TRAINING TO ACCEPTABLE STANDARDS challenges the
view that the goal of vocational training is to
make mentally retarded adults as normal as pos-
sible. Instead of attempting to reduce all
identified deficits, survival skills training
attempts to reduce those differences betwee..
people that may prevent the achievement of a
fuller measure of self-sufficiency and fulfill-
ment.

IDENTIFYING SOCIAL SURVIVAL SKILLS. Any classifi-
cation of survival skills is to some extent ar-
bitrary. For purposes of organization and dis-
cussion of survival skills data, skills and be-
haviors directly related to job performance will
be defined as vocational skills, and all others
as social skills. In the food service industry,
for example, vocational skills may include dish-
washing, bussing, food preparation, and sweeping,
as well as such associated worker behaviors as
rate of task completion, endurance on task, con-
tinuous work, or attendance. The important social
skills that do not affect the performance of as-
signed duties might include personal appearance and
interaction with co-workers and job supervisors.

20

22

A survey by Dennis Mithaug and others of supervisors
 in sheltered workshops pinpointed areas of concern.
Those areas that 90% or more of the supervisors agreed
to have been included as skills needed in order for
a client to function in a sheltered work setting.
More information is found in "Vocational Training
for Mentally Retarded Adults" by Frank K. Rusch and
Dennis E. Mithaug (pages 101-117).

*Behavior Standards in Social Survival Skills Selected
for Entry by 90% or More of Respondents*

Employees should be able to:

1. Communicate basic needs such as those involving
    thirst, hunger, sickness, pain, and toileting.

2. Communicate basic needs receptively by means of
    verbal expression, signs, or gestures

3. Communicate basic needs expressively by means of
    verbal expression or gestures

4. Respond to instructions requiring immediate com-
    pliance within 0-30 seconds.

5. Respond appropriately to safety signals given
    verbally through signs or through signals

6. Initiate contact with supervisors when:

    a. cannot do the job
    b. runs out of materials
    c. finishes job
    d. feel to sick/tired to work
    e. needs drink, rest room
    f. makes a mistake which requires informing
        the supervisor

7. Maintain proper grooming by:

    a. dressing appropriately after using the
        restroom
    b. cleaning self before coming to work
    c. cleaning self after using the restroom

    d. cleaning self after eating lunch
    e. eating food appropriately at lunch
    f. displaying proper table manners at lunch

8. Reach place of work by means of:

    a. company-sponsored vehicle
    b. own arrangement
    c. public transit

9. Maintain personal hygiene by:

    a. shaving regularly
    b. keeping teeth clean
    c. keeping hair combed
    d. keeping nails clean
    e. using deodorant

10. Leave job station inappropriately no more than 1-2 times per day

11. Display or engage in major disruptive behavior no more than 1-2 times per week

12. Display or engage in minor disruptive behavior no more than 1-2 times per week

In addition to social survival skills, there are VOCATIONAL SURVIVAL SKILLS that a client needs to have in order to succeed in the "real world".

Behavior Standards in Vocational Survival Skills Selected for Entry by 90% or More of Supervisors

Employees should be able to:

1. Participate in work environments for 6-hour periods

2. Move safely about the shop by:

    a. Walking from place to place
    b. Identifying and avoiding dangerous areas
    c. Wearing safe work clothing

22

24

3. Work continuously at a job station for 1-2 hour periods

4. Learn new tasks when the supervisor explains by modeling

5. Come to work on an average of 5 times per week

6. Correct work on a task after the second correction

7. Want to work for money/sense of accomplishment

8. Understand work routine by not displaying disruptive behavior during routine program changes

9. Continue work without disruptions when:

   a. Supervisor is observing
   b. Fellow worker is observing
   c. Staanger is observing

10. Adapt to new work environment with normal levels of productivity in 1-5 days and with normal levels of contacts with supervisor in 30-60 minutes.

A Worker Performance Evaluation form and a Grooming Recording Sheet are provided. Similar sheets can be constructed for other behaviors.

25

Grooming Recording Sheet

Trainee's Name: _____ Date: _____

Agreement check: yes   Time Began: _____
(Circle one.)   no   Time Ended: _____

Long-Term Goal: _____

_____

_____

Level of Technical Assistance Code

1—No Assistance   4—Verbal Cue and Partial Physical

2—Verbal Cue   Assistance (Prompts)

3—Verbal Cue and Model   5—Verbal Cue and Total Phys'   ···nce

Target Behaviors	Occurrence (Circle one.)		Level of Technical Assistance (Circle one.)				
1. Clean clothes	+	=	1	2	3	4	5
Neat clothes	+	=	1	2	3	4	5
2. Clean hair	+	=	1	2	3	4	5
Neat hair	+	=	1	2	3	4	5
3. Bus coat on	+	-	1	2	3	4	5
Apron on	+	-	1	2	3	4	5
Apron tied	+	-	1	2	3	4	5
Hat/Net	+	-	1	2	3	4	5
4. Clean hands	+	-	1	2	3	4	5
Clean nails	+	-	1	2	3	4	5
Trim nails	+	-	1	2	3	4	5

26

24

GROOMING CHART

Trainee: _____

A (Baseline)

OBSERVATION AND RECORDING PROCEDURES

The managing trainer will observe the trainee every day at 8:30 p.m. The trainer will stand in clear view of the trainee when she punches in for work, recording a (+) or (−) for each of the four target behaviors on the Grooming Recording Sheet. The trainer will be responsible for filling in the trainee's name, date, time start and stop, and the goal. The trainer will carry a clip board with a grooming chart mounted on it. On the Friday before each Monday staff meeting the managing trainer will chart the frequency of grooming areas completed without assistance. All recording sheets and the chart will be kept in the "social survival skill training programs" filing cabinet under "grooming program—(trainee's name)." Agreement checks will be taken at least once a week by a second staff person to be selected at least one day in advance by the trainer. All agreement sheets will be marked and stapled to the managing trainer's observation sheet.

27

25

Work Performance Evaluation Form

Employee: _____ Date: _____

Evaluator's Name: _____

    (Circle one.)   employer   supervisor   coworker   trainer

Position: _____

Job Site: _____

Skills considered essential for successful employment are listed below. Please rate the employee on the following 7-point scale.

Rate Interpretation

7—Excellent   —exceeds expectations for employability
6—Very Good   —exceeds most expectations for employability
5—Good   —meets expectations for employability
4—Fair   —meets most expectations for employability
3—Satisfactory —less than adequately meets expectations for employability
2—Poor   —barely meets expectations for employability
1—Unsatisfactory—clearly does not meet expectations for employability

1.0 SOCIAL SKILLS   (Circle one.)

    1.1 *Communicates Basic Needs*   1 2 3 4 5 6 7
         (thirst, hunger, pain, toilet)

    1.2 *Communicates Basic Needs Receptively and Expressively* 1 2 3 4 5 6 7
         (by means of verbal expression, signs, or gestures)

    1.3 *Initiates Contact with Supervisor(s)*   1 2 3 4 5 6 7
         (requests help, work, feedback)

    1.4 *Interacts with Supervisors and Coworkers*   1 2 3 4 5 6 7
         (complies, initiates, and returns greetings, smiles, laughs, not
         disruptive)

    1.5 *Grooming and Personal Hygiene*   1 2 3 4 5 6 7
         (dresses appropriately, clean, neat, eats appropriately)

Work Performance Evaluation Form (Continued)

2.0 VOCATIONAL SKILLS (Circle one.)

2.1	*Produces at an Acceptable Level* (completes all assigned tasks, completes tasks within allotted time)	1 2 3 4 5 6 7
2.2	*Produces at an Acceptable Standard* (completes tasks to acceptable standards alone, with someone else, in a group)	1 2 3 4 5 6 7
2.3	*Works Continuously* (keeps busy, finds work to do, works when observed)	1 2 3 4 5 6 7
2.4	*Following Directions* (corrects mistakes, works faster, stops work, learns new tasks)	1 2 3 4 5 6 7

3.0 SPECIAL CONSIDERATIONS (Agency Recommended Additions)

3.1		1 2 3 4 5 6 7
3.2		1 2 3 4 5 6 7
3.3		1 2 3 4 5 6 7
3.4		1 2 3 4 5 6 7

Major Strengths Not Shown Above:

Improvements Needed:

Comments:

29

27

Another view on survival skills is that presented by Gordon Krantz entitled _Critical Vocational Behaviors_.

CRITICAL VOCATIONAL BEHAVIORS

The focus of this discussion is upon work adjustment as a means for promoting critical vocational behaviors. These behaviors have the following characteristics:

1. The behaviors are _critical_-they each make a critical difference in whether the client will be employed

2. They are _vocational_-they apply directly .. adult occupation at levels from competitive employment to at least sheltered employment and work activity

3. They are _behaviors_ -they are actions of the client that can be seen and described, rather than constructs supposed to be inside the client and to cause his actions.

From the last point, it follows that one might give a list of critical vocational behaviors which could then be dealt with according to any number of theories about why people behave the way they do.

A good list should be founded upon observation of what people must do in order to be employed. Sitting down and making a free-hand analysis of what is probably required by jobs in general might be helpful, but an actual tally of why rehabilitation clients are not working (once their physical disabilities are dealt with as such) would be a great deal more helpful.

A list of some vocational behaviors to be ..acking in 60 clients of the Minneapolis Rehabilitation Center is given in "Pounce," a chapter by Robert A. Walker in the book _Behavioral Counseling:_ _Cases and Techniques_. That list has been expanded for use here in discussion with Mr. Walker and rephrased in terms of the positive behaviors a per-

28

30

son must emit in order to be employed. Mr. Walker has graciously given his consent to the use of his ideas and of the term *"critical vocational behaviors"* which he coined to title the list.

The list of critical vocational behaviors is contained in Table 1. Its outline encompasses some elements which, in the best of all possible worlds, might be taken for granted as solved before the client is referred for work adjustment. This is not the best of all possible worlds, so even the client's sense of direction is here considered as a potential element of work adjustment.

CRITICAL VOCATIONAL BEHAVIORS

A. Job Objective Behaviors

    1. He has a vocational goal
        a. being oriented toward employment or having a vocational goal at all
        b. having a clear enough vocational goal so as to be able to move ahead at that point in his development
    2. He has an appropriate work objective—has a goal which:
        a. is work he can do and for which he is qualified
        b. is work he is willing to do
        c. is actually available in the community

B. Job-getting Behaviors

    1. He seeks work frequently enough
    2. He has appropriate interview behavior—presents himself in such a way that:
        a. he makes clear to the employer his assets
        b. he accounts for his problems—such as periods of unemployment
        c. he shows proper enthusiasm about the work
        d. he is reasonably free of mannerisms which stigmatize him or annoy the employer
    3. He uses job leads—knows about sources of job leads and shows this knowledge in behavior

31

C. Job-keeping Behavior--behaviors which help the
    person to stay employed after he gets the job

    1. He attends work regularly (in general,
        misses less than   12 days of work per
        year).
    2. He shows up for work promptly (misses
        being on time no   more than about 12
        times per year).   Note that promptness
        must be defined in appropriate terms;
        some jobs require that the employee not
        show up until almost exactly time to start
        work, and other jobs require that the per-
        son be at the work station some time before
        actually starting work.
    3. He behaves toward co-workers in such a way
        that:
        a. he does not irritate them, make them
            mad, or distract them
        b. he is not abused or victimized (this
            would create   an administrative burden to
            the employed) * .
    4. He behaves in relation to supervisor so
        that:
        a. he shows an acceptance in his subordinate
            role in relation to the supervisor
        b. he creates minimum supervisory overhead
            consuming only ordinary supervisory
            time and attention
    5. He produces enough work:
        a. he remains consistently at his work sta-
            tion to an extent appropriate to the
            occupation
        b. he maintains adequate production speed
            (a common problem being low productivity-
            rarely a client may have too high a speed
            leading to his rejection as a rate buster.
        c. he sustains effort and shows adequate
            stamina and demonstrates willingness
            to continue to   exert himself against the
            demands of the work world.

30   32

6. He produces up to appropriate quality stan-
dards:
   a. he recognizes that there are quality
   standards and accepts them as reasonable
   demands upon him;
   b. he attends to meeting quality standards
   and has attained the capability of meet-
   ing them
   c. he recognizes the point of "good e-
   nough" and does not sacrifice production
   rate to needless perfectionism.

There are other behaviors , not directly vocational,
which must be emitted by the client at a critical
minimum in order for him to function in employment.
The fully rounded work adjustment professional or
facility frequently has to deal with them as well
by direct service or by seeing to it that someone
else effectively attends to them. They may be
called "Critical Employment-coupled Behaviors,"
and are as follows on Table II.

CRITICAL EMPLOYMENT-COUPLED BEHAVIORS

D. Social Living Competencies
   1. He utilizes his leisure time so that he
   is
      a. appropriately engaged and occupied
      rather than being at loose ends
      b. satisfied and reasonably content with
      his leisure time occupation
   2. He manages his money so that he does not
   spend more than he has
   3. He has acceptable grooming and appearance
   4. He manages legal problems adequately (a-
   voids excessive garnishments, manages
   divorce, and other personal suits, and
   effectively manages claims against such
   government services as social security
   or unemployment considerations).

E. Community Living Competencies
   1. He houses himself, finds a place to live
   and maintains a reasonable stability in   31
   housing

33

2. He secures adequate medical services
(rehabilitation clients, the disadvantaged
and the retarded no. less than the physically
disabled have an unusual amount of medical nee
They frequently are plagued by a multitude
of minor to serious medical problems and
have shown themselves to be inept at secur-
ing services):
   a. he has a personal physician or is
      linked to a public medical service
   b. secures health supportive services
3. He is mobile in the community—he uses per-
sonal or public transportation when necessary
for employment, recreation, and personal
affairs

F. General and Personal Living Competencies

1. He copes with family and marital relation-
ships so that they do not interfere with
employment
2. He has adequate personal adjustment and
stability. (This is to be interpreted ac-
cording to the individual and his situation
and, above all, in relation to worker func-
tioning. It is possible for a good worker
to be chronically depressed or unhappy or
even in acute psychic pain. He may think
odd thoughts. However, the critical be-
haviors are those which are emitted in such
a way as to influence his employability.)

The old line rehabilitation worker might reason-
ably object that many of the critical vocational
and employment-coupled behaviors have little to do
with disability. Why then should a rehabilitation
facility be called upon to deal with them? At this
point, one can only contrast what theoretically
ought to be true. When rehabilitation agencies
find that their clients actually have certain pro-
lems; when they find that they have the technolo-
gies to alleviate those problems, then the question
of whether they should deal with those problems be-
comes academic. *The rehabilitation client who suffers*

32

*from a circumscribed disability but is an other-
wise employable person does not present a work ad-
justment problem.*

The technology of work adjustment is most needed
when the issue is the general employability, the
ability to be employed at all, of the client. A
simplistic comparison is that job skill training
is useful when the client needs to become a square
peg for a square hole; work adjustment is more use-
ful when he needs to become a peg at all.

Those homilies being out of the way, some illus-
trations can be given of how the critical vocational
behaviors can be related to difference theories of
how people may be understood.

THEORETICAL STANDPOINTS

Suppose that a client comes in with the label
of mental retardation. Suppose further that the
work adjuster holds the atheoretical view that
there is no such "thing" as retardation but only
that some people function at a retarded level.
In this particular case, let us assume that there
were two vocational behavior areas in which the
client was deficient, quality standards and be-
havior toward co-workers. The work adjuster
might then teach the client to recognize and ac-
cept quality standards (C.6.b.) and to avoid
being victimized (C.3.b.).

That work adjuster might then claim that his
client is no longer retarded against the cri-
terion of employment, without bothering with the
theoretical questions of whether he is curing
retardation.

Suppose that another work adjuster had been
raised in the tradition of vocational education.
Within his outlook, there is a distinct body of
activities called occupational exploration. Using
real or simulated work as his instrument, that
work adjuster could help his client acquire goals
consisting of work he can do, acceptable to him   33

35

and avilable in his community (A.2.a., b., c.).

The impression might be gained that a specific
theory is somehow required by each of the voca-
tional behaviors. That impression can be dis-
pelled by choosing a single behavior and analyzing
it from the standpoint of various theories. Con-
sider C.2., showing up for work on time. The
work adjuster might conclude that his client is
tardy for no deep reason and deal with the tar-
diness by reinforcing successively more prompt
arrival at the work station; playing the role of
a behavior modifier. The work adjuster might find
another client whose lateness seems to be a re-
sistant defense against a relationshop transferred
from the client's father to the adjuster, where-
upon the adjuster would decide whether to resolve
the complex or to avoid it. Operating from a
base of friendly personal acquaintance, the ad-
juster might find a third client whose lateness is
due to too many late-late TV shows, and might ef-
fectively advise a change in the client's bedtime.
The adjuster might note another client who has a
pattern to his lateness and recognize a cultural
trait in which being late on Monday morning is
better than not showing up at all, in which case
the adjuster would need to decide whether his cli-
ent wants to affiliate with one culture or another.
The point is that, having decided to address him-
self to some atheoretical critical vocational be-
haviors, the work adjustment professional still has
to have an understanding of how human behavior can
be changed and the ability to apply scientific be-
havior change techniques which may be useful for
certain behaviors.

The mention of alternate cultures in the para-
graph above may remind the reader that the given
list of critical vocational behaviors is strongly
aligned with a single culture, that of the "work
ethic." No apology for this fact is interded.
The world of work still holds to a cultural model
in which those behaviors are valued.

34   36

ADDITIONAL CONSIDERATIONS

Space does not permit the development of other
considerations related to a scheme of critical
vocational behaviors, but a few important ones
should be mentioned.

Levels of behavior should be considered. For
example, at what level must a client accept a
supervised role (C.4.a.) in order to function
in competitive employment? In sheltered em-
ployment? In work activity? Even in dependency,
helping around his home? As a self-employed
person relating to customers? Perhaps a com-
prehensive scheme for assessing client progress
in work adjustment would note the level attained
in each behavior.

A related consideration is the idea of the _crit-
ical minimum_. If there is a critical minimum
level at which the client must emit each behavior
in order to function at each employment level,
then the highest level which he finally attains
in an important behavior limits the level at which
he can function at all vocationally. For example,
if a given client after work adjustment attains
below the critical minimum demanded by sheltered
employment in his ability to accept supervision
(C.4.a.), perhaps it does him no good to have an
otherwise appropriate job objective (A.2.) and pro-
duce an adequate volume (C.5.) of high quality (C.
6.b.) work at the competitive level.

The outline of critical vocational behaviors pre-
sented in this article is necessarily as partial
as is any other list of rehabilitation problems.
Fortunately, human nature and the human situa-
tion are both flexible enough to defy neat schemes.
Fortunately also, rehabilitation has developed the
ability to deal with unique people and situations.
A checklist is only a tool, valuable if it is use-
ful.

37

WORK ADJUSTMENT CHECKLIST

Competencies

Does the client:

1. Know what a job is?
2. Understand work schedules?
3. Understand gross pay?
4. Understand net pay?
5. Understand payroll deductions?
6. Know how to make an appointment?
7. Know how to recognize the methods of obtaining a job lead?
8. Know how to hunt for a job?
9. Know how to utilize job benefits?
10. Understand overtime?
11. Know how to apply for a job?
12. Know how to suitably dress and groom himself for a job interview?
13. Understand the importance of production and its relationship to pay?
14. Understand money as a reward for work?
15. Demonstrate positive feelings toward work?
16. Know how to maintain proper relationships with supervisors?
17. Know how to maintain proper relationships with co-workers?
18. Understand his physical and mental limitations?
19. Understand how his limitations affect employability?
20. Know how to accept help in formulating feasible vocational goals?

I. Group Activities

A. Divide into groups of 3-5. Each group should define work adjustment and discuss the definitions.
B. For one client of student's choice choose one work adjustment problem from the client's IPP and develop a possible program to solve that problem.

36   38

II. Critical Vocational Behaviors

A. Job objective behavior

1. Definition and discussion of components
2. As a component of client occupational awareness
3. As a prerequisite to placement in work adjustment

B. Job-getting behavior

1. Definition and discussion of components
2. Treatment program location within a work adjustment training program
3. Discussion of available treatment programs utilized in facilitating of job-getting behaviors

    a. job seeking skills-MRC
    b. Singer job survival skills
    c. job quest series-MDC

C. Job-keeping behavior

1. Definition and description of components
2. Treatment program location within a work adjustment training program
3. Discussion of available treatment programs utilized in facilitating job keeping behavior

    a. vocational counseling
    b. behavior modification techniques
        1) behavior contracting
        2) formalized training
        3) token economies
        4) modeling

4. Discussion of the role of the floor super-visor in facilitating job keeping behaviors

39

III. Critical Employment-Coupled Behaviors

A. Social living competencies

1. Definition and discussion of components
2. Importance in maintaining client place-
    ment
3. Discussion of programmatic methods
    utilized for implementation of social
    living competencies

    a. facility resources
    b. community resources

4. Behavior change methods

    a. skill training
    b. modeling
    c. vocational counseling

B. Community living competencies

1. Definition and discussion of components
2. Importance in maintaining community
    placement
3. Discussion of programmatic methods
    utilized for implementation of social
    living competencies
4. Behavior change methods

    a. skill training
    b. modeling
    c. vocational counseling

C. General and personal living competencies

1. Definition and discussion of components
2. Importance in maintaining community
    placement
3. Discussion of programmatic methods
    utilized for implementation of social
    living competencies
4. Behavior change methods

    a. skill training
    b. modeling
    c. vocational counseling

38

40

IV. Utilization of Critical Vocational Behavior
    Model in Program Development

    A. Work adjustment as a goal oriented activity

    B. To improve program efficiency

        1. Used in conjunction with job analysis
            to determine job requirements

ACTIVITIES

Discuss:

A. What is a job?

    1. Work

    2. Getting paid for your services in order to
        do the following:

        a. Have a place to live
        b. Have the food you need
        c. Have the clothes you need
        d. Have other items you need and want

B. Why work?

    1. Money

    2. Satisfaction

    3. Relieve boredom

    4. Gain status

C. Learning more about work

    1. You learn about work at a very early age

        a. Household chores
        b. Allowance

    2. Development of work traits (character traits)

39

41

a. Honest
        b. Responsibility
        c. Dependability
        d. Motivation
        e. Independence

    3. Development of work traits (personality
       traits)

        a. Being cheerful
        b. Getting along with others
        c. Carrying your share of load
        d. Perseveration
        e. Ability to handle frustration

    4. Development of a realistic attitude to-
       ward job selection

        a. Exploring your vocational abilities
            and limitations

            (1) What am I like?
            (2) What can I do best?
            (3) What job experience do I have?

D. Securing employment

    1. Where to look

        a. Personal inquiries
        b. V. R. counselor
        c. State employment agency
        d. Newspapers
        e. Private employment agencies
        f. New construction sites
        g. other

    2. How to apply

        a. The application

            (1) What to bring with you

        b. The interview
            (1) Questions you should be prepared to
                 answer
            (2) Do's and don'ts for interviewing

E. Preparing to start your job

   1. Transportation

   2. Food

   3. Uniforms

F. Starting to work on your job

   1. Orientation

   2. What to expect from employers and fellow
       employees

   3. What is expected of you?

G. Your paycheck

   1. When do you receive your pay?

   2. Deductions

OTHER ACTIVITIES

A. Fill out sample job application

B. Hold mock interviews (role playing)

C. Assemble personal data sheet (resume)

D. Learn to read bus schedule

E. Get newspaper and read classified ads

F. Cut out pictures from magazines to show
    appropriate and inappropriate dress

G. Take a field trip to at least three different
    types of jobs to show the client realistic
    types of jobs available to them in the com-
    munity for example, stockroom attendants,
    janitorial services or assembly line employees

43   41

H. Administer interest and aptitude tests

I. Show films and filmstrips on vocational adjustment

J. Learn vocabulary words (as found on application blanks)

K. Take a field trip to the state employment office

L. Invite guest speakers

GETTING A JOB

I. Activities

A. Discuss how to determine when a client is ready for a job

B. Pass out check list for job readiness and have each student attempt honest evaluation of his own readiness

C. Discuss how you get a job

D. Discuss how you find what jobs are available when you are living in the community

1. Read want ads
2. Ask your friends
3. Use state employment agencies
4. Look for new businesses opening up
5. Write letters of inquiry
6. Personal inquiries

E. Discuss what is a job interview

F. List do's and dont's for interviewing on board. Encourage class participation.

42   1. Dress neatly and cleanly

2. Introduce yourself
3. Be on time
4. Sit straight
5. Don't fidget
6. Look the employer in the eye when speaking
    and listening
7. Answer all questions clearly and honestly
8. Do not smoke, chew gum or eat during inter-
    view
9. If you have a question, ask it
10. When interview is over, thank the interviewer

THE INTERVIEW AND THE APPLICATION

I. Activities

    A. Discuss what facts you should be prepared
        to answer

        1. Name
        2. Age
        3. Address
        4. Previous work experience
        5. Education
        6. Family background (emphasizing the pos-
            itive aspects)
        7. Job preference

    B. Discuss what some questions are that you
        should ask the interviewer.

        1. What kind of work the job would in-
            volve?
        2. What are the work hours, days off, and
            work schedule?
        3. What are the age, education, and exper-
            ience requirements?
        4. How much vacation is allowed?
        5. What are the other benefits, e.g., in-
            surance?
        6. What does the job pay?
        7. What are the chances for advancement?
        8. Are there special requirements, e.g.,
            uniforms?

43

C. Discuss what an application form is

D. Discuss references

   1. What is a referenc?

       A reference is a friend or previous em-
       ployer who knows you well and can tell
       others about you.

   2. Who are good references to use?

       a. Your counselor
       b. Your minister
       c. A former employer
       d. Landlord

E. Pass out sample job applications and have
    client complete forms to the best of their
    ability.

F. Using pre-printed personal data sheet, help
    each client prepare a resume that they can
    refer to when completing an application

YOUR JOB AND HOW TO KEEP IT

I. Activities

   A. Discuss the preparations which should be
       made prior to starting employment

       1. Transportation

           a. How long does it take to get
               to the job?
           b. How will you travel to the job,
               e.g., car, bus, taxi, walk, bike,
               motorcycle, etc?
           c. What is the cheapest form of trans-
               portation?

       2. Food   46

           a. Should you prepare your own lunch?
           b. Should you buy lunch?
           c. What is the cheapest of the above?

44

3. Uniforms

    a. Does your job require uniforms?
    b. Should you rent or buy your uniforms?
    c. Which is the cheapest of the above?

B. Discuss wages, salaries, and deductions

1. Wages

2. Salaries

3. Deductions

    a. Federal income tax
    b. Social security
    c. State tax
    d. Hospital insurance
    e. Union dues
    f. Savings bonds, etc.

C. Starting to work on your new job

1. Discuss the orientation period

    a. The first few days will be spent in looking around the area
    b. After initial orientation, on-the-job training or placement right into work area

2. Discuss what to expect from the following:

    a. Employers

        (1) Regular pay for your work
        (2) Supervision
        (3) Impartiality
        (4) Job security
        (5) Acknowledgement and reward for your efforts
        (6) Opportunity for advancement and further training
        (7) Provision of adequate and safe work areas and equipment to do the job

(8) Constructive criticism
(9) Respect

b. Fellow employees

(1) Constructive criticism
(2) Cooperation and advice in mutual
    endeavors

c. What is expected of you?

(1) Be at your best
(2) Learn your job
(3) Have a broad outlook
(4) Cultivate good habits
(5) Work well with others
(6) Get along with the boss
(7) If you don't understand, ask
    questions

RECOMMENDED READINGS

Bellamy, G.T., Horner, R.H., and Inman, D. Vo-
    cational Habilitation of Severely Retarded
    Adults: A Direct Service Technology. Un-
    iversity Park Press, 1979. Selected pages
    handed out.

Coffey, D., Ellien, V. Work Adjustment Cur-
    riculum Development Project. Stout Vo-
    cational Rehabilitation Institute, Jan., 1979.

Dickerson, L.R., Andrew, J.D. Work Adjustment:
    A Resource Manual. Research and Training
    Center.

Dunn, D.J. Adjustment Service. Research and
    Training Center.

DuRand, J., Neufeldt, A.H. Comprehensive Vo-
    cational Service Systems. National In-
    stitute on Mental Retardation, 1975.

46

48

Krantz, Gordon. Critical Vocational Behaviors.
    Journal of Rehabilitation, 1971, 3(1).

Rusch, F.R., Mithaug, D.E. Vocational Training
    for Mentally Retarded Adults. Research Press,
    1980.

Self-Test #1

1. Define work adjustment.

2. Differentiate between prosthetic and therapeutic
    approaches to work adjustment.

3. Provide an outline of steps necessary for a
    good work adjustment.

Self-Test #2

1. List as many social and vocational survival
    skills as you can think of and provide your
    own critical analysis of each as to their
    necessity.

49

2. Do the same as in number 1 with the listing of critical vocational behaviors.

50