

DOCUMENT RESUME

ED 346 623

EC 212 107

AUTHOR White, Stephen; Johanson, Raymond
TITLE Index of Least Restrictive Employment: An Assessment
of the Critical Dimensions in the Transition
Process.
INSTITUTION Great Falls Public Schools, Mont.
SPONS AGENCY Office of Special Education and Rehabilitative
Services (ED), Washington, DC.
PUB DATE 88
CONTRACT G008630445
NOTE 14p.; Some charts will not reproduce. For related
documents, see EC 212 108 and ED 332 382.
AVAILABLE FROM Great Falls Transition Project, Great Falls Public
Schools, 2100 6th Avenue, South, Great Falls, MT
59405 (\$3.00, quantity discount available).
PUB TYPE Tests/Evaluation Instruments (160)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Disabilities; *Education Work Relationship;
*Employment Potential; Job Satisfaction;
Normalization (Handicapped); Quality of Life;
*Vocational Evaluation
IDENTIFIERS *Index of Least Restrictive Employment

ABSTRACT

The Index of Least Restrictive Employment is a vocational assessment instrument for use with individuals with disabilities. It focuses on job security, opportunity for advancement, job satisfaction, planning, earnings, and integration aspects of transition. The index is intended to provide a means of measuring the movement from more to less restrictive employment and training settings. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

INDEX OF LEAST RESTRICTIVE EMPLOYMENT

U. S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OEI position or policy.



**An Assessment of
The Critical
Dimensions in
The Transition Process**

**By
Stephen White
&
Raymond Johanson**

The development of this instrument is supported by the
Great Falls Transition Project, Grant #G008630445, and
reproduction of any part of this document without
express permission of the authors is prohibited.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Stephen White

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

The authors wish to acknowledge the assistance of Dr. Gary Meers, Dr. Joseph Callahan, Brent Cresswell, and Hugh Smith in the conceptual development of this instrument. We would also like to gratefully acknowledge the painstaking efforts of Larry Galli for his assistance in our initial field test effort.

INTRODUCTION

A review of commercially available vocational assessment instruments illustrates a traditional emphasis on interest inventories, manipulative work samples, academic and cognitive abilities, and a recent focus on personality, social and survival skills. Little in vocational assessment has been published or disseminated in recent years which addresses quality of life issues. As a result, service providers have few instruments which assist them in determining the appropriateness of an individual's employment program. This is critical at the secondary level, where segmented scheduling presents frequent opportunities for programmatic decisions.

The Index of Least Restrictive Employment is an attempt to address these shortcomings. Its focus on job security, opportunity for advancement, job satisfaction, planning, earnings and integration aspects of transition provide professionals an easily administered tool which attends to the transition and employment concerns of all workers in a free society. It provides a means to measure the movement from more to less restrictive employment and training settings, and it includes an age-appropriate measure for students as they prepare to exit the public schools.

The Index will assist IEP team members in providing a measurable and relevant tool for evaluating the quality of a student's vocational program and a measure of the student's progress toward least restrictive environments during the transition from school to work and adulthood.

Each separate item, index, and total index score have been developed to yield a score of 1.0 if the student is on target. A score below 1.0 on a specific item or the entire index indicates a need for improvement or program modification. A score above 1.0 indicates that the placement exceeds a level normally considered least restrictive.

The complex nature of vocational training, employment, and transition will seldom produce an index with responses to each item and, for that reason, index scores are derived by averaging the items actually scored. If less than 50% of the items are scored, a need for greater investigation in this area is warranted. It is hoped that this instrument will be a useful and summative addition to your vocational assessment program. This is the first edition of the index and your assistance in returning a completed questionnaire attached to the Index will assist us in refining it to better meet your needs. Thank you.

Directions

Determine the value score for each of the five indicators listed on pages 6-9. Refer to the definitions for instructions on how to derive scores for each item. Determine the total score for each index area by adding all of the value scores and dividing by the total number of indicators used. Change all percentages to **DECIMALS** before scoring. Totals from all index areas divided by the number of categories scored produces an Index of Least Restrictive Employment. Score as many items as possible, and disregard items only when information is unavailable.

Sam is a 21 year old moderately retarded man in his last year of public school. He attends a self-contained special education program until 12:15 p.m. when he finishes lunch. At 12:20 he rides public transit (25 cents) to the Community Center where he cleans the bleachers, gym floor and restrooms until 4:30. Sam has been employed for two months. His supervisor and coworkers have received training to facilitate an independent work environment. The company does not have a written plan for hiring disabled people. He works alone at subminimum wage (\$2.50). However, at 2:30 he has coffee break with three other custodians where they talk about upcoming company social events. Of three fringe benefits he receives only paid vacation. His last performance review averaged to 75% of normal performance, though he has shown progress and is expected to be at minimum wage (\$3.35) within three months and expected to be eligible for a total of \$2.40 in raises within the next 12 months. After work Sam must wait 45 minutes for the transit bus to get home. He feels it's worth the wait since cleaning up and wearing a uniform have always been of interest to him.

Note that Sam had a .75 performance review, is expected to earn \$4.90 (poverty level wages) within one year, is supervised onsite by Community Center staff who are also responsible for his wages, and works independently. There is no written company commitment and the reader should be able to infer that certification is not required. However, there is not enough information to respond to Inhouse Training or PASS/IRWE. Post-secondary training is not applicable since Sam is still in school. To find Sam's Index of Advancement, divide his score of 4.75 by the number of responses (7) = .68.

Index of Satisfaction					
Value score	33	75	75	67	
Benefits					
Performance Review					
Wage level (- \$135)					
Hours (- 30)					
Uniform	1	1	1	1	1
Social Agenda	1	1	1	1	1
Interest Area	1	1	1	1	1
In-house Training	1	1	1	1	1
Working conditions	1	1	1	1	1
Transportation	1	1	1	1	1
✓ Cash	1	1	1	1	1
✓ Convenience	1	1	1	1	1
✓ Reliability	1	1	1	1	1
✓ Availability	1	1	1	1	1
✓ Durability	1	1	1	1	1
Total (-4)	75	75	75	75	75
Total Score for Satisfaction Index					
Total = Index					
	75	75	75	75	75

Benefits, performance reviews, hours, and supervisor responsibility have been determined earlier. Sam has worked less than three months giving a score of 0 under Probation Period, his supervisor is trained, and he works alone for a score of 1 each. As before, there is not enough information to determine PASS/IRWE or Post Secondary Training. Transportation score remains at .75 and the job does not require certification. Index total of $6.49 + 10 = .65$.

Sam's placement is competitive, even though his wage is subminimum. One should infer he is on follow-up for an integration score of 1.0. He works with others (1.0), has coffee break regularly with non-disabled (1.0), and 20 hours (+ 30 = .67). Age appropriateness score is 12 + 12 = 1. (Though he earns subminimum wages, his job is considered competitive because wages are based on performance, he is not supported and the likelihood of long-range pay increases and job tenure is good.) Wage levels remain .75 and 1.0 as before for a total of 7.42 + 8 = .93

INDEX OF EMPLOYMENT

INTEGRATION

Unpaid School	Unpaid Community	Subminimum School	Special Voc Education	Community Training	Supported Subminimum	Supported (\$3.35)	Competitive Jobs	Employed	Mobile Crew	Enclave	Disruptive Job Coach	Job Coach + Trained Supv	Followup/Independent
2	3	4	6	7	1.0	0	2	3	8	9	10	1	0

+

Works with others	No integration	Only with disabled	Infrequently w/ nondisabled	Regularly w/ nondisabled
1	0	2	4	10

EARNINGS

Unpaid School	Unpaid Community	Subminimum School	Special Voc Education	Community Training	Supported Subminimum	Supported (\$3.35)	Competitive Jobs
9	10	10	10	11	11	12	12

INDEX OF EMPLOYMENT
TOTAL + = INDEX

2	3	4	6	7	1.0	0	2	3	8	9	10	1	0	0	2	4	10	.67	SCORE: 12 + 12 = 1	.75	1	7.42 + 8 = .93
---	---	---	---	---	-----	---	---	---	---	---	----	---	---	---	---	---	----	-----	--------------------	-----	---	----------------

Index of Long Range IEP Planning

Yes	1. Assessments used to develop objectives?	2. Planning includes current vocational assessment data?	3. Planning includes long-range Career Goal?	4. Least restrictive environment considered for each objective?	5. Planning includes non-academic goals?	6. Annual objectives relate to long range goals?	7. Planning includes life skill goals?	8. Planning includes social-behavior goals?	9. Timelines specified for annual/short term objectives?	10. Adult services rep present at planning meeting?	Total Score for Long Range Planning (Total + 10)
Yes	1	1	1	1	1	1	1	1	1	1	9 + 10 = .9
No	0	0	0	0	0	0	0	0	0	0	0

On the long-range planning index all dimensions were affirmative with one exception, no adult service representative was present at his IEP meeting.

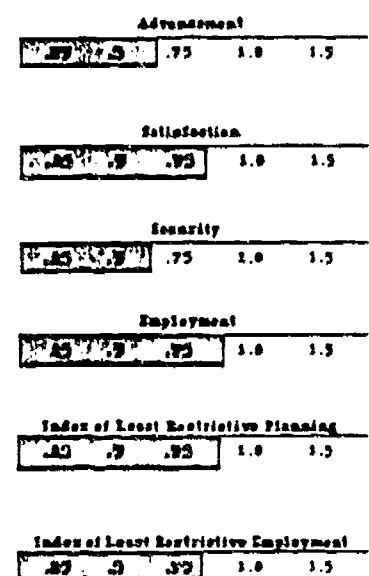
Sam's Index of Least Restrictive Employment reveals problem areas in Advancement and Security. Item analysis indicates the following deficit areas: benefits, hours, written company commitment, and licensed skills. Further investigation, however, revealed that Sam's hours and benefits were contingent on completion of his 3 months probation and he is expected to complete that successfully. Effort to secure a written affirmative action plan may be warranted not only for Sam, but for future special needs workers. Sam's Index of Least Restrictive Employment also illustrates adequate planning, integrated employment, and a reasonable expectation for competitive wage increases. It is unlikely that Sam will ever need to complete a licensing examination for his position, but this deficit may impact his long-term marketability with other businesses.

Student SAM Date _____

These continuums are available to provide easy reference for each value. Plot each value on the appropriate continuum.

Most Restrictive Placement Least Restrictive Placement

Index of Advancement	.68
Index of Satisfaction	.6
Index of Security	.65
Index of Employment	.93
Index of Planning	.9
Total Score	3.96
Total score + 5 = Index of Least Restrictive Employment	.79



Indices of Job Security, Advancement, and Satisfaction

These indices assume that job security, advancement, and satisfaction are critical to successful employment. Use the following definitions when determining values for each index. If you are unable to clearly determine a score, leave the item blank. Change all percentages to decimals (100%=1.0, 90%=.9).

•**Benefits:** Does the position offer a benefit package? Determine the number of benefits received by the employee. Divide by the number of benefits available from the employer. The quotient is the Benefits Value. Examples are sick leave, vacation, dental, health, vision, savings plans.

•**Expected Wage:** Divide the employee's expected (after 1 yr.) wage by \$4.90 (poverty threshold) to derive an expected wage score.

•**Hours:** Divide employee's hours per week by 30 to derive score. (30 hours worked + 30 = 1; 10 hours worked + 30 = .33; 40 hours worked + 30 = 1.33)

•**Performance Review:** Find the score required for Average Worksite Performance from the employee evaluation form used at the worksite and divide the actual performance by this average.

•**Supervisor Responsibility:** Determine the percent of supervision supplied by company as opposed to the amount of supervision supplied by outside support agencies (i.e. job coaches).

•**Transportation:** Transportation is broken down into 4 categories listed below. Give each a value of 1 for yes and a value of 0 for no.

Cost: Does the employee spend 15% or less of gross income on transportation?

Convenience: Is transportation free of difficulty and/or discomfort as rated by the employee.

Accessibility: Is transportation easily approached?

Reliability: Is transportation there when needed?

Divide the total by 4. (0+4=0; 1+4= .25; 2+4=.5; 3+4=.75; 4 + 4=1)

•**Wage Level:** Divide the employee's hourly wage by 3.35 (minimum) to derive a wage

level value. ($\$3.35 \div 3.35 = 1$; $\$4.50 \div 3.35 = 1.34$; $\$2.00 \div 3.35 = .59$)

•**Wage Responsibility:** What percentage of the employee's wage is paid by the employer?

The following questions are given a value of 1 if answered yes and a value of 0 if answered no.

•**Certified/License:** Does the employee hold any certificates or licenses related to employment?

•**Inhouse Training:** Does the position make available to employees additional training at company expense?

•**Interest Area:** Is the position concurrent with the employee's interest surveys, comments, etc.?

•**PASS/IRWE:** (For adult SSI recipients only) Does the client have a written Plan to Achieve Self Support (PASS) or an Impairment Related Work Expense (IRWE) plan? Contact your local Social Security Administration for further details.

•**Post Secondary Training:** (For Graduates Only) Does the client have any postsecondary training (college, vocational-technical school, military, etc.)?

•**Probation Completed:** Has the worker completed at least 3 months of successful employment?

•**Social Agenda:** Does the position include planned social contact away from work? (after work get-togethers, company parties, etc.)

•**Trained Supervisor:** Is supervisor trained to work with the worker with a disability?

•**Uniform:** Does the position require a uniform or company ID to be worn?

•**Work Independence:** Does the employee work 80% or more of the time without direct supervision?

•**Working Conditions:** Are the conditions safe with adequate ventilation, special equipment, lighting, etc.?

•**Written Company Commitment:** Is there a written company statement describing PERMANENT job opportunities and affirmative hiring practices for workers with disabilities?

Date _____

Index of Advancement

Student _____

	Performance Review %	Expected Wage After 1 year (÷ 4.90)	Supervisor Responsibility %	Wage Responsibility	Work Independence	Inhouse Training	PASS/IRVE (For SSI Recipients Only)	Post Secondary Training (For HS Graduates Only)	Written Company Commitment	Certified/Licensed	Total Score for Advancement Index Total ÷ 4 = index		
Value Score					Y 1 N 0	1 0	1 0	1 0	1 0	1 0			

Index of Satisfaction

	Benefits	Performance Review %	Wage Level (÷ \$3.35)	Hours (÷ 30)	Uniform	Social Agenda	Interest Area	Inhouse Training	Working conditions	Transportation	Cost 1or0	Convenience 1or0	Accessibility 1or0	Reliability 1or0	Total (÷ 4)	Total Score for Satisfaction Index Total ÷ 4 = index		
value score					Y 1 N 0	1 0	1 0	1 0	1 0									

Index of Security

	Benefits	Performance Review %	Hours (÷ 30)	Supervisor Responsibility (%)	Work Independence	Trained Supervisors	PASS/IRVE (For SSI Recipients Only)	Post Secondary Training (For HS Graduates Only)	Probation Completed	Written Company Commitment	Certified/Licensed	Transportation	Cost 1or0	Convenience 1or0	Accessibility 1or0	Reliability 1or0	Total (÷ 4)	Total Score for Security Index Total ÷ 4 = index		
value score					Y 1 N 0	1 0	1 0	1 0	1 0	1 0	1 0									

Index of Employment

Age-Appropriateness: Students enrolled in work experience in the final school year (grade 12) should be working in a less restrictive setting than students with three or four years remaining (grade 9 or 10).

Determine the grade level of ungraded students by the number of years remaining. It is appropriate for students in their final year of school to be employed at minimum wage or better in Supported or Competitive employment, while a 9th grader working in an unpaid school position may be employed in an equally appropriate position. An earnings score is derived by dividing the appropriate grade level by the actual grade level. For example, a 12th grader in an unpaid school job would receive the following earnings score: $9 \text{ (appropriate grade)} \div 12 \text{ (actual grade)} = .75$. Graduates should be treated as 12th graders.

Integration: The Integration score is listed for these placements regardless of age or years remaining, ranging from .2 for unpaid school training to 1.0 for paid community employment. Circle the correct score. The definitions distinguish placements and list the appropriate grade level and integration value for each type. The eight work experience and integration levels cover a broad range of placements currently available in school systems across the country.

- **Unpaid School-Work** experience in a school for training or credit only.
- **Unpaid Community-Work** experience in local businesses for training or credit only.
- **Subminimum School-Paid** work through a special worker certificate within the schools as part of a work experience program \leq minimum wage.
- **Special Vocational Education-A** course for special needs students leading to entry level job competence.
- **Community Training-Work** experience paid by a business or agency which will not be available following graduation or school exit.
- **Competitive Employment-Placement** in a community job which is likely to continue following school exit.
- **Supported Employment (SE)-Paid** community employment for workers who are unable to compete with nondisabled workers

without ongoing supports. For these disabled workers, SE is equivalent to competitive employment, hence the 1.0 value. The job must be likely to continue.

- **Supported Employment at sub-minimum wage** - Appropriate for grade 11.
- **Supported Employment at \$3.35/hour or above** - appropriate for seniors & graduates.

The following integration levels distinguish the work environments by weighted values:

- **Segregated-Work** occurs with predominantly disabled workers in a facility for disabled.
- **Mobile Crew-Work** occurs with predominantly disabled workers in community settings.
- **Enclave-Work** occurs in an integrated facility with no more than 8 disabled workers clustered together and supervised in a single work area.
- **Distributed-Work** occurs in an integrated setting where the disabled worker has 1:1 support from a job coach and guaranteed performance. The job coach is faded over time as worker competencies increase.
- **Trained Supervisors-Work** occurs in an integrated community setting and a company supervisor is trained to accommodate the worker's disability.
- **Followup/Independent-Work** occurs in an integrated community setting and the worker requires only periodic followup to maintain proficiency on the job.

Interaction & Social Condition scores are self-explanatory.

- **Expected Wage:** Divide the employee's expected (after 1 yr.) wage by \$4.90 (poverty threshold) to derive an expected wage score.
- **Hours:** Divide employee's hours per week by 30 to derive score. (30 hours worked \div 30 = 1; 10 hours worked \div 30 = .33; 40 hours worked \div 30 = 1.33)

Index of IEP Planning

For high school students only. Answer 1 or 0 for each item which can be verified from the IEP.

INDEX OF EMPLOYMENT

INTEGRATION

+

EARNINGS

=

INDEX
OF

Placement + Integration + Conditions + Interaction + Hours + Age-Appropriateness + Wages + Wages = EMPLOYMENT

Unpaid School	Unpaid Community	Subminimum School	Special Vocation Education	Community Training	Supported Subminimum	Supported (\$3.35+)	Competitive Jobs	Segregated	Mobile Crew	Enclave	Distributive Job Coach	Job Coach + Trained Supv	Followup/Independent	Works with others	Breaktime	No interaction	Only with disabled	Infrequently w/ Nondisabled	Regularly w/ nondisabled	Hours	Unpaid School	9	Unpaid Community	10	Subminimum School	10	Special Voc Education	10	Community Training	11	Supported Subminimum	11	Supported (\$3.35+)	12	Competitive Jobs	12	Determine Age-Appropriateness	Grade Appropriateness	1.33	Actual Grade	←	Wage level ÷ \$3.35	Expected Wage After 1 yr. (÷ \$4.90)	INDEX OF EMPLOYMENT	TOTAL ÷ # = INDEX
.2	.5	.4	.6	.7	1.0			.0	.2	.5	.8	.9	1.0	yes 1 no 0		.0	.2	.4	1.0		SCORE:																								

Index of Long Range IEP Planning

	1. Assessments used to develop objectives?	2. Planning includes current vocational assessment data?	3. Planning includes long-range Career Goal?	4. Least restrictive environment considered for each objective?	5. Planning includes nonacademic goals?	6. Annual objectives relate to long range goals?	7. Planning includes life skill goals?	8. Planning includes social-behavior goals?	9. Timelines specified for annual/short term objectives?	10. Adult services rep present at planning meeting?	Total Score for Long Range Planning (Total ÷ 10)
Yes	1	1	1	1	1	1	1	1	1	1	
No	0	0	0	0	0	0	0	0	0	0	

Student _____ Date _____

These continuums are available to provide easy reference for each value. Plot each value on the appropriate continuum.

Most Restrictive
Placement

Least Restrictive
Placement

Index of Advancement	
Index of Satisfaction	
Index of Security	
Index of Employment	
Index of Planning	
Total Score	
Total score \div 5 = Index of Least Restrictive Employment	

Advancement

.25	.5	.75	1.0	1.5
-----	----	-----	-----	-----

Satisfaction

.25	.5	.75	1.0	1.5
-----	----	-----	-----	-----

Security

.25	.5	.75	1.0	1.5
-----	----	-----	-----	-----

Employment

.25	.5	.75	1.0	1.5
-----	----	-----	-----	-----

Index of Least Restrictive Planning

.25	.5	.75	1.0	1.5
-----	----	-----	-----	-----

Index of Least Restrictive Employment

.25	.5	.75	1.0	1.5
-----	----	-----	-----	-----

Index of Least Restrictive Employment Questionnaire

Please take the time to complete the following questionnaire. Your responses will be used to modify and improve the instrument before the final draft. Thank you.

1. How long did it take you to administer? _____ (minutes)

2. What populations were most appropriate for this instrument? Check all that apply.

<input type="checkbox"/> Multihandicapped	<input type="checkbox"/> Orthopedically Handicapped
<input type="checkbox"/> Visually Impaired	<input type="checkbox"/> Speech Impaired
<input type="checkbox"/> Learning Disabled	<input type="checkbox"/> Emotionally Disturbed
<input type="checkbox"/> Mentally Retarded	<input type="checkbox"/> Hearing Impaired
<input type="checkbox"/> Deaf-Blind	<input type="checkbox"/> Other Health Impaired
<input type="checkbox"/> Other (please specify) _____	

3. What populations were least appropriate for the instrument? Check all that apply.

<input type="checkbox"/> Multihandicapped	<input type="checkbox"/> Orthopedically Handicapped
<input type="checkbox"/> Visually Impaired	<input type="checkbox"/> Speech Impaired
<input type="checkbox"/> Learning Disabled	<input type="checkbox"/> Emotionally Disturbed
<input type="checkbox"/> Mentally Retarded	<input type="checkbox"/> Hearing Impaired
<input type="checkbox"/> Deaf-Blind	<input type="checkbox"/> Other Health Impaired
<input type="checkbox"/> Other (please specify) _____	

4. To what degree did the Index help you to make program decisions for students?

no help				very
at all				helpful
1	2	3	4	5

5. To what degree did the Index help you to evaluate individual student progress?

no help				very
at all				helpful
1	2	3	4	5

6. To what degree did the Index help you to evaluate the effectiveness of your Special Vocational Program?

no help				very
at all				helpful
1	2	3	4	5

7. Were the instructions easy to follow? Yes No

Comment _____

8. Were the definitions meaningful? Yes No Appropriate? Yes No

Comment _____

9. Were the weighted values appropriate? Yes No

Comment _____

10. Do Employment Index categories correspond to placement options in your program?

Yes No

Comment _____

**GREAT FALLS TRANSITION PROJECT
2100 16TH AVENUE SOUTH
GREAT FALLS, MT 59405**