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ABSTRACT

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with mild, moderate, or severe handicaps with hands-on community work experience in order to determine vocational preferences and to provide instruction in work-related skills, functional academics, and job-seeking skills. Work exploration activities typically begin in the 8th or 9th grade after participation in the Career Exploration Unit. Experiences are intended to be cyclical in nature with students participating in activities and then returning to expanded or more complex versions of the same activities in later grades. Activities are organized by program goals. Goal 1 involves obtaining a work station based on the student's and parent's preferences. Goals 2-3 delineate steps needed to assess the student on the job and to monitor the student's progress. Goals 4-5 are designed to teach work-related social, communication, job-seeking and related academic skills. Goals 6-7 involve evaluating the work exploration program and arranging appreciation activities for employers. Administrative activities to be completed prior to program implementation are listed, a sample parent permission form is provided, and examples of insurance coverage are given. Appendixes consist of various forms and examples arranged by the seven goals. DB)

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WORK EXPLORATION

**A Manual for Initial On-Site Work Instruction for Students With
Mild, Moderate or Severe Handicaps**

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TABLE OF CONTENTS

Introduction	1
Timelines.	2
Implementing a Work Exploration Curriculum	4
Parent Permission Form	6
Examples of Insurance Coverage	7
Goal 1: Activities 1-9	8
Goal 2: Activities 1-2	14
Goal 3: Activities 1-4	14
Goal 4	16
Goal 5: Activities 1-5	18
Goal 6: Activities 1-4	20
Goal 7: Activities 1-2	22
List of Possible Work Exploration Jobs	24
Appendix Goal 1: Forms and Examples	
Informal Inventory of Community Businesses.	29
Community Work Site Development Log	31
Job Analysis Forms.	32
Training Agreement.	37
Student Training Agreement: Option 1.	40
Student Training Agreement: Option 2.	41
Appendix Goal 3: Forms and Examples	
Student Progress Report	42
Total Task Sheet.	45
Task Assessment Data Sheet.	48
Student Training Plan	49
Coordinator's Evaluation Form	52
Student's Self-Evaluation Form.	56
Student's Work Log.	61
Student Self-Monitoring Checklist	62
Student Self-Monitoring Pictorial Work Sequence	64
Appendix Goal 4	
Instructional Strategies/Adaptations for Teaching Work Skills .	68

Appendix Goal 5: Lesson Plans and Forms	
List of Work-Related Academic Skills	72
Instruction Strategies/Adaptations for Teaching Work-Related Academic and Job-Seeking Skills.	73
Lesson Plans for Teaching Work-Related Academic and Job-Seeking Skills	76
Appendix Goal 6: Forms and Examples	
Program Evaluation Form	85
Student End-of-Year Evaluation Form	90
Student Exit Interview.	91
Vocational Training Experience Summary Form: Option 1	103
Vocational Training Experience Summary Form: Option 2	105

WORK EXPLORATION
FOR STUDENTS WITH MILD, MODERATE AND SEVERE HANDICAPS

Work Exploration for students with mild, moderate and severe handicaps is designed to provide students with hands-on community work experience in order to determine vocational preferences and to provide instruction in work-related skills, functional academics and job-seeking skills. Work Exploration activities typically begin in the 8th or 9th grade after the students have participated in the Career Exploration Unit. As with Career Exploration, Work Exploration is designed to be cyclical in nature, with students participating in activities and then returning to expanded versions of the same activities or engaging in more complex activities in subsequent grades. For example, a student may be introduced to skills in the 9th grade and master these skills in later grades. If a student is unable to acquire a skill, adaptations in materials or routines should be created to aide participation in the activity.

Goal 1 involves obtaining a work station based on the student's and parent's preferences. Goals 2-3 delineate steps needed to assess the student on the job and to monitor the student's progress. Goals 4-5 are designed to teach work-related social, communication, job-seeking and related academic skills. Goals 6-7 involve evaluating the work exploration program and the abilities of the student, writing an end-of-the year student report and arranging appreciation activities for employers.

The administrative activities that should be completed prior to initiating Work Exploration are delineated on the next page. A parent permission form and a timeline for implementing Work Exploration activities are contained on the following pages.

WORK EXPLORATION OVERALL TIMELINE FOR GRADES 7-12

This chart shows an overall picture of where the goals and activities for Work Exploration typically occur in relation to the student's placement in school. The one-year timeline on the next page show in detail when the goals should begin and end in the school year and the overlap that occurs between the goals.

	9th Grade		10th Grade		11th Grade		
7th/8th Grade	Fall	Spring	Fall	Spring	Fall	Spring	12th Grade
Refer to Career Exploration section of STEP Manual	Goal 1; Activities 1-9 Obtain work stations		Goal 1; Activities 1-9		Goal 1; Activities 1-9		Refer to Job Preparation and Career Focus section of STEP Manual
	Goal 2; Activities 1-2 Place student at a work station		Goal 2; Activities 1-2		Goal 2; Activities 1-2		
	Goal 3; Activities 1-4 Supervise student at work station		Goal 3; Activities 1-4		Goal 3; Activities 1-4		
	Goal 4; Activities 1-2 School-based instruction in work skills; assessed on the job		Teach skills as needed ongoing each semester; assess student's generalization and mastery of skills				
	Goal 5; Activities 1-5 School-based instruction of functional academics and job-seeking skills		Introduce skills in 9th grade; practice skills each semester. Student should gradually increase his/her participation in developing work stations. By 12th grade the student will be expected to develop his own job site if appropriate.				
		Goal 6; Activities 1-3 Evaluate program; final student evaluation		Goal 6; Activities 1-3		Goal 6; Activities 1-3	
		Goal 7; Activities 1-2 Employer appreciation		Goal 7; Activities 1-2		Goal 7; Activities 1-2	

WORK EXPLORATION ONE-YEAR TIMELINE

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Goal 1: Obtain work stations			I-----I								
Goal 2: Place student at work station			I-----I								
Goal 3: Provide on-the-job instruction			I-----I								
Goal 4: Provide school-based instruction on specific and general work skills					I-----I						
Goal 5: School-based instruction on work-related academics and job-seeking skills					I-----I						
Goal 6: Evaluate Work Exploration Program; final student evaluations									I-----I		
Goal 7: Employer appreciation									I-----I		

----- Indicates that this goal may take place more than once during the school year but is usually not an on-going process.

----- Indicates that these goals are taught ongoing throughout the school year.

Secondary Transition and Employment Project

University of Idaho

IMPLEMENTING A WORK EXPLORATION CURRICULUM

The following activities should be conducted by the special education teacher or the work experience coordinator prior to implementing a Work Exploration curriculum:

1. Review rationale and goals and objectives for the work exploration program with the director of special education, the school principal, the school board, and parents.
2. Obtain a written confirmation of the district administration's knowledge and support of a community-based vocational program.
3. Obtain written permission from parents or guardians for their children to participate in work exploration activities. A sample permission form is included in this section. Usually this is discussed at the IEP/IIP team meeting prior to initiating the program.
4. Ensure liability, medical and accident coverage through school's extended coverage and/or parents' medical insurance or other methods. Examples of how school districts have arranged for coverage of students in the community is included in this section.
5. Develop strategies for supervising students participating in work exploration activities. Review staffing strategies that may

be used and student training requirements.

6. Make arrangements for transporting students to work exploration sites.

STEP MANUAL ROUGH DRAFT

PARENT PERMISSION FORM

I understand that my child will be participating in a work exploration program in the community that has been explained to me by school personnel. I also understand that there may be occasions when school personnel will transport my child to job interviews and job-related activities.

I hereby release the school and School District # _____ from any responsibility involved in:

_____ participating in a community work exploration program

_____ transportation by school personnel for job-related activities

Student accident or medical insurance is _____, is not _____ carried on my son or daughter _____
(Name of student)

Name of insurance company: _____

Policy Number: _____

Parent's Signature

Date

Principal's Signature

Date

Teacher's Signature

Date

STEP MANUAL ROUGH DRAFT

EXAMPLES OF INSURANCE COVERAGE FOR WORK EXPLORATION PROGRAM

Example 1:

For non-paid work exploration, a training agreement is signed by the employer, teacher and parent/guardian. The school district has liability insurance covering school activities not conducted on school grounds. Parents are responsible for medical and accident insurance for community-based, vocational and other school activities. Work exploration is included on the IEP as a vocational goal.

Students who are paid on the job are covered by the employer's workers compensation insurance.

Example 2:

Students who are placed in non-paid work experience in the community are covered through the Volunteer Bureau in that community. The Volunteer Bureau provides insurance coverage for volunteers working at non-profit organizations such as a hospital or college.

Students who are paid are covered by the employer's workers compensation insurance.

For all students involved in the work experience program, their parents must sign a form that indicates their insurance carrier and that the student is covered by 24 hour insurance, or agree to purchase school insurance.

Work experience is included on the IEP as a vocational goal.

Example 3:

The school pays the students through the employer so all students are covered by workers compensation insurance. For all other community-based activities, the students are covered the same as students involved with field trips and sports. The students can also buy an insurance policy through the school for \$8/school year.

Work experience is included on the IEP as a vocational goal.

STEP MANUAL - WORK EXPLORATION

Phase II Work Exploration - Suggested Goals and Activities for Students with Mild, Moderate and Severe Handicaps.

Goal 1: Obtain a work station consistent with the student's and parents' stated interests.

Activity 1: Identify factors to be considered in selecting a work station.

Responsible Person: Instructional Team

Materials/Forms: Refer to Work Site Development and Analysis Packet for written descriptions and information outlining factors to consider when selecting a work station.

Products/Outcome: Identification of the types of work stations that will be needed to meet each student's needs.

Suggested Start/Completion Date: The semester before work exploration training will begin, usually the end of 7th or 8th grade.

Activity 2: Review student-generated list of job interests, past work experiences, and parental work placement preferences for each student.

Responsible Person: Instructional Team

Materials/Forms: Summary of parental expectations obtained through the parent interview (refer to Career Exploration Goal 2, Activity 4); student's reprioritized list of job interests and preferred work sites completed for Career Exploration Goal 5, Activity 2.

Products/Outcome: A list of student's and parent's preferred job and/or site placements.

STEP MANUAL - WORK EXPLORATION

Suggested Start/Completion Date: Ongoing each semester beginning in 9th grade and continuing through 11th grade.

Activity 3: Develop a list of businesses that employ people in preferred work areas listed by students and parent/caregivers.

Responsible Person: Student with assistance from Instructional Team

Materials/Forms: Telephone book and other materials as appropriate

Products/Outcome: A listing of businesses, with addresses and telephone numbers, that can be contacted for possible work placement.

Suggested Start/Completion Date: Beginning of 9th grade. This activity should be completed at the beginning of each semester.

Activity 4: Conduct an informal inventory of each business to determine the jobs available, distance from school, work atmosphere (including social contacts, structured and consistent work, and nonhazardous environment) and jobs or parts of job that may fit the needs of your students (e.g. the job description of a waitress employed at Pizza Hut may include the following tasks:

- Prepare salad bar
- Seat customers as they enter
- Supply water and drinks
- Take customer orders
- Deliver order to table
- Clear off table
- Set up table with clean silverware and napkins

Part of a job may just involve only one of these tasks or a combination of one or two tasks.

Responsible Person: Student with assistance from Instructional Team

Materials/Forms: Information inventory forms. Some businesses may have been partially inventoried by the students and instructional team during

STEP MANUAL - WORK EXPLORATION

work observations completed during Career Exploration, Goal 5. Appendix Goal 1 contains blank informal inventory forms and samples of completed inventories.

Products/Outcome: The instructional team will have specific information about community businesses that can be used when contacting employers about work placements.

Suggested Start/Completion Date: This activity may be started while conducting work observations during Career Exploration in 7th and 8th grades.

Activity 5: Determine how students will be placed at work stations: start all students at work stations at the same time, stagger the placement of each student at a work station, place high-functioning students with low-functioning students, rotate students through work stations at predetermined intervals, number of hours and days students will work per week. Review Staffing Strategies Paper.

Responsible Person: Instructional Team

Materials/Forms: Staffing Strategies paper contained in Appendix _____.

Products/Outcome: A systematic plan to coordinate placement and supervision of students at work stations.

Suggested Start/Completion Date: The semester before work exploration training will begin.

Activity 6: Contact employers about possible placement of a student on a specific job or part of a job for one semester.

Responsible Person: Instructional Team and student. Initially the instructional team will probably do most of the work station development

STEP MANUAL - WORK EXPLORATION

until the student feels competent enough to participate in the work station development process. The skills needed to obtain work may be systematically taught so that the student is able to increase his/her participation and proficiency in obtaining a different work station each semester (this is especially relevant for students with mild handicaps).

Materials/Forms: Refer to the Work Site Development and Analysis Packet. A Community Work Site Development Log is included in Appendix Goal 1 to assist the instructional team in keeping track of observation and work station contacts.

Products/Outcome: A list of employers who are willing to provide a work station for students; students develop skills necessary for obtaining employment by participating in the development of work stations.

Suggested Start/Completion Date: Ongoing each semester beginning in 9th grade and continuing through 11th grade.

Activity 7: Arrange for and participate in an interview between student and employer. Following is a list of skills that incorporate the interview process:

- a. Calling the employer to set up an interview
- b. Using a system to remember interview time and date
- c. Incorporating time and date into schedule
- d. Arranging transportation to site
- e. Preparing and taking any materials needed for interview
- f. Dressing appropriately for the interview
- g. Locating place of employment
- h. Stating purpose of visit to receptionist
- i. Introducing self to employer
- j. Answers questions asked by employer appropriately
- k. Asks appropriate questions of employer
- l. Thanks employer for time

These skills need not be taught all at once, nor are they all needed prior to the first interview. They can be learned and practiced throughout the

STEP MANUAL - WORK EXPLORATION

student's years in school. The first few interviews may be used to assess the student's needs in this area.

Responsible Person: Student with assistance from the instructional team.

Materials/Forms: Refer to Appendix Goal 5 (Goal 5, Activity 4) for instructional techniques and adaptations.

Products/Outcome: Student will practice skills needed to call for and participate in an interview.

Suggested Start/Completion Date: Ongoing each semester beginning in 9th grade/14-15 yrs. and continuing through 12th grade/17-21 yrs.

Activity 8: Conduct a job analysis/inventory of the specific job and the work station, including any math, reading, communication, and social skills that are needed to perform the job as well as an average production rate and quality standard for typical nonhandicapped workers at the work station. Obtain other pertinent information about the job including a job description, time card, rules and regulations, etc. This is done after obtaining the employer's permission to use or investigate the place of business as a work station.

Responsible Person: Instructional Team; student if appropriate

Materials/Forms: Refer to Work Site Development and Analysis Packet for a more detailed description on how to perform a job analysis/inventory.

Products/Outcome: A sequential listing of the steps involved in completing a specific job that can be used to perform a vocational assessment and construct an individualized instructional program for each student.

STEP MANUAL - WORK EXPLORATION

Activity 1: Develop monitoring schedule and monitor the student's progress on the job. The data collection form used should include the production rate and quality of work. Update and revise the training goals/instructional programs as necessary.

Responsible Person: Instructional Team, Employer

Materials/Forms: Refer to Work Site Development and Analysis Packet and Appendix Goal 3 for examples of monitoring systems and data collection forms

Products/Outcome: A weekly or daily evaluation of the student's progress on the job that will help the teacher determine any needed changes in the instructional program or amount/type of supervision required.

Suggested Start/Completion Date: As soon as student begins training at the work station.

Activity 2: Complete a self-monitoring and/or self-evaluation form.

Responsible Person: Student with assistance from Instructional Team.

Materials/Forms: Refer to Appendix Goal 3 for examples of student self-monitoring and self-evaluation forms

Products/Outcome: The student will learn to self-monitor his/her progress on the job.

Suggested Start/Completion Date: As soon as student begins training at the work site on a weekly or daily basis.

Activity 3: Discuss and compare the evaluations completed by the student, employer and instructional team on a regular basis.

Responsible Person: Instructional Team, Student

Materials/Forms: Completed evaluation forms

STEP MANUAL - WORK EXPLORATION

Instruction in these skills can be incorporated into life skills training, taught by roleplaying and/or on-the-job. It is important to assess mastery of these skills by the student on the job rather than in the classroom setting to ensure that the skills have generalized to the setting in which they will be needed. Examples of general work skills include:

- *Punctuality
- *Good grooming
- *Identifying when assistance is needed and communicating need to appropriate person
- *Responding to interactions from supervisors and coworkers
- *Initiating interaction when appropriate with supervisors and coworkers
- *Maintaining appropriate eye contact, volume and tone of voice while speaking
- Using breaktime appropriately
- Identifying when breaktime is over and reporting to work station on time
- Cleaning up work station upon completion of job each day
- Refilling work materials as necessary
- Identifying supervisor/location to receive job assignment
- Judging quality of work by:
 - a. reviewing work performed
 - b. redoing job component if not up to quality standards
 - c. initiating next task
 - d. identifying whether or not specific job components need to be completed
- Notifying supervisor if he/she will be late or absent
- Appropriately asking supervisor for time off
- Increasing amount of time on-the-job
- Increasing amount of time able to work unsupervised
- Working quickly and efficiently
- *Accepting criticism and/or correction
- Maintaining work despite distractions
- *Performing unpleasant tasks willingly

*These skills may be taught as part of a social skills curriculum and assessed on the job. Refer to (Social Skills Curriculum) in Appendix _____ for lesson plans designed to teach these skills.

STEP MANUAL - WORK EXPLORATION

SCHOOL-BASED INSTRUCTION ON WORK-RELATED ACADEMIC AND JOB-SEEKING SKILLS:

Goal 5: Identify and provide required instruction in functional academics and job-seeking skills related to the work exploration training. Examples of these skills include:

Reading functional words identified from the work site

Developing interviewing skills listed under

Work Exploration Goal 3

Developing job-related math skills

Developing job-related writing skills

Activity 1: Review job analysis and School Supervisor's Evaluation form to determine specific functional academics needed on the job.

Responsible Person: Instructional Team, student

Materials/Forms: Completed job analysis (Work Exploration Goal 1, Activity 8), School Supervisor's Evaluation form (Work Exploration Goal 3, Activity 1)

Products/Outcome: A list of functional academics needed for each specific work station.

Suggested Start/Completion Date: Upon placement at work station; ongoing each semester.

Activity 2: Identify general academic skills needed to function on any job. These skills could include:

Following daily schedule

Following work schedule

Self-monitoring work (including charting progress)

Completing daily journal including month/day/year (locate on calendar) using job-related vocabulary words (oral, written or

STEP MANUAL - WORK EXPLORATION

pictorial form)

Responsible Person: Instructional Team, student

Materials/Forms: Refer to Appendix Goal 5 for a list of suggested general academic skills.

Products/Outcome: A list of functional academic skills that the student will need for any job.

Suggested Start/Completion Date: Ongoing each semester.

Activity 3: Develop and implement programs to teach needed general and specific work-related academic skills identified from the student discrepancy analysis and gathered during Activities 1-2 above. The instruction may include such activities as individually practicing a skill needed at work, improving rate of work completion, and/or working in a small group on job-related vocabulary words with other students who require instruction in the same skill area.

Responsible Person: Instructional Team, student

Materials/Forms: Specific and general functional academics list developed for Activities 1 and 2.

Products/Outcome: Training of functional academics that relate to current and future jobs in which the student will participate.

Suggested Start/Completion Date: Ongoing each semester.

Activity 4: Design and implement instructional activities to provide initial instruction and practice in job-seeking skills. Activities may include rehearsing interview techniques with school personnel and peers, completing actual employment applications from the work stations, and participating in discussions about appropriate behaviors and grooming.

STEP MANUAL - WORK EXPLORATION

Products/Outcome: Input from employer on strengths and areas that need improvement in the work exploration program.

Suggested Start/Completion Date: At end of each semester of work exploration.

Activity 2: Conduct a final evaluation of student's work.

Responsible Person: Employer and instructional team

Materials/Forms: Refer to Appendix Goal 6 for examples of final evaluation forms.

Products/Outcome: An overall evaluation of the student's performance for the semester and permission for student to use employer's name as a reference.

Suggested Start/Completion Date: At end of each semester of work exploration.

Activity 3: Conduct a student exit interview.

Responsible Person: Instruction team and student

Materials/Forms: Refer to Appendix Goal 6 for an example of an exit interview form.

Products/Outcome: Feedback from student on the types of jobs they are interested in for next year and the career and work exploration activities they found to be most helpful.

Suggested Start/Completion Date: End of school year.

Activity 4: Summarize work exploration for each student.

Responsible Person: Instructional Team

STEP MANUAL - WORK EXPLORATION

Possible Work Exploration Jobs

In-Class Jobs

Feed animals
Take attendance
Straighten room
Sweep/vacuum floor
Wash dishes

Deliver messages
Clean blackboard and erasers
Put up chairs
Clean table tops
Water plants

In-School Jobs

Teacher's aide:

Make bulletin boards
Assist with students

Make material
Enter data into computer

Lunchroom assistant:

Wash trays
Prepare small foods
Serve food
Wash tables

Clear tables
Fill condiment containers
Sweep floor
Clean appliances

Library aide:

Repair torn pages
Dust books
Straighten books and magazines

Label new books
Shelve books

Maintenance assistant:

Sweep floors
Wash windows
Clean auditorium
Clean bathrooms
Dust
Polish metal or woodwork
Pull weeds

Pick up litter
Rake leaves
Wash tables and chairs
Fill towel dispensers
Vacuum carpets
Empty garbage cans
Shovel snow

School bus maintenance:

Clean out buses
Clean seats and windows

Wash buses

Clerical assistant:

Make xerox and mimeograph copies
Do simple typing
Prepare bulletin boards
Sort mail
Stuff envelopes
Stock materials
Attach labels

Enter data into computer
Deliver messages
File
Collate, fold, staple
Box materials
Deliver office mail
Inventory

STEP MANUAL - WORK EXPLORATION

Warehouse material handler:

- Clean warehouse
- Store materials
- Assemble simple materials

- Unload freight
- Deliver materials

- Locker room assistant
- Snack shop assistant
- Messenger
- Clean lab cages
- Wash p.e. laundry
- Shop aide

- School store assistant
- Recycling crew
- Audio-visual media assistant
- Feed lab animals
- Collate school newsletter

Community Jobs

Food service:

- Prepare salad
- Weigh and package food
- Bus tables
- Food counter cashier

- Set up salad bar
- Wash dishes
- Pour coffee/water
- Waiter/waitress

Custodial:

- Wash windows
- Vacuum/sweep
- Dust

Groundskeeper: (schools, colleges, large office buildings, city departments, parks, private homes)

- Rake leaves
- Pull weeds
- Plant flowers
- Trim grass and bushes

- Sweep
- Shovel snow
- Water lawn and flowers

Stockroom:

- Unload freight
- Deliver materials
- Straighten warehouse

- Shelve freight
- Clean warehouse

Laundry: (hotels, motels, laundry services, private)

- Sort laundry
- Fold laundry

- Wash and dry laundry
- Iron

Housekeeping: (hotels, motels, senior citizens apartments, retirement homes, nursing homes, private home)

Animal caretaker: (Humane Society, animal hospitals, animal boarding)

- Wash cages
- Feed animals
- Exercise animals

- Clean office
- Clean equipment
- Groom pets

Farm Worker:

- Feed animals
- Clean buildings
- Other nonhazardous work

- Repair machinery
- Wash machinery

Product Assembler

Sewing Machine Operator

STEP MANUAL - WORK EXPLORATION

Grocer:

Stock produce

Bag groceries

Cashier

Plant Nursery Worker

Stock Clerk

Car Washer

Bank Teller

Cashier

File Clerk

Dispatcher

Hotel/Motel Clerk

Library Assistant

Mail Clerk

Post Office Clerk

Typist

Data Processing

Duplicating

Child Care Attendant

Nurse Aide

Newspaper Deliverer

Gas Station Attendant

Parking Lot Attendant

Sales Clerk

Hotel/Motel Maid

Teacher's Aide

Wash produce

Unload freight

Stock shelves

APPENDIX GOAL 1

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 1

Note: This informal inventory is an example of the information that can be obtained during the work observations conducted during Career Exploration, through a personal interview with the employer or when conducting business in the community. The questions on this survey can be changed to reflect the type of information you are interested in obtaining.

Informal Inventory of Community Businesses

Business Kentucky Fried Chicken Telephone 882-5101
Address 310 W. Third St. Contact Person Colleen

The following information can be obtained by asking the employer and/or through observation during the work observations of Career Exploration, a tour of the business or when conducting business at the site:

1. Site Qualities:

Variety of jobs	<u>Yes</u>
Regular coworker contact	<u>Yes</u>
Speed not critical	<u>Depends on job</u>
Consistent workload	<u>Yes</u>
Work is nonhazardous	<u>Some jobs involve working w/machinery, burners</u>
Work is repetitious	<u>Yes, except for counter work</u>

The following information can be obtained by asking the employer:

2. Primary Activity/Service:

Fast food restaurant specializing in chicken

3. Time of day, week or season when employer has greatest need for employment:

During school sessions; evenings; Friday-Sunday all day

4. Time of day or week when work is slow (when a student being trained will not get in the way of other employees):

2:00 - 4:00 Wednesdays and Thursdays

5. Operating hours: 11:00 - 9:00, every day

6. Number of employees: 10

7. Number of new employees required each year (turnover rate):

Turnover usually in the spring after school gets out

8. Distance from school:

Approximately 6 blocks

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 1
Page Two

9. Tasks observed that need to be performed but employer does not have sufficient manpower to get the tasks done:

None

10. Types of jobs available, general tasks that occur within each job, and jobs that can be broken into parts of jobs. (Refer to Goal 2, Activity 3 for further explanation).

Frying chicken: washing parts
 breading
 frying

Making biscuits: mixing
 rolling and cutting
 baking

Filling salad cups

Washing pots, pans, utensils--done as used

Mopping floors--as needed and two times a day

STEP: University of Idaho
Goal 1: Activity 5

COMMUNITY WORK SITE DEVELOPMENT LOG

CONTACT DATE	SITE	CONTACT PERSON/PHONE	TASKS	OBSERVATION SITE?	TRAINING SITE?	ANALYSIS AVAILABLE?
-31-	36				37	

Goal 1: Activity 8

JOB ANALYSIS/INVENTORY
Part I - General Information

Name of Business:

Address:

Telephone Number:

Contact Person:

List of Positions:

Position Being Evaluated:

List Duties Required of This Position:

Job Analysis Completed on what Components of Job Being Evaluated?

Job Description Available? Yes (attached) No

General Description of Work Setting:

Goal 1: Activity 8

Page Two

Work Hours:

Work Contingencies:

- a. **Appropriate attire:**
- b. **Procedure for absences:**
- c. **Breaks:**
- d. **Clocking in:**
- e. **Attendance requirements:**
- f. **Hygiene requirements:**
- g. **Reasons for firing employees:**
- h. **Other:**

Production Rate:

Quality Standards:

General Description of Social Environment:

Goal 1: Activity 8

Page Three

JOB ANALYSIS/INVENTORY
Part II - Job Analysis

NAME _____ DATE ASSESSED _____

DOMAIN _____ ENVIRONMENT _____

SUBENVIRONMENT _____ ACTIVITY _____

- + = Performed skill independently
- = Required assistance in performing skill
- ? = Student was not observed or did not have the opportunity to perform skill

ACTIVITY	+ - ?	DISCREPANCY
----------	-------	-------------

Goal 1: Activity 8

Page Four

JOB ANALYSIS/INVENTORY
Part III - Supportive Skill Requirements

Reading Skills Required:

List of Reading/Vocabulary Words:

Math Skills Required: (List any specific skills needed)

Money Skill Requirements:

Writing Skills:

Discrimination Skills Needed:

Time-Telling/Time-Judgement Skills Required:

Goal 1: Activity 8

Page Five

Physical Skill Requirements:

Tool and Machine Skills:

Verbal/Nonverbal Language Skills: (List specific interactions that occur on a regular basis)

Interpersonal Skills Required: (List specific skills)

Other Skill Requirements:

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

(Name of School)
TRAINING AGREEMENT COVER SHEET
(Teacher, Employer and Parent Copy)

Student _____ Age _____

S.S.N. _____ Home Telephone _____

School _____ Telephone _____

Employer/Training Sponsor _____

Address _____ Telephone _____

Work Exploration Supervisor _____

Beginning Date _____

Ending Date _____

Work Hours _____ to _____ M T W Th F

On the following holidays/vacations, the student:

_____ will work

_____ will not work

(List all holiday, vacation and other dates when school will not be in session in this space)

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9
Page Two

(Name of School) TRAINING AGREEMENT

The Employer/Training Sponsor Agrees To:

1. Develop a training plan with the work-experience coordinator;
2. Work with the coordinator to ensure the best possible training;
3. Help to evaluate the student's performance;
4. Provide time for consultation with the coordinator to discuss the student's progress;
5. Consult with the work-experience coordinator if dismissal is anticipated; conferences should be held to avoid dismissal.

The Student Agrees To:

1. Be regular in attendance on the job;
2. Inform the employer and the coordinator in the event of illness or absence;
3. Perform work responsibilities in an efficient and willing manner;
4. Demonstrate appropriate dress and grooming habits and act in an appropriate manner;
5. Conform to the rules and regulations of the work site;
6. Be subject to discharge at any time because of poor work habits or dishonesty.

The Parent/Guardian Agrees To:

1. Share responsibility for school and job attendance, including calling the employer in case of illness or absence;
2. Encourage the student to succeed in school work and work experience.

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9
Page Three

The Work-Exploration Coordinator Agrees To:

1. Develop a training plan with the employer;
2. Provide necessary related classroom instruction;
3. Supervise and provide training needed by the student on a regular basis as agreed upon with the employer;
4. Evaluate the student's performance on a regular basis with input from the employer;
5. Inform parents and student of progress made at the work site.

The coordinator and/or employer reserve the right to withdraw the student from the work station under the following conditions:

- a. The student is no longer enrolled in school;
- b. The student's attendance or performance is unsatisfactory;
- c. The policies or rules of the employer are abused by the student;
- d. The student decides to terminate the training;
- e. The activities no longer need to be performed at the site;
- f. The student is performing the job at a competitive rate.

Student

Date

Parent/Guardian

Date

Employer

Date

Work-Experience Coordinator

Date

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

Directions: This form should be reviewed with the students before obtaining their signature. The signed form can then be placed in each student's vocational notebook.

STUDENT TRAINING AGREEMENT - Option 1
(Student Copy)

Training Site _____

Work Hours _____ to _____ M T W Th F

On the following holidays/vacations, the student:

_____ will work _____ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

The Student Agrees To:

1. Be on time.
2. Call employer and teacher if sick. (Explain procedure)
3. Show that you like your job. (Explain and roleplay)
4. Come to work clean and dressed neatly.
5. Work quickly.
6. Check your work.
7. Be honest.
8. Follow the rules. These rules are:
(list and explain rules)

REMEMBER! You may be hired if:

- a. You come to work regularly and on time.
- b. Your appearance is neat and clean.
- c. You show you like your job.

REMEMBER! You may be fired at any time if:

- a. Your work is not satisfactory.
- b. You are dishonest.
- c. Your work habits are poor.

The above form has been explained to me and I understand and agree to follow these rules.

Student _____

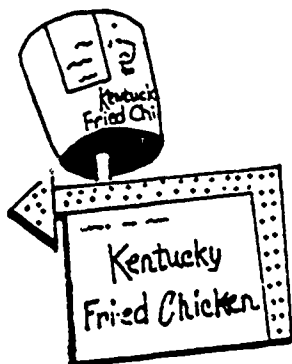
_____ Date

Work-Experience Coordinator _____

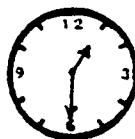
_____ Date

STUDENT TRAINING AGREEMENT - Option 2
(Student Copy)

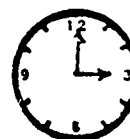
Training Site:



Work Hours:



1:30
(Start Work)



3:00
(Stop Work)

M T W Th F

You _____ will _____ will not work on these dates: (the student will need to be reminded of this before each date)

I agree to:

1. Be to work on time.



2. Call if sick.



3. Be clean and neat.



4. Show that I like my job.



5. (list other rules specific to job)

You can be fired if you don't follow these rules.



You can earn (points, tokens, money, praise, etc.) if you follow these rules.



Student _____

Date _____

Work Experience Coordinator _____

47

Date _____

APPENDIX GOAL 3

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

STUDENT PROGRESS REPORT

Student _____ Job Title _____

Training Site _____ Date _____

Note to supervisor: This rating sheet is used by the special education program for counseling. Please compare the trainee's performance to the expectations that you have for a competitive employee and check the appropriate column.

	Unacceptable	Acceptable	Comments
1. On time and at work regularly Number of days missed since last report			
2. Personal appearance			
3. Attitude toward job			
4. Ability to get along with coworkers			
5. Ability to follow directions			
6. Ability to take correction			
7. Ability to work unsupervised			
8. Rate of production			
9. Quality of work			

Are you satisfied with student's progress? _____

Additional comments:

Supervisor's Signature

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

STUDENT PROGRESS REPORT

Student _____ Job Title _____

Training Site McDonald's Date 1/30/85

Note to supervisor: This rating sheet is used by the special education program for counseling. Please compare the trainee's performance to the expectations that you have for a competitive employee and check the appropriate column.

	Unacceptable	Acceptable	Comments
1. On time and at work regularly Number of days missed since last report		X	
2. Personal appearance		X	
3. Attitude toward job		X	
4. Ability to get along with coworkers		X	
5. Ability to follow directions		X	
6. Ability to take correction		X	
7. Ability to work unsupervised		X	
8. Rate of production		X	
9. Quality of work		X	

Are you satisfied with student's progress? Yes, doing very well. Will be cross training next week to a new station.

Additional comments:

Supervisor's Signature

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

STUDENT PROGRESS REPORT

Student _____ Job Title _____

Training Site McDonald's Date Feb: 26, 1985

Note to supervisor: This rating sheet is used by the special education program for counseling. Please compare the trainee's performance to the expectations that you have for a competitive employee and check the appropriate column.

	Unacceptable	Acceptable	Comments
1. On time and at work regularly Number of days missed since last report		X	
2. Personal appearance		X	
3. Attitude toward job		X	
4. Ability to get along with coworkers		X	
5. Ability to follow directions		X	Needs a little more work in grill
6. Ability to take correction		X	
7. Ability to work unsupervised		X	
8. Rate of production	Needs Improvement		In grill area
9. Quality of work		X	

Are you satisfied with student's progress? Is having problems in grill area. I feel if he had more confidence, it would help him out.

Additional comments:

Supervisor's Signature

NAME _____

TOTAL TASK SHEET

Setting Up Salad Bar
Activity

DATE: 2/27 3/6 4/3 4/10 4/17 4/24 5/1 5/6 5/8 5/15

CODE:
I = Independent
Inv = Indirect verbal cue
G = Gesture
VC = Verbal Cue
PC = Pictorial Cue
D = Demonstration
PP = Physical prompt
FA = Full Assist
∅ = No opportunity to perform
In = Initiated
OR
+ Performed Independently
- Need Assistance

STEP:	2/27	3/6	4/3	4/10	4/17	4/24	5/1	5/6	5/8	5/15									
1-6. Chop down ice	+	+	+	+	+	+	+	+	+	+									
Rate:	25"	35"	50"	35"	20"	40"													
7-9. Set salad in hole	+	VC	∅	+	+	+	+	+	+	+									
10-11. Fill in holes with ice	+	VC	+	+	VC	+	+	+	+	+									
12-13. Take lids off	+	+	VC	+	IVC	PC	+	+	+	+									
Rate:	10"	10"	∅	20"	30"	30"	50"	33"	43"	49"									
14-16. Push kale into ice	+	+	+	+	+	+	+	+	+	+									
Rate:	45"	60"	∅	55"	40"	50"	45"		55"										
18-22. Put spoons and tongs out	VC	VC	VC	+	+	+	VC	+	+	+									
Rate:	15"	10"	13"	8"	15"	10"	10"	64"	∅	∅									
Clean-up																			
1-3. Wipe water off island	IVC	+	+	+	+	+	+	+	+	+									
4-8. Clean inside/outside glass	+	+	+	+	+	+	+	+	+	+									
9-11. Put out oil/cheeses	∅	+	+	∅	+	∅	+	∅	∅	∅									
Rate:	15"	5"	15"	8"	5"	15"	15"	15"	20"	5"									
Total Rate:	1'50"	∅	∅	∅	1'50"	2'	1'57"		1'40"										
						2'25"			1'43"										

- 46 -



NAME _____

TOTAL TASK SHEET

Filling salad cups
Activity

DATE:

4/8	4/22	4/29	5/6	5/13															
-----	------	------	-----	------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

STEP:

- CODE:
- I = Independent
 - Inv = Indirect verbal cue
 - G = Gesture
 - VC = Verbal Cue
 - PC - Pictorial Cue
 - D = Demonstration
 - PP = Physical prompt
 - FA = Full Assist
 - ∅ = No opportunity to perform
 - In = Initiated
- OR
- + Performed Independently
 - Need Assistance

STEP:	PC	PC	PC	PC	PC															
1. Greet co-workers	PC	PC	PC	PC	PC															
2. Walk behind counter	+	PP	+	+	+															
3. Enter office door	INV	PP	VC	+	+															
4. Take off coat	VC	+	INV	+	+															
5. Put on apron (PC)	+	+	+	+	+															
6. Wash/dry hands at sink (PC)	+	+	+	+	+															
7. Get materials:																				
a. bag of cups (PC)	+	+	+	+	+															
b. lids (PC)	+	+	+	+	+															
8. Fill cups	INV	+	+	PP	+															
" "	VC	VC	VC	+	INV															
" "	PP	INV	+	+	VC															
" "	PP	PP	VC	VC	PP															
9. Pack down coleslaw	D	D	+	+	+															
" "	G	+	+	+	+															
10. Clean edge of cup	+	D	+	D	+															
" "	PP	PP	+	+	D															
" "	PP	VC	+	FA	D															
" "	VC	+	+	FA	FA															
11. Put on lid	+	+	+	+	+															
" "	VC	+	+	+	INV															
" "	INV	INV	VC	+	+															
" "	+	INV	PP	+	VC															

57



STEP: University of Idaho, Moscow, Idaho
 Goal 3: Activity 1

STUDENT TRAINING PLAN

Student _____

Rating Key

Training Site _____

- 0 - Not sufficient opp. to learn
- 1 - Needs constant supervision
- 2 - Needs some supervision
- 3 - Can do task unsupervised

Work Supervisor _____

Check Task To Be Done	Task No.	Task	Rating											
	1.													
	2.													
	3.													
	4.													
	5.													
	6.													
	7.													
	8.													
	9.													
	10.													
	11.													
	12.													
	13.													
	14.													
	15.													
	16.													
	17.													
	18.													
	19.													
	20.													

Work Exploration
Goal 3: Activity 1

STUDENT TRAINING PLAN

Student _____

Rating Key

Training Site _____

0--Not sufficient opp. to learn
1--Needs constant supervision
2--Needs some supervision
3--Can do task unsupervised

Work Supervisor _____

Check task to be done	Task no.	Task	Rating											
			2/01	2/15	3/01	3/15	3/29	4/12	4/26	5/10	5/24	6/05		
	1	File catalog cards												
	2	File order cards	2	3	3	}	3	3	}	2	1			
	3	File shelf lists			3		3	3		3	2	1		
	4	Label regular collection	2	2	3	}	3	3	}	3	3			
	5	Label curriculum collection, PNW, reference			2		2	3		3	3	3		
	6	Shelve newspapers on main floor	3	3	3	}	3	3	}	3	3			
	7	Keep newspaper shelves in order	3	3	3		3	3		3	3	3		
	8	Sort, tie, store newspapers			2	}	3	3	}	3	3			
	9	Shelve periodicals on main floor	3	3	3		3	3		3	3	3		
	10	Keep slant shelves in good order	3	3	3	}	3	3	}	3	3			
	11	Shelve curriculum												
	12	Shelve regular collection												
	13	Shelve new books												
	14	Exchange list: sort materials to go out												
	15	Exchange list: file requests												
	16	Exchange list: prepare orders for mail												
	17	Pull order cards												
	18	Make order cards for gift books												
	19	Prepare children's books for shelving						0	0	}	0	2		
	20	Filing requisitions							2		3	1	1	
	21	Label paperback collection							2	}	3	3		

Work Exploration
Goal 3: Activity 1

STUDENT TRAINING PLAN

Student _____

Rating Key

Training Site _____

0--Not sufficient opp. to learn
1--Needs constant supervision
2--Needs some supervision
3--Can do task unsupervised

Work Supervisor _____

Check task to be done	Task no.	Task	Rating											
			2/01	2/15	3/01	3/15	3/29	4/12	4/26	5/10	5/24	6/05		
	1	File completed orders												
	2	File order cards	0	2	2		2	2		2	1			
	3	Label regular collection	2	2	3		3	3		3	2			
	4	Shelve new books (waiting for products)	2	3	3		3	3		1	3			
	5	Match purchase orders to reqs									1			
	6	Sort order cards/addresses for mailing									1			
	7	Shelve periodicals	1	2	2		3	3		3	3			
	8	Keep slant shelves in order	1	2	2		3	3		3	3			
	9	Shelve newspapers	1	2	2		3	3		3	3			
	10	Keep papers in order	1	2	2		3	3		3	3			
	11	Prepare children's books for shelves					0	0		1	2			
	12	Prepare encyclopedias for shelving					2	1		1	1			
	13													
	14													
	15													
	16													
	17													
	18													
	19													
	20													
	21													

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S
EVALUATION FORM

Student's Name _____ Date _____

Training Site _____ Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

2. List areas where the student needs help with training, describe instructional ideas.

3. List academic skills identified at the training site that the student can work on in class.

4. Social skills:
 - a. Comment on student's strengths observed during the week.

 - b. List areas in which student needs to improve.

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S
EVALUATION FORM

Student's Name _____ Date 1/29/85
Training Site LCSC Library Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

1. Periodicals--shelving, sorting, straightening
2. Preparing new books for the shelf
3. Filing order cards and shelf lists
4. Filing business papers by last name

2. List areas where the student needs help with training, describe instructional ideas.

Is doing an excellent job shelving periodicals independently. She requires some supervision in preparing new books for the shelf. Her work supervisor plans to provide the instruction she needs to be able to prepare general circulation, reference, paperback, and children's collection books independently.

3. List academic skills identified at the training site that the student can work on in class.

Review alphabetical order.

4. Social skills:

a. Comment on student's strengths observed during the week.

Is very outgoing. She always greets coworkers with a smile. She recalls other employees' names. She is eager to work, punctual, and energetic.

b. List areas in which student needs to improve.

1. Needs to attend to employer while she is giving directions and not begin until directions are given.
2. Needs to acknowledge she has heard instructions.

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S
EVALUATION FORM

Student's Name _____ Date February 26, 1985

Training Site McDonald's Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

Learning grill during quiet times

Clean-up when busy

2. List areas where the student needs help with training, describe instructional ideas.

Needs to practice sequence on grill more. Is going to try breaking the training down into smaller steps so he can learn the sequence without having to do it all at once.

3. List academic skills identified at the training site that the student can work on in class.

Needs lots of encouragement to try hard and keep at it. McDonald's is very interested in keeping him on as a paid employee in the future. It will just take practice and more time to learn the different areas.

4. Social skills:

a. Comment on student's strengths observed during the week.

- b. List areas in which student needs to improve.

Forgot uniform today so was sent home. May have been because of not doing too well at job.

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S
EVALUATION FORM

Student's Name _____ Date February 20, 1985

Training Site McDonald's Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

Clean-up

Grill

2. List areas where the student needs help with training, describe instructional ideas.

Is having a hard time learning the grill. Will put a different trainer with him next week to see if that makes a difference. Also, memorizing training cards might help.

3. List academic skills identified at the training site that the student can work on in class.

Read training cards

4. Social skills:

- a. Comment on student's strengths observed during the week.

Same as always--good

- b. List areas in which student needs to improve.

None--I think he is frustrated about his difficulty in learning the grill. Hopefully this won't become a problem.

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date _____

Training Site _____

	Yes	Needs Work
Do You:		
1. Follow directions?		
2. Get along with people at work?		
3. Come to work every day?		
4. Work hard?		
5. Show an interest in the job?		
6. Come to work on time?		
7. Dress appropriately for work?		
8. Look neat and clean?		
9. Work quickly?		

I missed the following days of work (give reason): _____

I feel good about these things concerning my work: _____

I need to improve these things about my work: _____

Journal Entry: (See examples of Journal questions on next page)



STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2
Page Two

VOCATIONAL JOURNAL QUESTIONS

This semester you'll be keeping a journal in which you write about your job and how you feel about it. These are some questions you can think about to help you get started writing. Pick one to write about, or think of something important that happened to you on the job that you'd really like to write about.

1. Describe a task that you can do really well at work. What did you have to do to learn it? How do you feel about being able to do it?
2. Was there a job you did this week which you think you can do better? What happened? What are some things you could do to help you do the job better next time?
3. Write about someone you work with. What are some things the person does that make you like working with her or him?
4. Write about a mistake you made on the job. What happened? How did you feel about it? What did you do to correct the mistake?
5. What happened at work this week that made you feel really good? Why?
6. What are some of the ways your supervisor lets you know how you're doing on the job?
7. Write about a problem you're having getting along with someone at work. How did the problem start? What would you like to happen? What does the other person want? What do you think might solve the problem?
8. Is the job what you expected? What things are you doing that surprise you? Do you think you would like to do this kind of work after you graduate? Why?

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date February 28, 1985

Training Site McDonald's

	Yes	Needs Work
<u>Do You:</u>		
1. Follow directions?	X	
2. Get along with people at work?	X	
3. Come to work every day?	X	
4. Work hard?	X	
5. Show an interest in the job?	X	
6. Come to work on time?	X	
7. Dress appropriately for work?	X	
8. Look neat and clean?	X	
9. Work quickly?		X

I missed the following days of work (give reason): _____

I feel good about these things concerning my work: _____

I need to improve these things about my work: _____

Working on the grill

Journal Entry: (See examples of journal questions on next page)

I am cooking hamburgers. I like it but I don't understand it.



STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date January 24, 1985

Training Site McDonald's

	Yes	Needs Work
<u>Do You:</u>		
1. Follow directions?	X	
2. Get along with people at work?	X	
3. Come to work every day?	X	
4. Work hard?	X	
5. Show an interest in the job?	X	
6. Come to work on time?	X	
7. Dress appropriately for work?	X	
8. Look neat and clean?	X	
9. Work quickly?	X	

I missed the following days of work (give reason): _____

I like it

I feel good about these things concerning my work: Something to do and I

like it.

I need to improve these things about my work: I don't need to improve on

anything yet.

Journal Entry: (See examples of journal questions on next page)

Swept floor, wash tables, wash windows, empty trash, first day.

I like working at McDonald's because I work with people and the work is hard and fun.

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date January 24, 1985

Training Site LCSC

	Yes	Needs Work
<u>Do You:</u>		
1. <u>Follow directions?</u>	X	
2. <u>Get along with people at work?</u>	X	
3. <u>Come to work every day?</u>	X	
4. <u>Work hard?</u>	X	
5. <u>Show an interest in the job?</u>	X	
6. <u>Come to work on time?</u>	X	
7. <u>Dress appropriately for work?</u>	X	
8. <u>Look neat and clean?</u>	X	
9. <u>Work quickly?</u>	X	

I missed the following days of work (give reason): _____

I feel good about these things concerning my work: I like to work at different things. It is very interesting.

I need to improve these things about my work: No. I do what I need to do. If I need to ask something, I ask.

Journal Entry: (See examples of journal questions on next page)
 I learned alot about difierent things. Learned alot about doing books and putting newspapers and magazines on shelves.
 I feel happy about what I did. It was easy to do.



STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S WORK LOG

Training Site _____

Day	Month	Date	Year
_____	_____	_____	_____

Activities:

Note: Students can describe in writing the tasks they completed at work that day on their own, combining vocabulary cards into sentences or by compiling pictures into a sequence of the tasks performed. This activity is useful because it helps students think about what they do on the job and learn vocabulary words related to work.

Goal 3: Activity 2

Note: This is an example of a self-monitoring system used by a student with mild handicaps. The checklist is used by the student to check the next task in her work sequence. The data sheet is used by the student to help her increase rate of task completion. The teacher writes the goal and criteria on the left-hand side. When the student completes a task, she writes in her rate in the column under the date and compares her rate to the goal.

SETTING UP THE SALAD BAR

Steps:

1. Chop down ice
2. Set salad in hole
3. Fill holes with ice
4. Take lids off containers
5. Push kale into ice
6. Put spoons and tongs into containers

Clean-Up:

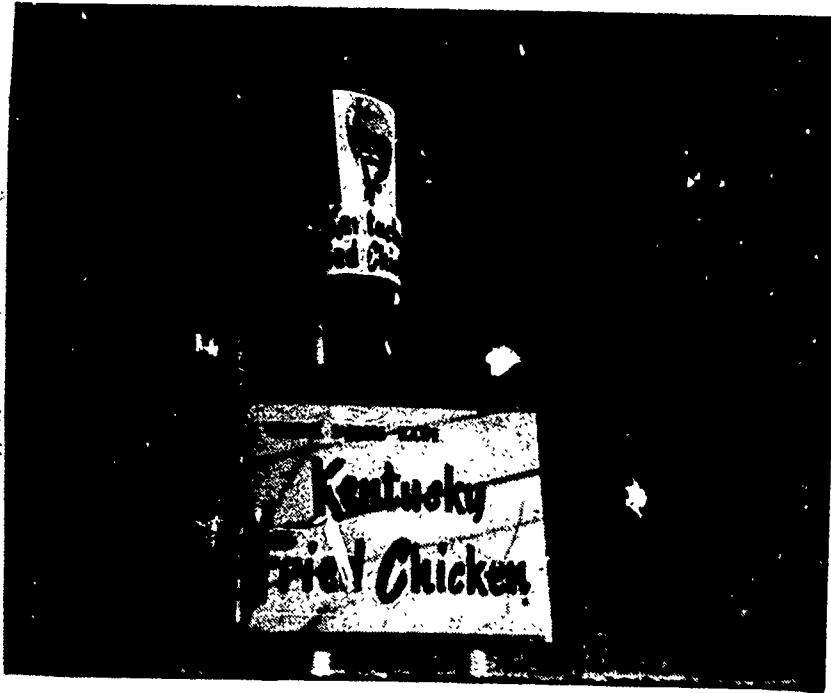
1. Wipe off salad bar
2. Clean inside and outside of glass
3. Put oil/vinegar and cheese out on salad bar

DATE:																				
JOB	Rate of Task Completion																			
Step:																				
Goal:																				
Criteria:																				
Step:																				
Goal:																				
Criteria:																				
Step:																				
Goal:																				
Criteria:																				
Step:																				
Goal:																				
Criteria:																				

APPENDIX GOAL 4

Goal 3: Activity 2

Note: This system is used by a student with severe handicaps. Laminated index cards have a photograph taped on and a word describing the picture. The student is asked to look at the picture, read the word, then perform the action. After the action is performed, the student flips over the card and goes on to the next activity.

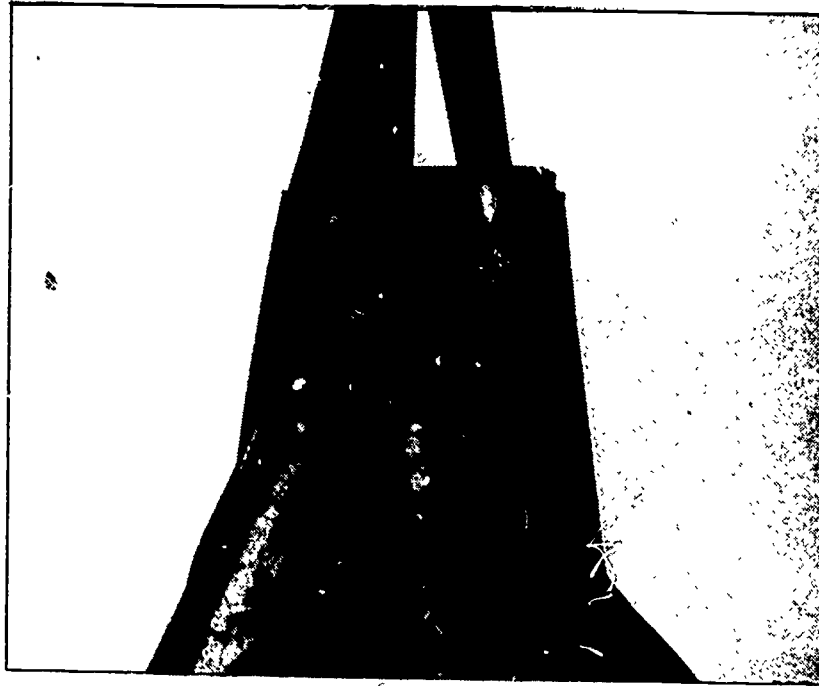


WORK
(It's time to work)

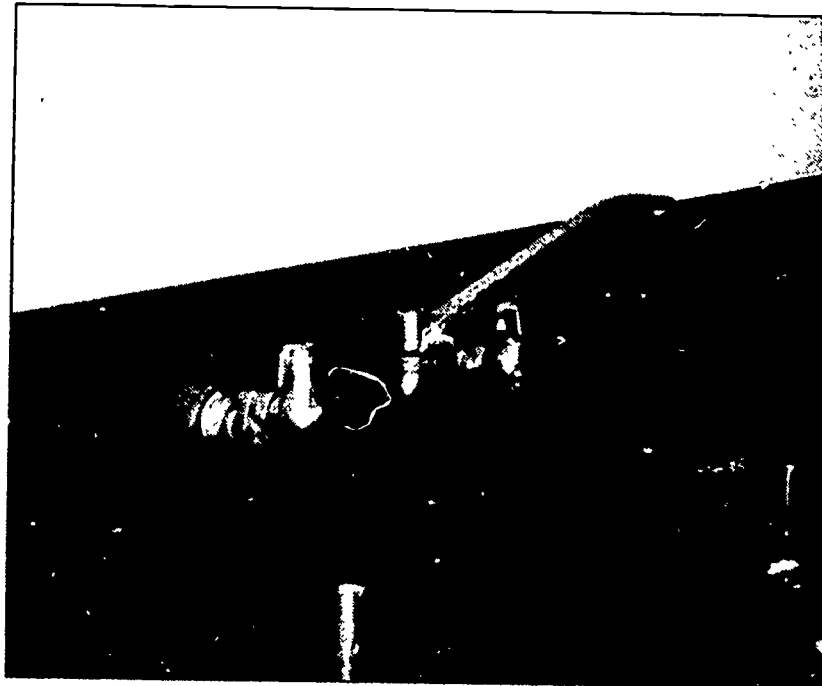
"Hi SHANNON"



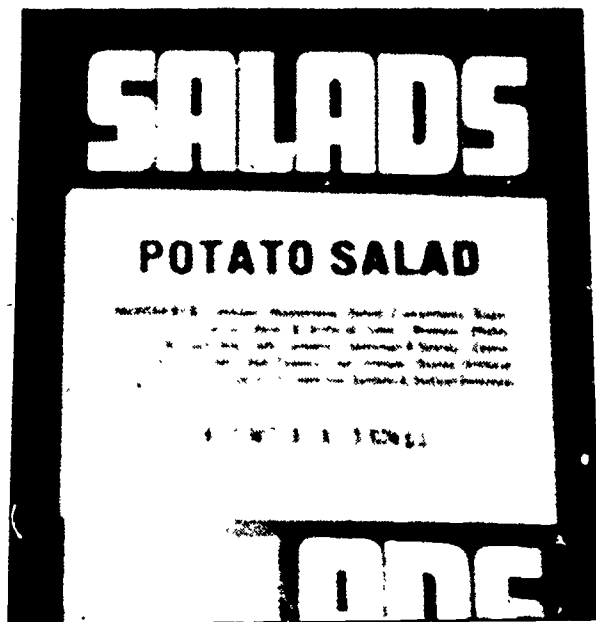
77



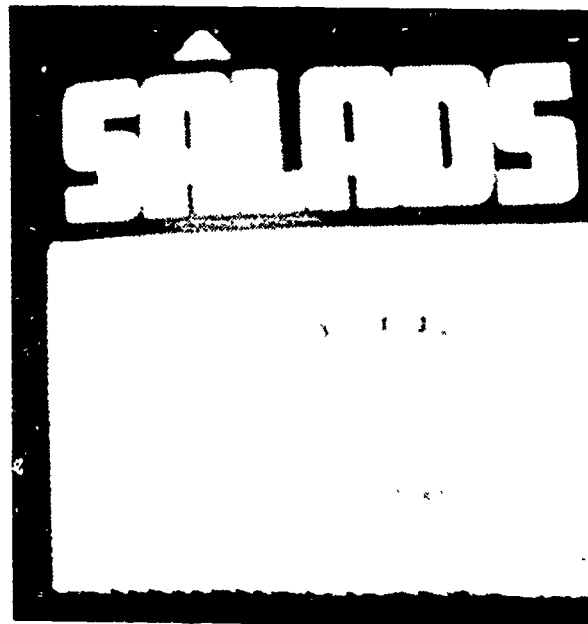
APRON
(Put on the apron)



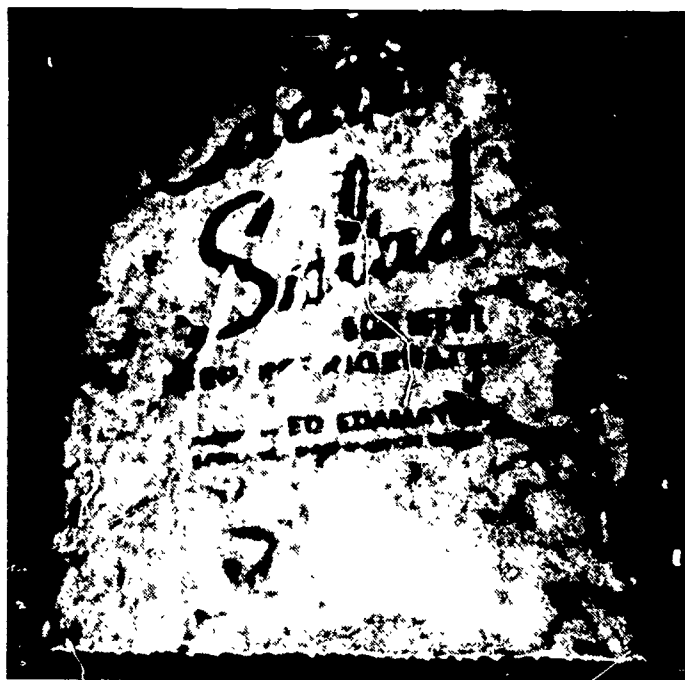
WASH HANDS



POTATO SALAD



MACARONI SALAD



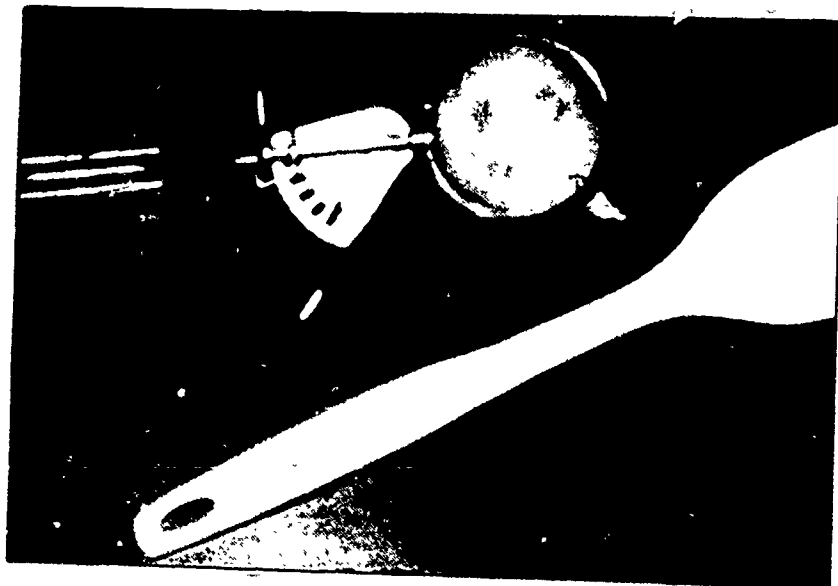
COLESLAW



SMALL CUPS



LARGE CUPS



SCOOP

SPOON



BUS
(Get on the bus)

SUGGESTED INSTRUCTIONAL STRATEGIES/ADAPTATIONS

Goal 4: Develop required specific and general work skills and habits.

Activity 2: Write an instructional program to develop the following specific and general work skills:

Skill	Mild	Moderate/Severe
Punctuality Reliability Good grooming Staying on-task Follow safety procedures	Provide reasons why these habits are important. Employers talk to class about importance of these work habits Students self-monitor performance Use videotapes of appropriate and inappropriate work habits	Discuss in class Have employer discuss with student while on the job. Have student self-monitor. Discuss with student if problems occur Use videotapes of appropriate work habits

Using appropriate transportation to travel to and from work	Discuss in Class	Repeated practice using methods typically available
---	------------------	---

Notifying supervisor if he/she will be late or absent	Discuss in Class	Repeated practice using methods typically available
---	------------------	---

Appropriately asking supervisor for time off	Discuss in Class	Repeated practice using methods typically available
--	------------------	---

The following skills may be taught using these and other methods:

Identify when assistance is needed; communicating need to appropriate person	Roleplay Demonstration Use specific examples from work Discuss in class	Roleplay Teach on-the-job Use specific examples from work
--	--	---

Responding to interactions from supervisor and co-workers	Roleplay Demonstration Use specific examples from work Discuss in class	Roleplay Teach on-the-job Use specific examples from work
---	--	---

Goal 4: Activity 2 Continued . . .
Page Two

Skill	Mild	Moderate/Severe
Initiating interaction when appropriate	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
Maintaining appropriate eye contact volume and tone of voice while speaking	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
Accepting criticism and/or correction	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
Performing unpleasant tasks willingly	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
Demonstrate initiative	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work

The following skills may be taught if necessary using these methods:

Using breaktime appropriately	Monitor and teach on-the-job if problems	Teach on-the-job
Identifying when breaktime is over; reporting to work station on time	Monitor and teach on-the-job if problems	Develop time-telling skills or use a stopwatch
Cleaning up work station upon completion of job each day	Monitor and teach on-the-job if problems	Teach on-the-job

Goal 4: Activity 2 Continued . . .
Page Three

Skill	Mild	Moderate/Severe
Refilling work materials as necessary	Monitor and teach on-the-job if problems	Teach on-the-job
Identifying supervisor/location to receive job assignment	Monitor and teach on-the-job if problems	Teach on-the-job
Maintaining work despite distractions	Monitor and teach on-the-job if problems	Teach on-the-job
Judging quality of work by: a. reviewing work b. redoing job component if not up to quality standards. c. initiating next task d. identifying whether or not specific job components need to be completed	Monitor and teach on-the-job Have supervisor check work and give feedback Demonstration	Repeated practice Teach on-the-job Have supervisor check work and give feedback Provide a written or pictorial checklist Demonstration
Working quickly and efficiently	Monitor and teach on-the-job Have supervisor check work and give feedback Demonstration	Repeated practice Teach on-the-job Have supervisor check work and give feedback Provide a written or pictorial checklist Demonstration
Increasing amount of time on-the-job	Gradually increase amount of hours student is expected to work each semester	Gradually increase amount of hours student is expected to work each semester.

Goal 4: Activity 2 Continued . . .
Page Four

<u>Skill</u>	<u>Mild</u>	<u>Moderate/Severe</u>
Increasing amount of time able to work unsupervised	Fade supervision Train employer to monitor student's work Teach student to self-monitor work	Fade supervision Train employer to monitor student's work Teach student to self-monitor work
Increase rate/speed	Use self-monitoring system Graph progress	Use self-monitoring system Graph progress

2

APPENDIX GOAL 5

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 2

CAREER EXPLORATION UNIT General Work-Related Academic Skills

Goal 5: Provide instruction in functional academics and job-seeking skills related to work exploration.

Activity 2: Identify general academic skills needed to function on any job. Examples of work-related academic skills include:

Reading

- Following daily schedule
- Following work checklist
- Self-monitoring work (including charting progress)
- Completing daily journal including month/day/year (locate on calendar) using job-related vocabulary words (oral, written or pictorial form)
- Reading specific and general job-related vocabulary words, job descriptions, and training manuals

Math

- Self-monitoring work (including charting progress)
- Developing job-related math skills including:
 - Estimating elapsed time
 - Computing total time worked
 - Completing time cards
 - Computing sales tax
 - Using watch or stopwatch to monitor rate
 - Counting number of items completed
 - Budget money to use for breaks

Writing

- Self-monitoring work (including charting progress)
- Completing daily journal including month/day/year (locate on calendar) using job-related vocabulary words (oral, written or pictorial form)
- Developing job-related writing skills including:
 - Writing date on correspondence and/or reports
 - Filling out forms
 - Listing needed supplies
 - Recording number of hours worked

Language/Communication

- Learning job duties from oral instructions, demonstration and/or pictorial sequence
- Asking for help or clarification
(Refer to Goal 5, Activity 2 for a list of language and communication skills needed on the job)

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4

SUGGESTED INSTRUCTIONAL STRATEGIES/ADAPTATIONS

Goal 5: Provide instruction in functional academics and job-seeking skills related to work exploration.

Activity 4: Design instructional activities to teach the following job-seeking skills:

- a. Pick up application forms from places of employment
- b. Fill out application forms
- c. Complete a resume or personal data sheet
- d. Call the employer to set up an interview
- e. Use a system to remember interview time and date
- f. Incorporate time and date into schedule
- g. Arrange transportation to business
- h. Prepare and taking any materials needed for interview
- i. Dress appropriately for the interview
- j. Locate place of employment
- k. State purpose of visit to receptionist
- l. Introduce self to employer
- m. Answer questions asked by employer appropriately
- n. Ask appropriate questions of employer
- o. Thank employer after interview
- p. Follow up on places where applications are filed
- q. Use employment agencies to locate jobs

Suggested instructional strategies and/or adaptations include:

Skill	Mild	Moderate
Set up an interview	Demonstrate Roleplay Practice	Demonstrate Roleplay Practice Use simple script Ask someone to call Go in person to set up interview; use a communication system
Schedule & keep track of interview time and date	Group and ind. instruction using roleplaying and worksheets	Demonstration Roleplay Group and individual practice Adapted schedule book
Arrange transportation	Students can arrange own transportation	Brainstorm ways of getting to site Demonstrate Roleplay

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4
Page Two

Skill	Mild	Moderate
Prepare materials needed for interview	Group and ind. practice Examples	Practice Use simple script Ask someone to arrange Group and ind. practice Simplified forms Ask someone for assistance
Dress appropriately for interview	Demonstrate appropriate & inappropriate dress Roleplay Guest speakers	Demonstrate appropriate dress Roleplay Use checklist before going to interview
Locate place of employment	Teach map reading skills, if needed Locate place before interview date	Use adapted map and well-known reference points Locate place before interview date Ask for assistance
Prepare for interview	Demonstration Roleplay Practice Guest speaker Carry written information in wallet Write out answers to anticipated questions to practice and refer to during interview Develop a checklist of points to be covered during interview	Demonstration Roleplay Practice Use communication system to answer anticipated questions and to ask questions Write out simple answers to anticipated questions to practice and refer to during interview Use assistance from teacher during interview

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4
Page Three

Skill

Severe

Students with severe handicaps can be introduced to the employer before being placed at the work site.

Eye contact
Greetings
Using communication system

Repeated practice sessions
Provide frequent opportunities
to use skill
Reinforcement

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4

CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Provide required instruction in functional academics and Job-seeking skills related to work exploration.

Activity 4: Design instructional activities to provide initial instruction and practice in Job-seeking skills.

Objective/Purpose:

1. The student will be able to prepare a simple resume or personal data sheet by typing, using other resources or using an adaptation.

Input:

1. Materials:
 - Resume worksheets
 - Examples of simple resumes
 - Blank resume form.
2. Teacher and students discuss what a resume is, what it is used for, when to prepare one and who the resume is for.
3. Teacher and students discuss each section of the resume.
4. Teacher will help students fill in information on the resume worksheets and transfer this information to the blank resume sheet.
5. Teacher and students will prepare or make arrangements for preparing a final copy of the completed resume for inclusion in the student's vocational notebook.

Guided Practice:

1. Students will fill out the resume worksheets.
2. Students will transpose the information the the blank resume form.

Check for Understanding:

1. Students will identify information from the resume worksheets to be recorded in the appropriate sections of the blank resume form.
2. Students will appropriately use the resume when applying for jobs in the community.

Independent Practice:

1. Students will use the resume when applying for jobs.

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4
Page Two

WRITING A RESUME

A resume is a 1 or 2 page summary of your education, work experience and interests. It lets an employer learn a lot about you quickly. Usually it is written in reverse chronological order. That means you list your most recent job first, then the job just before that, and so on. The resume should be brief and neatly typed. If you don't type, find someone who can do it for you.

A resume usually has these parts:

- * Your name, address and telephone number at the top
- * Your education--high school and beyond
- * Your experience--paid and unpaid training
- * Your interests, awards or honors
- * Three work or personal references with addresses and phone numbers

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4
Page Four

Section IV.

WORK EXPERIENCE

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4
Page Five

Section V.

INTERESTS

WHAT DO YOU LIKE TO DO AFTER SCHOOL OR IN YOUR FREE TIME?

Section VI.

REFERENCES

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4
Page Six

RESUME

OBJECTIVE:

NAME:

ADDRESS:

TELEPHONE:

BIRTHDATE:

EDUCATION:

EXPERIENCE:

INTERESTS:

REFERENCES:

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4
Page Seven

SAMPLE RESUME

OBJECTIVE: Full or part-time employment as hotel/motel cleaner.

NAME: Wendy E. Moore

ADDRESS: 782 Summit Street
Moscow, ID 83843

TELEPHONE: (208) 882-1802

BIRTHDATE: 8/19/65

EDUCATION: Moscow High School, Moscow, Idaho
Graduated: June, 1986

EXPERIENCE:

9/84 - Present Al's Service Station, Moscow, Idaho
Part-time gas station attendant
Duties: pump gas, collect money, change oil, complete other minor repairs

6/84 - 9/84 Rosauer's, Lewiston, Idaho
Full-time produce worker (summer job)
Duties: Stock produce bins, water produce

INTERESTS: Photography, computers, sports

REFERENCES:

Alan Church, Owner
Al's Service Station
Moscow, Idaho
882-2341

Scott Everett, Manager
Rosauer's
Lewiston, Idaho
746-5664

Elizabeth Murray, Teacher
Moscow High School
Moscow, Idaho
882-2591

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4

CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Provide required instruction in functional academics and job-seeking skills related to work exploration.

Activity 4: Design instructional activities to provide initial instruction and practice in job-seeking skills.

Objective/Purpose:

1. The student will demonstrate the skills necessary or use adaptations to complete community application forms.

Input:

1. Materials:

Examples of application forms from businesses in the community
Examples of completed application forms
Completed personal data cards or resumes

2. Teacher provides a rationale for learning to complete a variety of application forms for employment.
3. Teacher will explain each section of the application form.
4. Students will use their resume or personal data card to practice entering information on an application form.
5. Students will learn to complete a variety of application forms
6. Teacher and students will prepare or make arrangements for preparing a final copy of the completed resume for inclusion in the student's vocational notebook.

Guided Practice:

1. Students will fill out a variety of application forms.

Check for Understanding:

1. Students will identify information pertaining to the different sections of the application forms.
2. Students will appropriately use completed application forms when applying for jobs in the community.

STEP MANUAL - WORK EXPLORATION

Goal 5: Activity 4
Page Two

Independent Practice:

1. Students will use completed application forms when applying for jobs.

APPENDIX GOAL 6

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station:

Supervisor:

Date of Evaluation:

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?
2. Did the work exploration program interfere with the operation of business and/or the employees in any way?
3. Were you given a realistic idea of what to expect from this program?
4. Knowing what is involved, are you willing to accept students for this program next semester?
5. Are you willing to pay a student for work experience?
6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?
7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)

THANK YOU FOR YOUR COOPERATION!

PROGRAM EVALUATION

Work Experience Site: State College Library

Supervisor:

Date of Evaluation: June 5, 1985

We are always looking for ways to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough? Adequate supervision. I was impressed with the interest shown by the supervisor - not only in the students themselves but in the work performed.
2. Did the work experience program interfere with the operation of business and/or the employees in any way? The office normally is closed from 12:00 to 1:00. Lunch hours were adjusted to assure someone on duty when the girls arrived for work. A great deal of time was also required for teaching & supervision of job procedures.
3. Knowing what is involved, would you be willing to accept students for this program next semester? It would depend upon our circumstances at the time, e.g., work load, available personnel, etc. And the ability of the student to work independently after initial instruction.
4. Would you be willing to pay a student for work experience? We have no funds available for this type of project.
5. Were you given a realistic idea of what to expect from this program? If not, what was lacking? I would like to be appraised of students learning problems and capabilities.
6. Are you willing to write a letter of recommendation or talk with other businesses who have questions about becoming a work experience placement site? Yes
7. Suggestions for improvement, additional comments, etc. The program appeared to be well organized, thorough and dedicated to assisting the students. It was fun to watch their growth and enthusiasm with the job.

THANK YOU FOR YOUR COOPERATION!

(Please use back of paper, if necessary.)

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station: McDonald's

Supervisor:

Date of Evaluation:

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?
I felt it was great. A weekly spot check helped the student and let us know the teachers were interested in us.
2. Did the work exploration program interfere with the operation of business and/or the employees in any way?
Yes, but not in a major way. We had some problems cross training during our rush periods.
3. Were you given a realistic idea of what to expect from this program?
Yes
4. Knowing what is involved, are you willing to accept students for this program next semester?
Yes
5. Are you willing to pay a student for work experience?
Yes, just as long as they were productive.
6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?
Yes I would.
7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)
It was a great experience working with you all!

THANK YOU FOR YOUR COOPERATION!

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station: Valley Art Center

Supervisor:

Date of Evaluation: May 29, 1985

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?
Adequate
2. Did the work exploration program interfere with the operation of business and/or the employees in any way?
No
3. Were you given a realistic idea of what to expect from this program?
Could have been more aware of students weakness at onset.
4. Knowing what is involved, are you willing to accept students for this program next semester?
Yes
5. Are you willing to pay a student for work experience?
There are no funds available in our operation.
6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?
Yes
7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)
Counsel with us more before the student comes, so we may plan a stronger program.

THANK YOU FOR YOUR COOPERATION!

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station: Community Center

Supervisor:

Date of Evaluation: June 3, 1986

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?
Yes
2. Did the work exploration program interfere with the operation of business and/or the employees in any way?
No
3. Were you given a realistic idea of what to expect from this program?
No. The first student I had in the program came here without my knowing any of his history or background.
4. Knowing what is involved, are you willing to accept students for this program next semester?
Yes
5. Are you willing to pay a student for work experience?
I would; however, I don't believe the city would.
6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?
Yes
7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)
I would like to know a little more about the student I'm getting before he comes in. These students all have problems and if I was aware of what they were before he or she started work, it would be a lot easier to work around those problems.
THANK YOU FOR YOUR COOPERATION!

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 2

END OF THE YEAR EVALUATION

Student's Name _____

Site _____

	Ability Compared with Average Employee		Comments
	Equal to	Below Average	
Student:			
Is reliable			
Gets along with coworkers			
Has acceptable behavior			
Productivity			
Quality of work			

Does student show potential for future employment? _____

Student's greatest strengths? _____

Problems student may encounter? _____

May student use your name as a reference? _____ Yes _____ No

Supervisor _____

Date _____

Position _____

Address _____

Telephone Number _____



STEP MANUAL - WORK EXPLORATION

Gola 6: Activity 3

Name _____ Date _____

Interviewer _____ Year of Graduation _____

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?
2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?
3. How could you have been better prepared to work at your job?
4. What jobs are you interested in trying next year?
5. Did this job change your attitude about work or anything else?
6. Did not earning money for the work you did affect your work in any way?
7. If I called your employer, what would he say about you?

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?
2. On the attached sheet, check the in-class activities that were of help to you.
3. What skills would you like to learn next year?

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?
2. In what areas do you think you need help?
3. Would you rather work or go to school? Why?
4. In what ways could the time you spend in school be made more useful?
5. What are your plans for this summer? Would you like help getting a job?
6. What do you see yourself doing after graduating?
7. What grade do you expect for this semester?

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Three

WORK EXPLORATION: IN-CLASS ACTIVITIES

Mark the following activities as follows:

H = Helpful
N = Not helpful

- _____ Observing workers on job sites.
- _____ Learning about community resources (employment agencies, Vocational Rehabilitation).
- _____ Listening to employers talk about job requirements.
- _____ Explaining your job to classmates and listening to others talk about their jobs.
- _____ Reviewing evaluations of your job performance.
- _____ Talking about problems on the job.
- _____ Learning how to get along on the job.
- _____ Putting information about your job in the computer for others to read.
- _____ Keeping a vocational journal.
- _____ Learning to use the newspaper's help wanted ads.
- _____ Learning to interview employers, friends and family about their job.
- _____ Learning to write follow-up letters and thank you notes.

STEP MANUAL - WORK EXPLORATION

Gola 6: Activity 3

Name _____ Date May 24, 1985

Interviewer _____ Year of Graduation 1987

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?
labelling books, filing
2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?
Not yet--still need supervision and need to learn how to prepare paperbacks.
3. How could you have been better prepared to work at your job?
More practice filing--using alphabetical order
4. What jobs are you interested in trying next year?
Different.
5. Did this job change your attitude about work or anything else?
Yes--you have to be able to listen to directions.
6. Did not earning money for the work you did affect your work in any way?
No--I don't think I could have worked any harder.
7. If I called your employer, what would he say about you?
I am a good worker and follow directions OK.

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?
Yes, especially learning to interview and file. It also helped me work with my dad on his files.
2. On the attached sheet, check the in-class activities that were of help to you.
See checklist
3. What skills would you like to learn next year?
Don't know.

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3

Page Two

General

1. What do you think you are good at?

Preparing hardback books for the shelf. I can also do filing better now. Have learned not to send messages by others if I can't get to work.

2. In what areas do you think you need help?

Paperbacks

3. Would you rather work or go to school? Why?

Go to school--still things I need to learn

4. In what ways could the time you spend in school be made more useful?

More teaching

5. What are your plans for this summer? Would you like help getting a job?

May go to Nevada. If not, would like to get a job.
Mom can provide transportation to work.

6. What do you see yourself doing after graduating?

Going to college--major in physical therapy or teaching.

7. What grade do you expect for this semester?

Only deserve B because I missed a few days.

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Three

WORK EXPLORATION: IN-CLASS ACTIVITIES

Mark the following activities as follows:

H = Helpful
N = Not helpful

- H Observing workers on job sites.
- H Learning about community resources (employment agencies, Vocational Rehabilitation).
- H Listening to employers talk about job requirements.
- H Explaining your job to classmates and listening to others talk about their jobs.
- H Reviewing evaluations of your job performance.
- H Talking about problems on the job.
- H Learning how to get along on the job.
- Putting information about your job in the computer for others to read.
- H Keeping a vocational journal.
- H Learning to use the newspaper's help wanted ads.
- H Learning to interview employers, friends and family about their job.
- H Learning to write follow-up letters and thank you notes.

STEP MANUAL - WORK EXPLORATION

Gola 6: Activity 3

Name _____ Date May 24, 1895
Interviewer _____ Year of Graduation _____

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?
Learned how to frame and mat.
2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?
Yes--I've learned a lot from my boss.
3. How could you have been better prepared to work at your job?
More knowledge of measurements--I did practice extra math at NICHE.
4. What jobs are you interested in trying next year?
Would like to try computer repair.
5. Did this job change your attitude about work or anything else?
No
6. Did not earning money for the work you did affect your work in any way?
No--but would rather be paid.
7. If I called your employer, what would he say about you?
That I work real hard.

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?
Yes
2. On the attached sheet, check the in-class activities that were of help to you.
See checklist
3. What skills would you like to learn next year?

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?
Cutting glass and mats.
2. In what areas do you think you need help?
Reading.
3. Would you rather work or go to school? Why?
Both--would like a diploma to get a better job.
4. In what ways could the time you spend in school be made more useful?
5. What are your plans for this summer? Would you like help getting a job?
6. What do you see yourself doing after graduating?
7. What grade do you expect for this semester?
A or B

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Three

WORK EXPLORATION: IN-CLASS ACTIVITIES

Mark the following activities as follows:

H = Helpful
N = Not helpful

- H Observing workers on job sites.
- H Learning about community resources (employment agencies, Vocational Rehabilitation).
- H Listening to employers talk about job requirements.
- H Explaining your job to classmates and listening to others talk about their jobs.
- H Reviewing evaluations of your job performance.
- H Talking about problems on the job.
- H Learning how to get along on the job.
- Putting information about your job in the computer for others to read.
- N Keeping a vocational journal.
- H Learning to use the newspaper's help wanted ads.
- H Learning to interview employers, friends and family about their job.
- H Learning to write follow-up letters and thank you notes.

STEP MANUAL - WORK EXPLORATION

Gola 6: Activity 3

Name _____ Date May 24, 1985
Interviewer _____ Year of Graduation 1986

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?
Learned to listen to what they're trying to tell me and not to interrupt.
2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?
Yes--I'm prepared to do it without someone watching over me.
3. How could you have been better prepared to work at your job?
I was ready to do the job.
4. What jobs are you interested in trying next year?
Would like to try restaurant work, but not with money.
5. Did this job change your attitude about work or anything else?
I learned a lot about working with people.
6. Did not earning money for the work you did affect your work in any way?
No--after I get out of school I expect to be paid. It was nice to get the experience.
7. If I called your employer, what would he say about you?
That I am a hard worker.

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?
Yes--learned how to get along with people on the job, and it helped me in other areas.
2. On the attached sheet, check the in-class activities that were of help to you.
See checklist
3. What skills would you like to learn next year?
More job skills. On-the-job training.

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?
Helping people.
2. In what areas do you think you need help?
None.
3. Would you rather work or go to school? Why?
Work--you get to meet new people.
4. In what ways could the time you spend in school be made more useful?
Can't think of any.
5. What are your plans for this summer? Would you like help getting a job?
Would like to work part-time. Yes--have driver's license and access to car.
6. What do you see yourself doing after graduating?
Work--don't know where yet; or maybe get married.
7. What grade do you expect for this semester?
A--I think I did a good job.

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Three

WORK EXPLORATION: IN-CLASS ACTIVITIES

Mark the following activities as follows:

H = Helpful
N = Not Helpful?

- H Observing workers on Job sites.
- H Learning about community resources (employment agencies, Vocational Rehabilitation).
- H Listening to employers talk about Job requirements.
- H Explaining your Job to classmates and listening to others talk about their Jobs.
- H Reviewing evaluations of your Job performance.
- H Talking about problems on the Job.
- H Learning how to get along on the Job.
- Putting information about your Job in the computer for others to read.
- N Keeping a vocational Journal.
- H Learning to use the newspaper's help wanted ads.
- H Learning to interview employers, friends and family about their Job.
- H Learning to write follow-up letters and thank you notes.

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 1

Note: Refer to job analyses for each job for more detailed information.

Site	Job title	Dates start/end	Days per week	Hours per work session	Paid/nonpaid	Tasks/activities performed	Job preference

- 103 -

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 1

Site	Job Title	Adaptations (include adapted materials, devices & physical environ.)	Supervision/Personal Assistance Provided (Current level of independence)	Average Rate/ Quality of Work

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 2

Note: Refer to job analyses for each job for more detailed information.

Site	Job title	Dates start/end	Days per week	Hours per work session	Paid/nonpaid	Tasks/activities performed	Job preference

- 105 -

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 2

1. Daily Work Sequence

a. Describe the typical time sequence for the activities performed by the student:

b. Student is required to follow a specific, pre-established routine: ___ Yes ___ No
Comments:

2. Adaptations/Modifications

Describe any adapted materials, devices and/or adaptations to the physical environment that were used to increase student's ability to perform the job tasks:

3. Supervision/Personal Assistance Provided

- a. Describe who provided supervision (e.g., Work Experience Coordinator, employer, co-workers, peer tutor, volunteer, classroom teacher, adult service agency personnel, etc.):

- b. Initial supervision needs:

- c. Describe supervision or assistance currently needed by student, including type of and how often assistance is provided:

4. Current Level of Performance

- a. Summarize information obtained from evaluations completed throughout the semester:

- b. Rate:

- c. Quality of work:

STEP Manual Rough Draft
Goal 6: Activity 4
Page Four

Name of Student _____

5. Recommendations