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ABSTRACT

This paper describes a three-phase program which places students with disabilities into job sites in strip malls, enclosed malls, industrial parks, and individual businesses to prepare them for their transition to independent living. The paper explains that in phase 1 of the program students train at a different site each day; in phase 2, students train at one or two sites weekly to focus on more site-specific skills; and in phase 3, the student is placed at a specific training site. It outlines the functions of the transition core staff and the responsibilities of the teacher/job coach. A program success rate of 40 percent employment of graduates is reported. Stressed is the importance of supervision during the transition to independence. The handbook includes: (1) job development forms (a check list, teacher referral, parent permission, hold harmless, and business agreement); (2) job coaching forms (a student daily profile, task documentation, grading summary, student evaluation, and survey); and (3) supervisory forms (a student portfolio, master schedule, and semester task summary). Also attached are presentation summary sheets that can be used as overheads. The software that was used in creating the presentation materials is also described. (CR)

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PLACE/TRAIN: USING THE MALL AS SCHOOL

CEC ANNUAL CONVENTION, ORLANDO, FLORIDA

APRIL 4, 1996

PRESENTERS: Lillianne Massey Dent, Teacher/Job Coach
John "Jack" DeFazio, Job Developer
Ellenda Ward, Transition Supervisor/Facilitator
Debra Harris, Technical Support

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L. Dent

TO THE EDUCATIONAL RESOURCES
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CABELL COUNTY SCHOOLS, Huntington, West Virginia, developed a transition program called **Transition to Independence** in 1993 and implemented it that fall. Cabell County is one of the larger counties in the state. We utilize all types of business locations. Any area can do this also. We have sites in strip malls, enclosed malls, industrial parks, and individual businesses. So whether you live in a small town or a large city, opportunities exist to develop sites to assist students with disabilities. The key to successful job development is matching student needs with the appropriate training sites.

The Transition Core Staff is comprised of four full time special education teachers and a supervisor. Two JOB DEVELOPERS and two TEACHER / JOB COACHES work with 65 / 70 students with disabilities daily or weekly in area training sites. They are joined by the student, his or her parents, high school monitoring teachers, vocational rehabilitation counselors and business owners / managers / employees in their quest to prepare students for life in the real world after graduation.

This SCHOOL-to-WORK TRANSITION program has a success rate of about 40% employment of our graduates. Attrition rate is very low and job satisfaction for the student is high. In this presentation, we would like to introduce you to the key players, the students themselves, and the nuts-n-bolts of documentation and evaluation.

JOB DEVELOPMENT IN THE TRANSITION TO INDEPENDENCE PROGRAM

The JOB DEVELOPER plays an important role in the development of each student. This individual is responsible for securing each training site for all aspects of the program. He or she communicates daily with the TEACHER / JOB COACH as well as the students in order to get a "handle" on student strengths and interests. This enables the JOB DEVELOPER to find a business suitable for each student.

Our "THREE PHASE" program allows each student to grow at his or her own rate. PLACE / TRAIN affords beginning students an opportunity to train at a different site each day. They learn not only site specific skills, but various skills needed to seek and maintain employment. It is in this phase that good work habits are instilled by the TEACHER / JOB COACH.

EL305052

As the staff evaluates student progress, advancement on to the next phase and on to higher challenges is next on the agenda. In phase 2 or "COMMUNITY - BASED EDUCATION," students train at only one or two sites weekly to focus on more, and many times new, site-specific skills. Here is where the student begins to focus on career decisions. It is a reality check for most students with disabilities.

The ultimate goal for the student is placement in a paid setting during their senior year. Phase 3 or "TRANSITIONAL WORK ARRANGEMENTS", allows us to do just that. We arrange the students's school schedule to accomodate the oppurtunity to be transported to the site from school or allow the student to use their own means of transportation.

It is in the training sites that the student really begins to shine. Those who struggle in the classroom become stars in the workplace! The JOB DEVELOPER monitors closely each student and is very visible at the training sites to give reassurance to both the student and the business representative. Students are evaluated by either a JOB COACH or the JOB DEVELOPER and the BUSINESS SUPERVISOR every six weeks.

It is also the responsibility of the JOB DEVELOPER to secure all necessary documents from monitoring teachers in the high school before the placements begin. (SEE APPENDIX 1) These Referral Forms allow the JOB DEVELOPER and JOB COACH to evaluate the student and recommend appropriate placement.

The JOB DEVELOPER also is responsible for procuring the Parental Permission form (APPENDIX 2) and the Hold Harmless form and the Business Training Agreement from the business representative. (SEE APPENDIX 4 and 5)

TEACHER/JOB COACH RESPONSIBILITIES IN THE TRANSITION TO INDEPENDENCE PROGRAM

Every aspect of the program is student driven. Communications with the transition staff, student, parents, monitoring teachers and business site representatives determines the success of the program and the future success of the students. The Transition to Independence Program staff, working in close conjunction with all these players, lays the groundwork for self-advocacy in the beginning phase of the program by teaching and encouraging self-empowerment. Attendance at all meetings that determine future plans and coursework is encouraged with students. In a world where this population is seldom asked for an opinion or a dream, we quickly see initiative developing. The self confidence necessary to be a self starter is the most important job the TEACHER/JOB COACH is charged with in transitioning students with disabilities.

Good work habits and the development of appropriate social work skills are results of daily training in various work sites. Constant direction is required of the TEACHER/JOB COACH at first. Fading back as the semester progresses allows the locus of control to be assumed more and more by the student. Outside the four walls of the conventional classroom, the skills needed to succeed in the satellite classroom of the business/retail training site begin to evolve. Sadly enough, we find that the students have a very difficult time relating the classroom activities that are involved in academics to the business environment. PLACE/TRAIN is the perfect setting to initiate neophyte workers to the ways of the business world. Making eye contact, offering a firm handshake and a smile are sometimes insurmountable requests at first. Within weeks, we see confidence emerging.

JOB COACHING IS TEACHING...FADING BACK IS, TOO. Many observers cannot discern the cognitive process at work in transition settings. The students are even unaware that they are learning something. Finally they begin to feel viable in a world where they have experienced failure all their school lives. The individual attention that the TEACHER/JOB COACH is able to invest in each student in a class of six or less is paramount to success.

The right blend of teaching and fading is pure intuition. It is the opinion of the writer that a TEACHER/JOB COACH will be able to be very effective in the business settings if he/she has had rather extensive experience with the retail business world. Having spent time working outside the cloistered school environment expands one's paradigms concerning business.

There is very little fortune telling in JOB COACHING. We write a Transition Plan to be included in the student's Individual Education Plan and then work from that for all the years a student is in transition. Every step is purposeful and the evaluation process is extensive. Moving a student from feeling devalued, incompetent and very much alone with his disability is orchestrated by this IEP. It is at this point that the student begins to feel part of a team. We see them begin to set personal and career goals. We use the weightlifting concept with these students. No one lifts 500 pounds the first week of a weighttraining program. We assign responsibility and tasks lightly at first and then methodically move into acquisition of job skills.

The first and most important skill is retaining instructions given by the COACH. Listening skills and learning to ask the right questions is the beginning. Feeling free to approach the COACH or the business manager/partner is encouraged. Re-instruction becomes less and less necessary with time. This population is deathly afraid of failure and eliciting anger or frustration from adults truly frightens them. We have been very fortunate to be working with businesses who have established ownership of our Program. Our businesses are willing to work with the students for as long as it takes to internalize a certain skill. This natural support is the key to success and longevity of the program. Always strive for the help of the people who own or work in the business training site. Their training films and capabilities for job shadowing enrich the students's training experience.

Usually by the middle of the first semester in PLACE/TRAIN, dependability begins to become recognizable in the student. The student by now has begun to come to the training site dressed appropriately, wearing appropriate identification. For the sites requiring uniforms, all the pieces are in place. Personal monitoring by the COACH will encourage growth.

Progress is monitored in this and eleven other characteristics important to successful employment on the Daily Profile sheet (SEE APPENDIX 6). Tasks are tracked and monitored on the Task Documentation form (APPENDIX 7) and reported to the monitoring teachers, parents and Vocational Rehabilitation Counselors every six weeks (SEE APPENDIX 8).

Time is money and that becomes apparent to the students when they work with the employer at a business training site. The natural tendencies of regular employees to be efficient and task committed translates the necessity for productivity to the students. Being exposed to adults in the work force is a powerful plus in a transition program. Often employers tell us that they wish that their regular employees were as focused and enthusiastic as our students. These same students whom educators were at wit's end concerning their abilities only months earlier, are becoming "future" employees. And...students are not even being paid at this initial stage! Grades and Carnegie credits must suffice now to reward hard work. The internalization of delayed gratification may be one of the most important lessons taught in transition. Once they have internalized their destination, there's no stopping them.

At this point in the progression, the students begin to move into the second phase, COMMUNITY BASED EDUCATION, and on into the paid phase (in their senior year), TRANSITIONAL WORK ARRANGEMENTS. THE JOB DEVELOPER will take over and monitor development as the students are matched to training and eventually job sites.

SUPERVISION OF THE TRANSITION TO INDEPENDENCE PROGRAM

Supervision of such a program sometimes takes on the appearance of being lost in a maze. There are many activities to oversee and supervise, including contracting and placement of personnel, coordinating transportation to and from the training sites with the student's high school schedule. Working closely and daily with JOB DEVELOPERS AND TEACHER/JOB COACHES, administrators, other special and regular educators, parents, community agencies and the students themselves requires the skill and finesse of the most seasoned politician.

The Transportation Department must approve each additional bus run. One school alone has buses leaving at five different times in the morning. Some students walk to training sites. Delivery to sites is strategically arranged between the supervisor and the Transportation Department in order to allow students maximum training time. (SEE APPENDIX 8)

JOB COACHES (contracted coaches or aides) from the classroom accompany some students on the bus, while other students meet their coach at the training sites. The ultimate goal is that the job coach will be able to completely fade and the student will train independently, relying only on the natural supports of the business community. This goal may be reached at any phase, however, it most often occurs during the last phase(TRANSITIONAL WORK ARRANGEMENTS).

Many of the contracted JOB COACHES are mothers of school-aged children themselves. All coaches are required to have had work experience. Some have one or more degrees. They bring a variety of experiences and skills to the training sites. We try to match their strengths and educational background to the needs of the particular student and the training site requirements.

A BUSINESS ADVISORY COMMITTEE composed of students, parents, high school teachers, administrators and representatives from the business training sites meets three to four times during a school year to provide input concerning the future direction of the transition program. This committee provides a forum for the members to synergize their efforts on a common goal...working together to find ways to empower young adults who have disabilities as they become contributing members of their community and the working world.

The highlight of the year is the annual awards ceremony where each student is recognized for their participation in the program. Each training site and the advisory committee is also recognized as well as staff members. Without the continuous support of our training sites, our students would not have the opportunities to participate in so many varied activities related to real, viable employment.

The skills acquired are summarized each semester on the Task Summary forms by the TEACHER/JOB COACHES AND JOB DEVELOPERS for distribution to teachers, parents and Vocational Rehabilitation counselors. (SEE APPENDIX 9) This individualized detailed summary lists the training site(s) along with all the tasks to which the student has been introduced during the semester. A mastery level is indicated for each task and the TEACHER/JOB COACHES may add comments about student performance.

As the students enter the Transition to Independence program and continue to move through various phases, the JOB DEVELOPERS prepare an individual portfolio listing all of the training experiences and document the types of training activities in which each student has been involved. When the student is preparing to exit the system, this portfolio record accompanies the student and is made available to any agency who will work with the student after graduation. (SEE APPENDIX 10)

All of the documentation provides an up-to-date picture of each student's abilities. It establishes the fact that many high school students with disabilities have potential contributions to make in the work world if indeed their interests can be identified and capitalized upon!

TECHNICAL NOTES: SOFTWARE:

The presentation was developed on the Microsoft Office professional 95 version 7 package utilizing the PowerPoint presentation program. This MS Office comes in versions for both Windows and Windows 95. It comes with Microsoft Word (word processing), Excel (spreadsheets), Access (database), and PowerPoint (presentations) programs which can integrate information from one program into your presentation, such as Excel spreadsheet with financial information.

PowerPoint allows the presenter the flexibility of adding different colors, clip art, graphs, spreadsheets, media clips, sound effects and music. (The Windows 95 version 7 allows the presenter to add more sound and special effects than the lower versions). The presenter can even have slides for his notes and other hidden slides that can be inserted into the presentation as it is being given. (SEE APPENDICES 11-38)

Last minute changes, special effects, building effects with each slide and options for different colors and formats make electronic presentations more appealing. This helps the presenter to highlight special points and control the pace of the presentation based upon the audience. The program also tracks the presentation timing and allows for rehearsal. Electronic presentations add an extra multimedia to one's presentations.

CONCEPT DEVELOPMENT:

The technical assistant gained a global perspective of the presentation by discussing with the presenters an outline of content. Individual meetings were held with each presenter after the overall image, color scheme and clipart were developed. During this time, details of the content and special effects were chosen for each section of the presentation. The overall presentation was then previewed and revisions were made at that time for the final presentation.

Cabell County Schools



Transition To Independence

CABELL COUNTY SCHOOLS
620 TWENTIETH STREET
P.O. BOX 446
HUNTINGTON, WV 25709

The Council for Exceptional Children

1996 Annual Convention

Orlando, Florida

Putting Magic into Learning

Place-Train: Using the Mall as School

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The Transition to Independence Program enables students with disabilities to perform successfully at business sites in the community. While training at these sites, students learn quickly to be productive, dependable, and responsible workers. They are taught a variety of tasks and are evaluated regularly on their performance. With a staff consisting of a supervisor, two job developers, teachers and their aides and contracted job coaches we are able to provide the necessary support to allow each student to focus on their aptitudes, interests and abilities for future employment. Our multi-phased program is student driven, that is to say, students make choices to decide their future.

This booklet will enable the reader to view the necessary documents used in our program.

Section One : Job Development Forms

Check List
Teacher Referral
Parent Permission
Hold Harmless
Business Agreement

Section Two : Job Coaching Forms

Student Daily Profile
Task Performance
Grading Summary
Student Evaluation
Survey

Section Three: Supervisory Forms

Student Portfolio
Master Schedule
Semester Task Summary

Job Development Forms

TRANSITION TO INDEPENDENCE

CHECKLIST

Student _____ School _____ Phase _____

Check as each step is completed

- _____ 1. Completed referral form received.
- _____ 2. Student file reviewed; copy of current IEP/modification page(s) in file.
- _____ 3. Evaluation reviewed; strengths and weaknesses identified.
- _____ 4. Training site identified.
- _____ 5. Parent Permission completed and signed.
- _____ 6. Confirmation of Insurance _____ Medical Card _____ Private Carrier _____
- _____ 7. Business Training Agreement signed.
- _____ 8. Hold Harmless Agreement signed.
- _____ 9. High school schedule adjusted; changes recorded in the computer.
- _____ 10. Portfolio information updated (if applicable).
- _____ 11. Transportation arrangements confirmed; information given to student, parent, school.
_____ School Bus _____ TTA _____ Student/Parent Provide
- _____ 12. Specific Clothing Requirements: _____ Has _____ Needs _____ N/A
- _____ 13. Student interview completed.
- _____ 14. Student's strengths/weaknesses shared with Job Coach.
- _____ 15. IEP goals and objectives written.

Training Schedule

1st Semester

1 _____
2 _____
3 _____
4 _____

2nd Semester

1 _____
2 _____
3 _____
4 _____

Job Developer

Date

rev. 3/96

TRANSITION TO INDEPENDENCE
REFERRAL FORM

WORK ADJ/PLACE TRAIN _____ CBE _____ TWA _____

STUDENT'S NAME _____ SCHOOL _____

PARENT/GUARDIAN _____ PHONE _____

ADDRESS _____
STREET/ROUTE CITY STATE ZIP

STUDENT'S SOCIAL SECURITY NO. _____ DOB _____ AGE _____

DISABILITY _____ GRADE _____ PROJECTED GRADUATION DATE _____

MONITORING TEACHER _____ COUNSELOR _____

CURRENT NO. OF CREDITS EARNED _____ PERIODS AVAILABLE TO TRAIN _____

PREVIOUS WORK EXPERIENCE _____

CIRCLE ANY OF THE FOLLOWING BEHAVIORS THAT APPLY TO THE STUDENT:

I. SOCIAL ATTITUDE

- 1. Very polite, respectful & cooperative
- 2. Gets along with others
- 3. Quiet, rarely participates
- 4. Occasional problems with other students
- 5. Argumentative

II. BEHAVIOR

- 1. Consistently good behavior
- 2. Needs occasional reminder
- 3. Disruptive
- 4. Indifferent

III. TIME MANAGEMENT

- 1. Uses time wisely and appropriately
- 2. Does not use time effectively; requires direct supervision to accomplish work on time
- 3. Wastes time when assigned tasks are completed
- 4. Tardy to class

IV. ATTITUDE TOWARD SUPERVISION

- 1. Responds promptly to supervision
- 2. Seldom questions authority
- 3. Frequently questions authority

V. COMMUNICATION

- 1. Communicates well; both verbally & in writing
- 2. Only communicates verbally
- 3. Only communicates in writing
- 4. Uses a communication device
- 5. Only uses sign language

VI. HEALTH INFORMATION

- 1. Wears hearing aides
- 2. Wears glasses
- 3. Health concerns _____
- 4. Medications _____

SCHEDULE _____ FALL _____ SPRING _____ YR.
CLASS TEACHER

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

SCHOOL ABSENCES:
THIS SIX WEEKS _____ LAST SEM. _____

ACCORDING TO THE STUDENT'S
EDUCATION PLAN AND TRANSITION
PLAN, WHAT ARE THE CAREER GOALS
AFTER GRADUATION _____

COMMENTS:
STRENGTHS _____

WEAKNESSES _____

Signature of Person Making This Referral _____ Date _____ (rev. 3/94)



Parental Permission

Dear Parents:

Your son/ daughter has been recommended to participate in training activities in the community through the **Transition to Independence program**. Businesses in our community have agreed to allow our students to come to their sites to learn job skills. If necessary, Job Coaches, who are part of the transition staff, are available to work with the students at the sites. As the student masters tasks and develops confidence, the Job Coach will fade and allow the student to continue to learn skills from other workers at the site.

There are three phases of the program. They are **Place-Train, Community-Based Education and Transitional Work Arrangements**. I will work with your son/daughter and other high school staff to determine which phase best meets his/her needs. He/she will move through the phases and to various sites based on his/her progress and interests. The signed permission at the bottom of this page is necessary before any of these activities begin. In some sites, students are required to wear certain types of clothes or shoes. I will keep you informed of any items he/she needs. In the first phase, the student will be introduced to work ethics and explore many non-paid training situations. The second phase may include more exploration or begin focusing on fine tuning tasks relating to specific interests and abilities in non-paid experiences. The last phase of the program is paid employment. Your son/daughter will be developing efficient and effective work habits while learning many entry-level skills during all phases of the program. Transportation will be available to and from the training site if needed. The training schedule will follow the school calendar and activities. If the student is too sick to go to school, he/she should **not** go to the training site. He/she will have the telephone number of the contact person(s) to call when ill.

The student is not guaranteed a paid job at the end of these training activities.

If you have questions, you may call me at 743-7421. Your cooperation and support of your son/daughter is greatly appreciated.

Jack DeFazio
Job Developer

PERMISSION TO PARTICIPATE IN COMMUNITY TRAINING EXPERIENCES

I give permission for my son/daughter to participate in Cabell County's Transition to Independence Program at various sites in the community. I have read the above information and understand that there may be times during my child's participation in this program that he/she may be photographed, videotaped, or his/her name may appear in print for educational or publicity purposes.

Please complete the following information and return it to me as soon as possible.

Student's Name _____ Social Security Number _____

Medical Insurance Co. & Policy _____ Medical Card # _____

Home Address _____ Phone Number _____

List any health problems your child has that may affect his/her participation in the program.

Student

Date

Parent

Date

White Copy - Job Developer; Yellow Copy - Teacher; Pink Copy - Parents

Rev. 3/96

JOB DEVELOPING VENUES

CABELL COUNTY SCHOOLS

HUNTINGTON, WEST VIRGINIA

<u>ENCLOSED MALL</u>	<u>STRIP MALL</u>	<u>BUSINESS DISTRICTS</u>	<u>INDUSTRIAL PARKS</u>
Specialty Stores	Pharmacies	Cable Companies	Factories
Fast Food	Grocery Stores	Utility Companies	Distribution Centers
Locally-Owned	Hardware	Libraries	Warehousing
Chain Stores	Beauty Shops	Hospitals: Veteran Rehab Nursing Medical	
	Video	Motels	
	Fast Food	Floral Shops	
	Restaurants	Schools	
		Banks	
		Newspaper	
		Non-profit	

**CABELL COUNTY PUBLIC SCHOOLS
TRANSITION TO INDEPENDENCE PROGRAM
INDEMNIFICATION AND HOLD HARMLESS AGREEMENT**

This agreement entered into on the _____ day of _____, 19_____, by and between Cabell County Board of Education, 620 Twentieth Street, Huntington, WV 25703, hereinafter referred to as "CABELL" and _____ with offices at _____, hereinafter referred to as "_____".

It is the intent of this Agreement that student(s) with special needs will be assigned to the following phases of the Transition to Independence Program during the _____ school year.

- _____ Place/Train, hereinafter referred to as PT
- _____ Community Based Education, hereinafter referred to as CBE
- _____ Transitional Work Arrangements, hereinafter referred to as TWA

The student(s) will be provided the opportunity to:

1. Become acquainted with the organization and specific job responsibilities.
2. Participate in and assist in the programs and activities at the site to develop an understanding of the concepts functions of each.

CABELL will indemnify and hold harmless _____ its agents and employees from any and all liability, claims or demands arising out of negligent acts or omissions by the students or employees of CABELL while engaged in the above designated program, or programs including the defense of claims or lawsuits arising out of such negligent acts or omissions, to the extent permitted by the laws of the State of West Virginia.

Prior to commencement of the training activity, CABELL will have in place insurance in effect on behalf of CABELL for public liability and property damage.

Also, prior to commencement of the training activity, CABELL will require participating students to have medical insurance.

While in the training activity, students shall: dress and conduct themselves in an appropriate manner, observe the established work hours with any alterations or absences from these hours cleared through the Job Coach and proper notification made to the business and appropriate school officials.

NAME OF ORGANIZATION _____

ADDRESS _____

CITY/STATE/ZIP _____

BUSINESS REPRESENTATIVE

DATE

CABELL COUNTY BOARD OF EDUCATION DESIGNEE

DATE

White - Job Developer
Yellow - Business

APPENDIX ¹⁶ 3

**COMMUNITY BASED EDUCATION PROGRAM
BUSINESS TRAINING AGREEMENT**

**Cabell County Schools has permission to use our business, _____,
located at _____, as a Community Based Education site.**

**The high school students will rotate training sites as necessary. A Job
Coach will accompany the students while at the training site as needed.
Transportation will be provided by the school system. The student's training
schedule will coincide with the school calendar and activities.**

**The students will not be paid while participating in the CBE training
program. I understand and give permission for photos and videos to be taken
for educational and publicity purposes.**

Supervisor: _____ Phone: _____

Other Comments: _____

Business' Representative's Signature

CBE Job Developer's Signature

Date

**Job Developer-White
Business-Yellow**

9/95

APPENDIX H

TRANSITIONAL WORK ARRANGEMENTS BUSINESS AGREEMENT

The Cabell County Public School System has permission to use our business,

_____, located at _____, as a
_____ address _____ city _____ state _____ zip
Transitional Work Arrangement site. The Job Developer or Job Coach, employees of Cabell
County School System, will visit the training site and will collect the job performance
evaluation of the student every six weeks. Support or intervention services will be available
to the student at the training site on an as needed basis. These services will be provided by
the Job Coach or Job Developer.

The student's work schedule will coincide with the school calendar and activities. They
are not required to work when school is not in session; however, alternative arrangements
may be made between the student and the business to work on days that school is not in
session.

I understand and give my permission for photos and videos to be taken for educational
and publicity purposes.

Student: _____

School: _____

Job Title: _____

Wage: _____

Supervisor: _____

Phone: _____

Work Schedule(Days/Hours): _____

Other Comments: _____

Business Representative's Signature

Job Developer's Signature

Date

Job Developer - White
Business - Yellow

Job Coaching Forms

Transition to Independence Grading Period Summary

STUDENT _____ TEACHER/JOB COACH _____

SCHOOL _____ DATE _____

GRADING PERIOD _____ H.S. MONITORING TEACHER _____

STUDENT'S PROFILE

	%		%
Dependability		Attention Span	
Self-Confidence		Work Quality	
Cooperation		Job Tolerance	
Initiative		Retaining Instructions	
Appropriate Conduct		Appropriate Work Attire	
Work Quantity		Appropriate Work Appearance	

TOTAL DAYS ABSENT _____ GRADING PERIOD AVERAGE _____

****** Points for attendance are calculated into the overall grade ******

SUMMARY:(Strengths) _____

(Weaknesses) _____

TWA _____ CBE _____

EVALUATION

_____ SIX WEEKS

STUDENT _____

SCHOOL _____

TRAINING SITE _____ ADDRESS _____ PHONE _____

TRAINING SUPERVISOR _____ JOB COACH _____ COURSE # _____ CREDIT _____

* PLEASE CHECK THE CATEGORY THAT BEST DESCRIBES THE STUDENT'S PERFORMANCE USING THE SCALE BELOW.

A=Very Good (94-100) B=Good (86-93) C=Average (78-85) D=Fair (70-77) F=Poor (0-69)

JOB PERFORMANCE RATING FACTORS	A 5.0	B 4.5	C 4.1	D 3.7	F 3.3
I. APPEARANCE					
APPROPRIATE CLOTHING	_____	_____	_____	_____	_____
GOOD PERSONAL HYGIENE & GROOMING	_____	_____	_____	_____	_____
II. WORK BEHAVIOR AND ATTITUDE					
PUNCTUAL/DEPENDABLE	_____	_____	_____	_____	_____
ENTHUSIASTIC	_____	_____	_____	_____	_____
FOLLOWS INSTRUCTIONS/DIRECTIONS	_____	_____	_____	_____	_____
SHOWS INITIATIVE	_____	_____	_____	_____	_____
SHOWS INTEREST IN WORK	_____	_____	_____	_____	_____
STRIVES TO IMPROVE	_____	_____	_____	_____	_____
RESPONDS WELL TO CORRECTIVE FEEDBACK	_____	_____	_____	_____	_____
USES TIME WISELY/ABLE TO STAY ON TASK	_____	_____	_____	_____	_____
ACCEPTABLE WORK QUALITY	_____	_____	_____	_____	_____
ADEQUATE WORK RATE	_____	_____	_____	_____	_____
HONEST/TRUSTWORTHY	_____	_____	_____	_____	_____
SAFETY CONSCIOUS	_____	_____	_____	_____	_____
ADJUSTS WELL TO CHANGES IN ROUTINE	_____	_____	_____	_____	_____
III. SOCIAL BEHAVIOR					
FRIENDLY	_____	_____	_____	_____	_____
CONSIDERATE OF OTHERS	_____	_____	_____	_____	_____
ACTS RESPONSIBLY	_____	_____	_____	_____	_____
SELF-CONFIDENT	_____	_____	_____	_____	_____
GOOD INTERPERSONAL SKILLS	_____	_____	_____	_____	_____
SUBTOTAL IN ALL CATEGORIES	_____	_____	_____	_____	_____

GRADE EQUIVALENT _____ TOTAL SCORE _____

COMMENTS: PLEASE LIST THE STUDENT'S STRENGTHS AND/OR WEAKNESSES.

MAY THIS STUDENT USE YOUR NAME AS A FUTURE REFERENCE? _____ YES _____ NO

EVALUATOR

DATE

JOB DEVELOPER

DATE

STUDENT

DATE

WHITE - JOB DEVELOPER; YELLOW - SPECIAL EDUCATION TEACHER; PINK - STUDENT



1ST SEMSTER MONITORING TEACHER SURVEY

LILLIANNE M. DENT

JANUARY 1996

STUDENT NAME

MONITORING TEACHER

1. I FEEL THE MOST IMPORTANT THING I CAN DO AS THE MONITORING TEACHER OF A STUDENT WITH A DISABILITY IS:

2. THE HARDEST PART OF PARTICIPATING IN THE PLACE/TRAIN TRANSITION PROGRAM FOR THIS STUDENT IS:

3. THE MOST VALUABLE PART OF THE PLACE/TRAINING PROGRAM FOR THIS STUDENT IS:

4. THE ONE THING I WOULD DO IN THE TRANSITION PROGRAM THAT IS NOT BEING DONE NOW IS:

5. I SEE MY ROLE IN PLANNING FOR THIS STUDENT'S FUTURE CAREER AS:

6. THE PART OF PLACE/TRAIN THIS STUDENT ENJOYS MOST IS:

1ST SEMSTER PARENT SURVEY

JANUARY 1996

1. I FEEL THE MOST IMPORTANT THING I CAN DO AS THE PARENT OF A STUDENT WITH A DISABILITY IS:

2. THE HARDEST PART OF THE PLACE/TRAIN TRANSITION PROGRAM FOR MY SON/DAUGHTER IS:

3. THE MOST VALUABLE PART OF THE TRANSITION PROGRAM FOR MY SON/DAUGHTER IS:

4. THE ONE THING I WOULD DO FOR MY SON/DAUGHTER IN THE TRANSITION PROGRAM THAT IS NOT BEING DOING NOW IS:

5. I SEE MY ROLE IN PLANNING FOR MY SON/DAUGHTER'S FUTURE CAREER AS:

6. THE PART OF PLACE/TRAIN MY SON/DAUGHTER ENJOYS THE MOST IS:

PARENT'S SIGNATURE

STUDENT NAME

1ST SEMESTER STUDENT SURVEY

JANUARY 1996

LILLIANNE M. DENT, TEACHER

PLACE/TRAIN PROGRAM

STUDENT NAME

MONITORING TEACHER

1. I FEEL THE MOST IMPORTANT THING I MUST DO TO GET READY TO GO TO WORK AFTER HIGH SCHOOL IS:

2. THE HARDEST PART OF BEING IN THE PLACE/TRAIN PROGRAM FOR ME IS:

3. THE MOST IMPORTANT PART OF BEING IN THE PLACE/TRAIN PROGRAM FOR ME IS:

4. THE ONE THING I THINK WE SHOULD BE DOING TO HELP ME GET READY FOR MY FUTURE CAREER IN THE PLACE/TRAIN PROJECT THAT WE ARE NOT DOING NOW IS:

5. THE PLACE I WOULD MOST LIKE TO WORK AFTER I GRADUATE IS:

6. THE PART OF PLACE/TRAIN THAT I ENJOY THE MOST IS:

PLACE TRAIN BUSINESS SITE SURVEY MAY 1995

Please take a few minutes and fill out this survey so that we can make any improvements possible to our program as we approach the 95-96 school year. **Your input is crucial.**

1. What do you feel has been the biggest benefit to your business relative to being involved with the Place/Train Program this year?

2. What has been the least beneficial aspect of your involvement?

3. What do the Teacher /Job Coaches need to do prior to entering specific businesses to train students?

4. What positive changes in the students have you noticed in general?

5. Any negative changes? _____

6. Can you think of any other things we can add to the program to enable the students to gain more employability skills? _____

7. What kinds of feedback have you gotten from your employees about having the students train in your business? _____

8. Has the newsletter helped you feel more a part of the program? _____

9. Are you comfortable with the level of involvement you have with the students? (for example, orientation, filling out applications, assigning tasks, etc.)

10. YOU ARE WONDERFUL! THANKS TO YOU, STUDENTS ARE GROWING AND PREPARING THEMSELVES FOR THEIR LIFE'S CAREER!

NAME OF BUSINESS _____

NAME OF MANAGER _____

DATE _____

Supervisory Forms

AM	NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
walk. 8:20 bus		Big Bear Deli	Big Bear Deli	Hills	Big Bear Deli	Hills
		City Hall	Red Cross	St. & Th.	Bob Evans	CHH
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		Peyton Elem.---	-----	-----	-----	----->
8:45 bus					CHH	CHH
					CHH	CHH
			Bob Evans	Bob Evans		
			Bazaar			Bazaar
				Ronk's	Ronk's	
			Goodwill		Goodwill	
8:20 bus				Hills 5th St		Hills 5th
8:15 bus				Wal-Mart		Wal-Mart
8:15 bus		Stone & Thomas	Stone & Thomas	Stationer's 5th Ave.	Stone & Thomas	Stationer's 5th
9:15 bus (T/TH); 8:45 bus (F)			Lucy's Attic	Bob Evans	Lucy's Attic	St. & Thomas Salon
Walk				Big Bear Bakery		Big Bear Bakery
11:05 bus		Olive Garden PM	Olive Garden PM	Olive Garden PM	Olive Garden PM	Olive Garden PM
8:45 bus		Mariner Nursing Home		Mariner Nursing Home		
TTA Dial-a-ride		VA Med. Center	VA Med. Center			
Aide transport		MU Library	WMUL	MU Library	WMUL	MU Lib.
Parent transport T/TH		CHH	VTC	MU Fac. Maint.	CHH	MU Fac. Maint.
8:00 bus		Wal-Mart	Wal-Mart	"	Wal-Mart	"
8:00 bus		"	"	"	"	"
11:40 bus		City Hall	Fruth Pharmacy	St. & Thomas	McDonalds Hal Greer	CHH
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
Student has transportation		Fairhaven Nursing Home---	-----	-----	-----	----->
11:20 bus; ride TTA home		Ocean Graphics--	-----	-----	-----	----->
12:00 TTA bus		MU-Pre-school---	-----	-----	-----	----->

APPENDIX 8



AM	NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		Fas Chek	Michaels	Fruth	McDonalds Mall	St. & Thomas
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		Holiday Inn Gateway----	----- --	----- --	----- --	-----> --
AM & PM						
		TSI PM	Valu City AM	TSI PM	Valu City AM	
		"	"	"	"	
		"	"	"	"	
PM Only						
		ECCHO		ECCHO		
		TSI	B'ville Lib. PM	TSI	B'ville Lib.	B'ville Lib.
		Wal-Mart	Best	Wal-Mart	Best	Wal-Mart
		Triax Cable	Best	Triax Cable	Best	Triax Cable
		Landscape Work----	-----	-----	-----	----->
		Wal-Mart	Best	Wal-Mart	Best	Wal-Mart
		Nichols Elem.-----	-----	-----	-----	----->
		Triax Cable	Fruth	Triax Cable	Fruth	Fruth
		Fruth	Michael's	Save Alot	Stone & Thomas	Long John Silvers
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		"	"	"	"	"
		B'ville Vet. Home	-----	-----	-----	----->
		Super Cut & Curl----	-----	-----	-----	----->
		Wal-Mart	Best	Wal-Mart	Best	Wal-Mart
		Keaton's	Body Shop	-----	-----	----->

Transition To Independence Program

SCHOOL _____

DATE OF BIRTH _____

STUDENT NAME _____

BEG. DATE / PHASE								
LOCATION								
BEG. WAGE RATE / DATE								
FINAL WAGE RATE / DATE								
DATE PHASE COMPLETED								
SUMMARY OF STRENGTHS / WEAKNESSES								
RECOMMENDATIONS								
EVALUATOR'S SIGNATURE								

INDICATE WHICH PHASE STUDENT IS PARTICIPATING IN AT TOP OF EACH COLUMN:
 WORK ADJUSTMENT (WA)
 COMMUNITY BASED ED. (CBE)
 TRANSITIONAL WORK ADJUSTMENT (TWA)

ATTACH STUDENT PERFORMANCE SHEETS, SIX WEEK EVALUATION SHEETS, AND/OR ANY OTHER PERTINENT INFORMATION RELATING TO TRAINING PHASES.

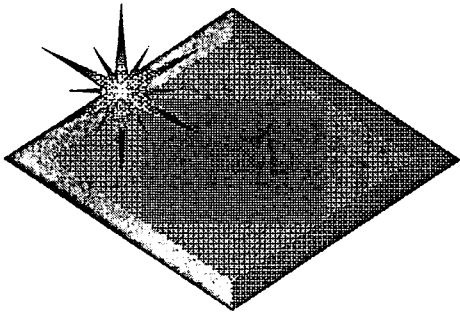
DRAW A VERTICAL RED LINE TO INDICATE END OF PARTICULAR PHASE

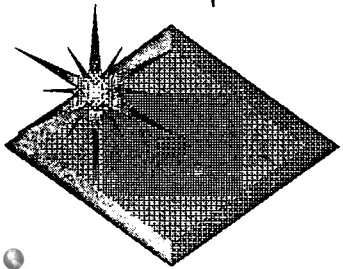
COPIES WILL BE DISTRIBUTED AT END OF FINAL TRAINING PHASE:
 WHITE: RECEIVING AGENCY
 YELLOW: JOB DEVELOPER
 PINK: PARENT/STUDENT



*Transition to Independence
Program*

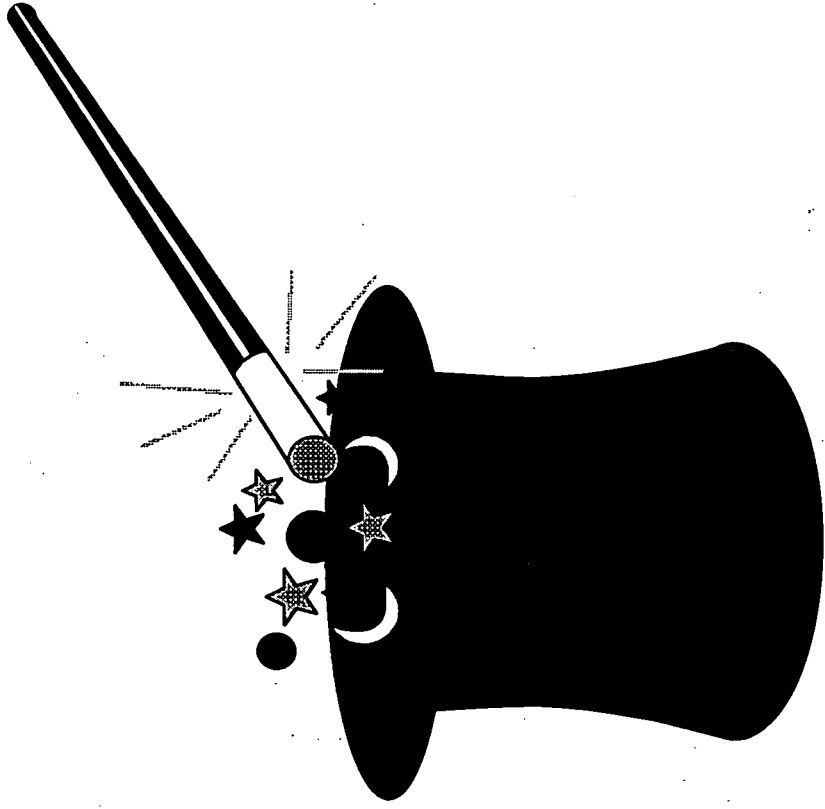
Cabell County Schools
Huntington, WV

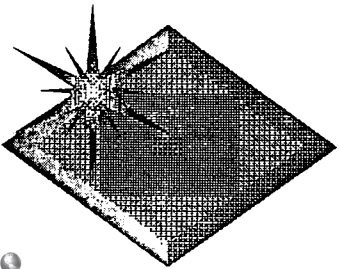




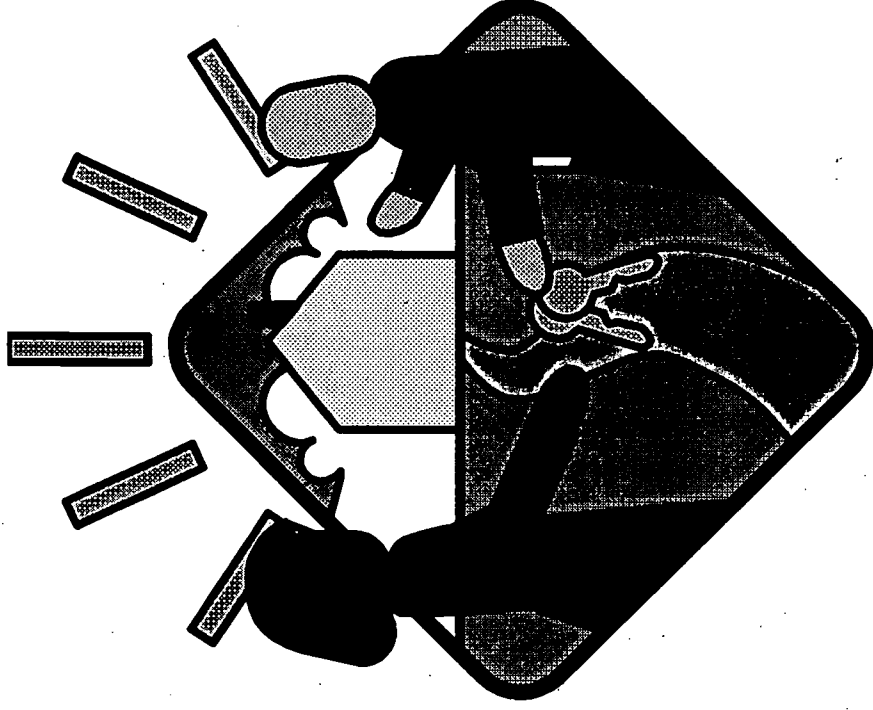
Putting Magic Into Learning

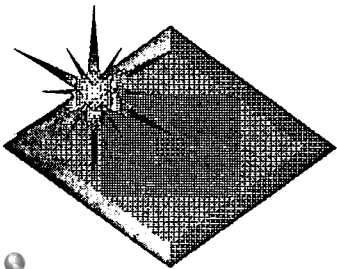
- ◆ IT TAKES MORE THAN JUST A WAVE OF A MAGIC WAND....





◆ IT TAKES THE
TEAM WORK OF
THE STUDENT,
FAMILY,
EDUCATION AND
BUSINESSES TO
PREPARE
STUDENTS FOR
LIFE IN THE REAL
WORLD.





Transition to Independence

◆ Presenters:

◆ Job Development:

Jack DeFazio

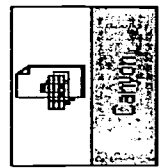
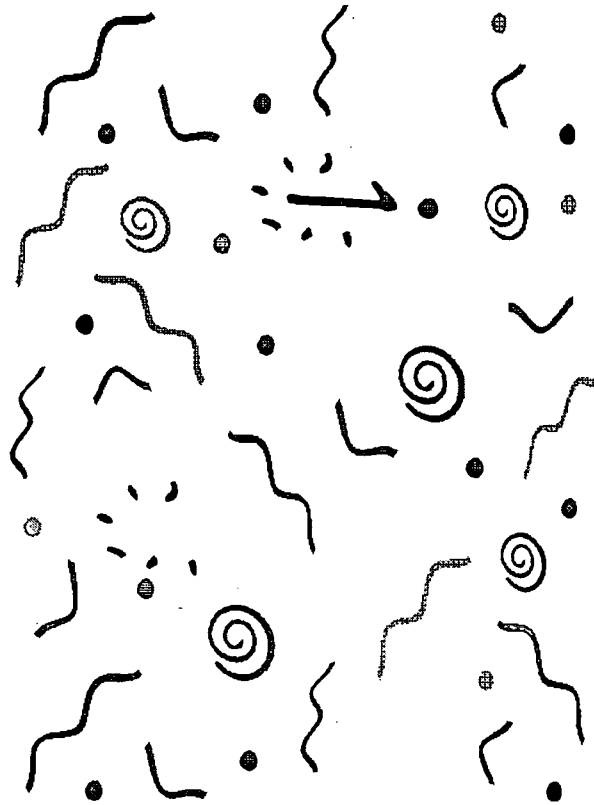
◆ Job Coaching:

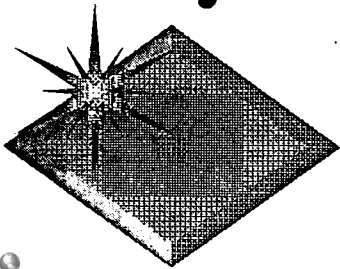
Lillianne Massey

Dent

◆ Supervision:

Ellenda Ward

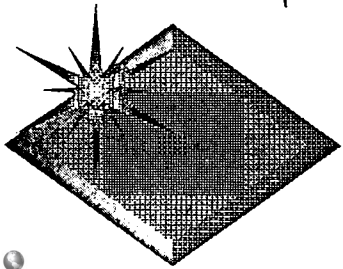




JOB DEVELOPMENT

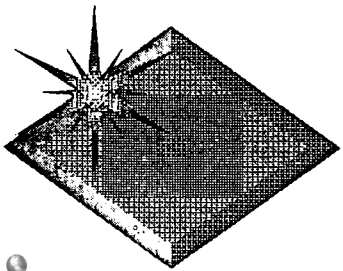
- ◆ Creates opportunities for students to apply academic training in a real work situation.





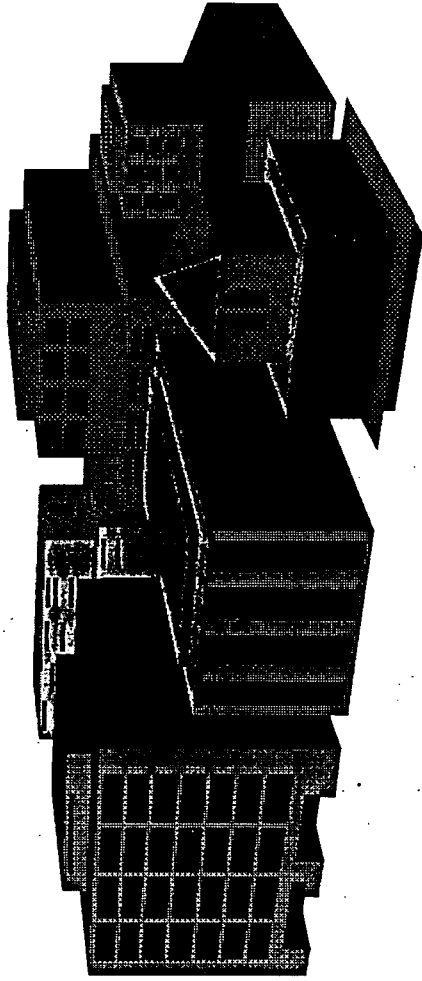
TRANSITION TO INDEPENDENCE

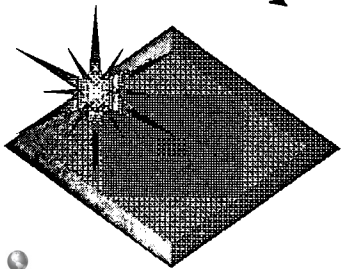
- ◆ THREE PHASES TO PREPARE
STUDENTS FOR THE REAL WORLD:
 - ◆ Place/Train
 - ◆ Community-Based Education
 - ◆ Transitional Work Arrangements



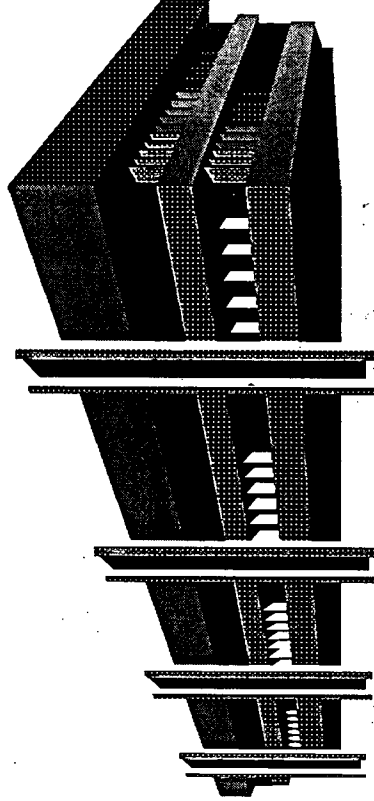
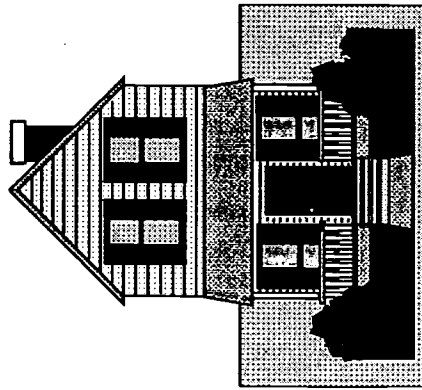
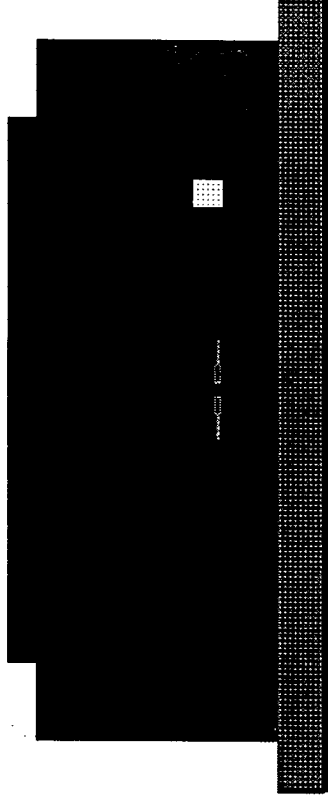
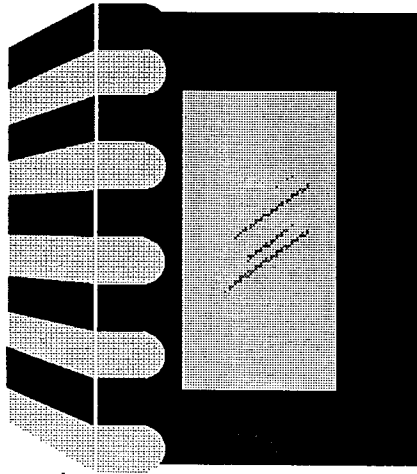
Venues of Transition Activities

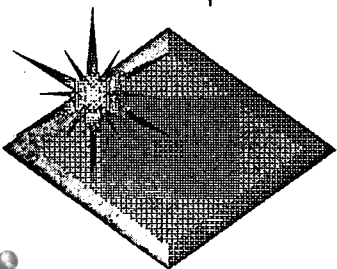
- ◆ Strip malls
- ◆ Closed malls
- ◆ Individual businesses
- ◆ Industrial parks



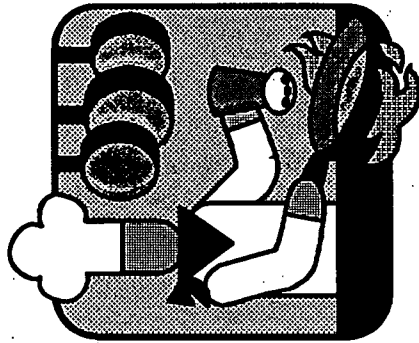
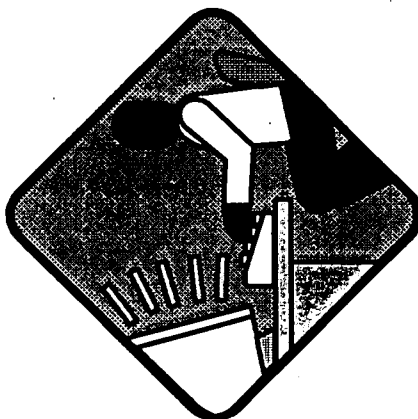
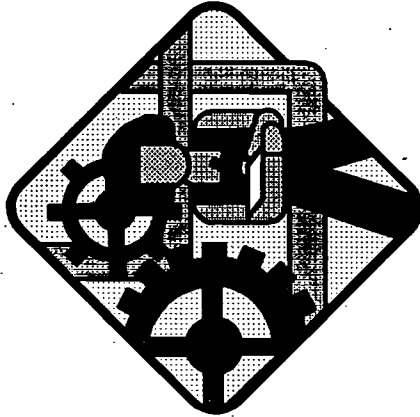
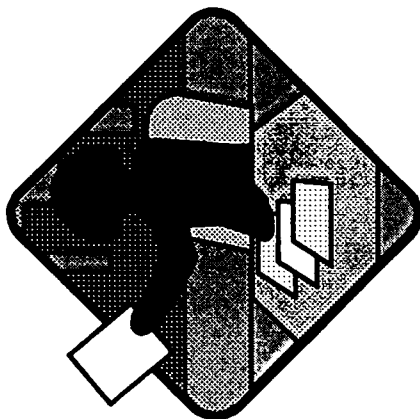


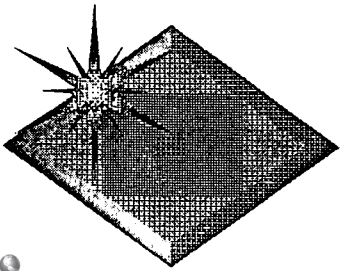
*Opportunities exist in either
small towns or large cities*





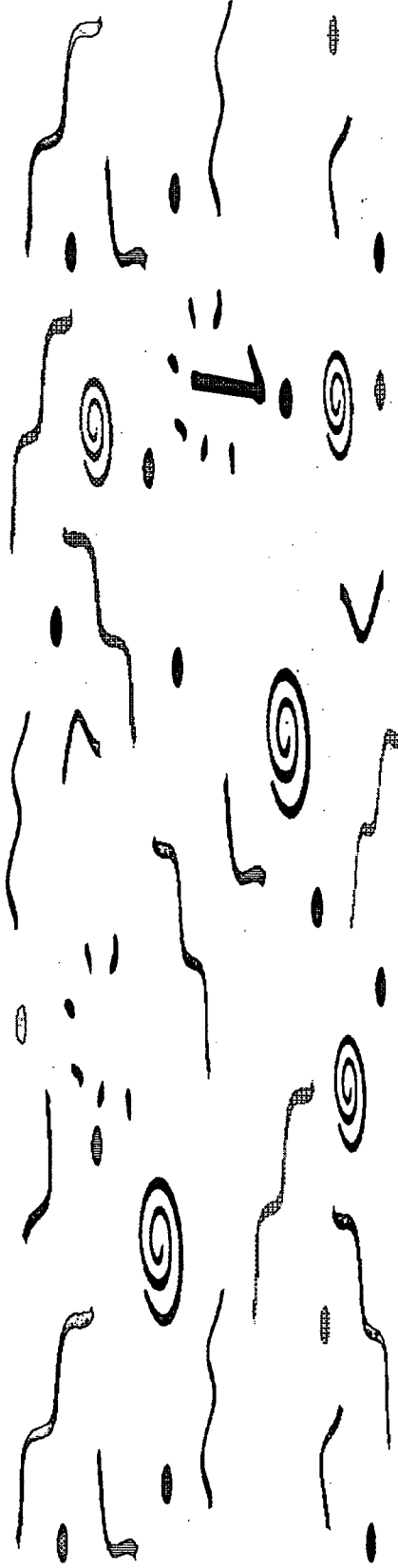
Matching Students Interests

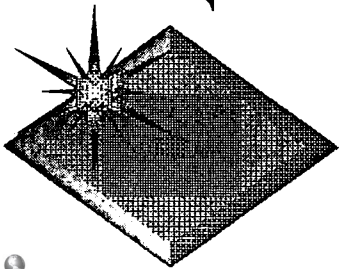




Training sites offer:

- ◆ the students a variety of training tasks
- ◆ regular evaluation and performance reviews of the student's progress.

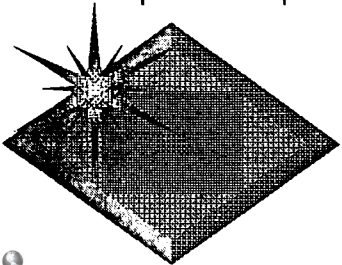




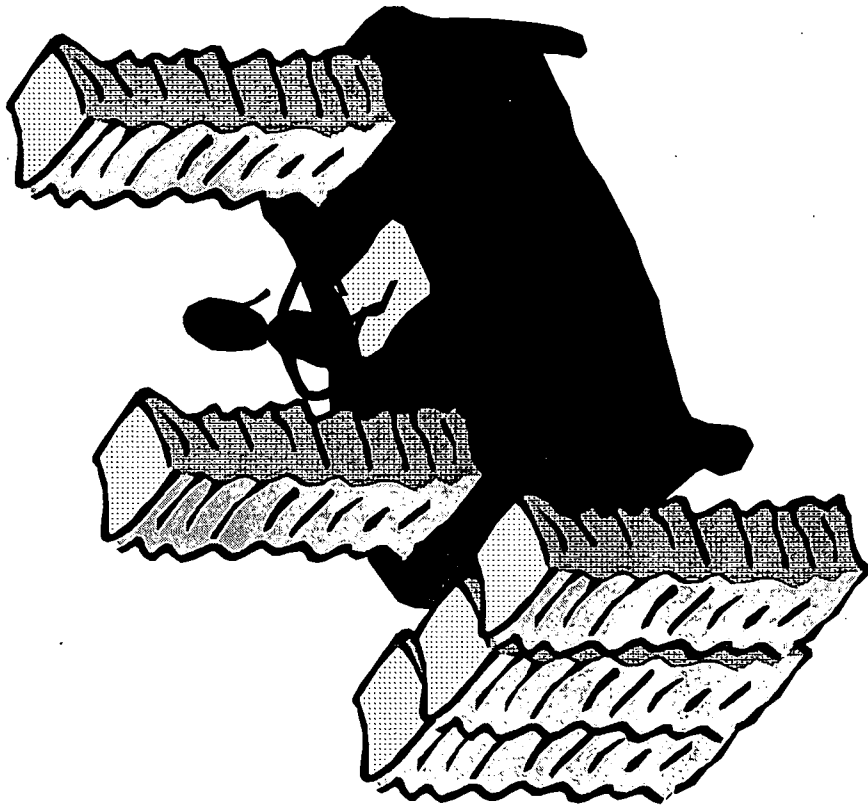
Acquiring Participation



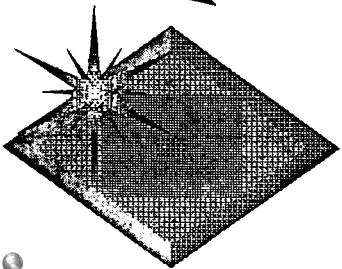
- ◆ Parent Permission
- ◆ Business Agreements
- ◆ Hold Harmless



REAL WORLD TRAINING EXPERIENCES

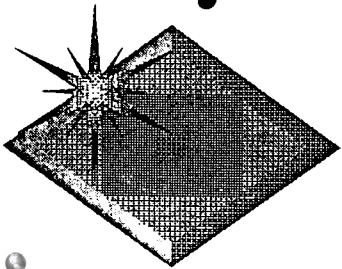


- ◆ Students learn to be:
 - ◆ productive
 - ◆ responsible
 - ◆ dependable



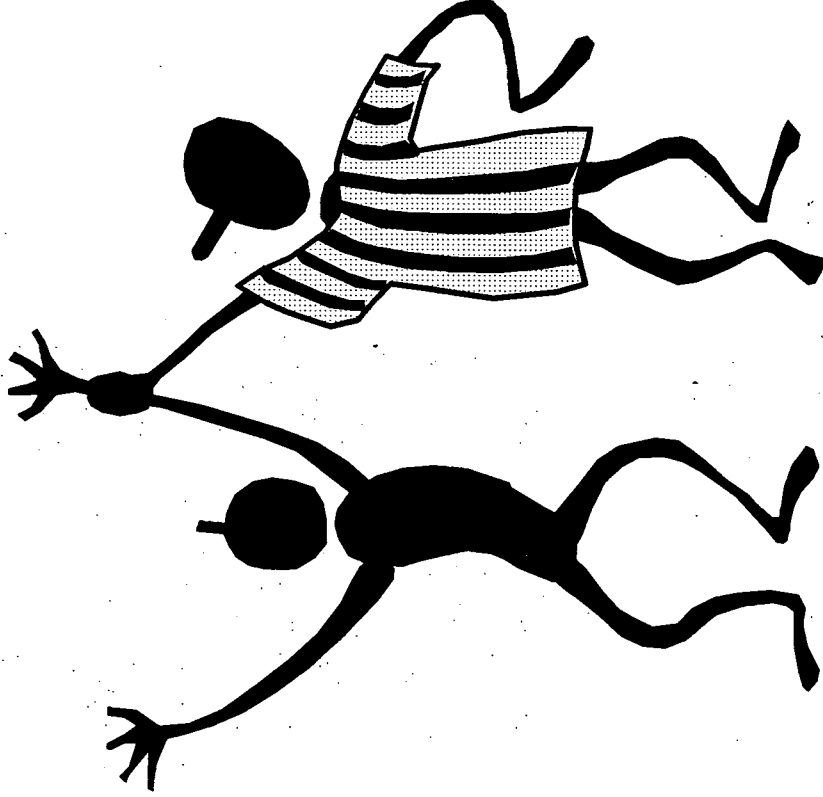
Self Advocacy

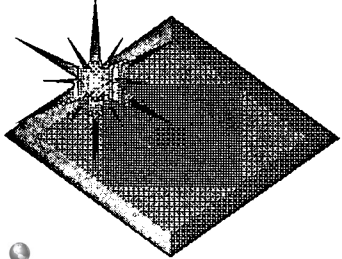
- ◆ Teaching students how to make choices allows them to develop:
 - ◆ initiative
 - ◆ direction
 - ◆ good work habits
 - ◆ appropriate social skills in the work place



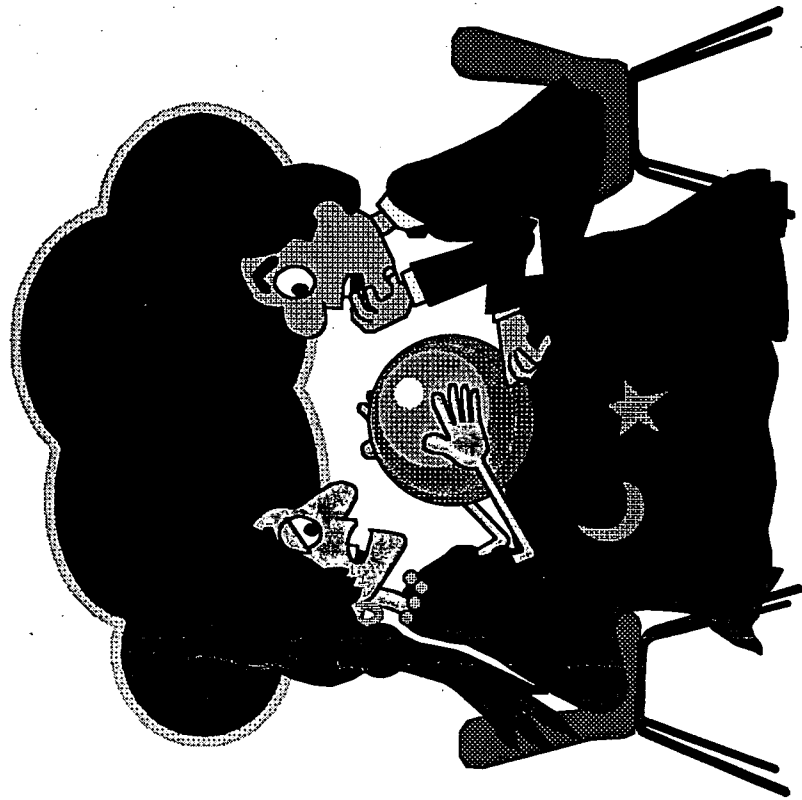
JOB COACHING

- ◆ Gives the student individual attention and support as needed.

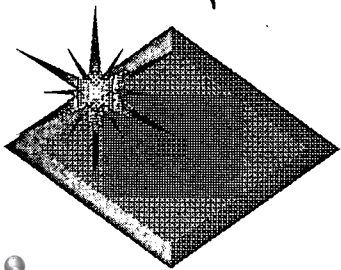




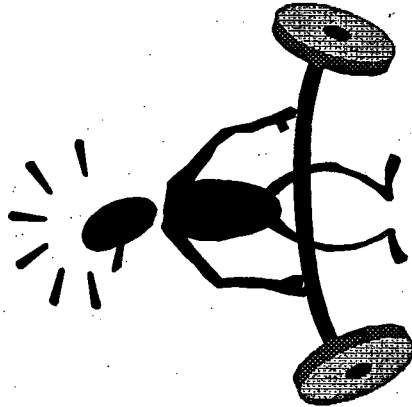
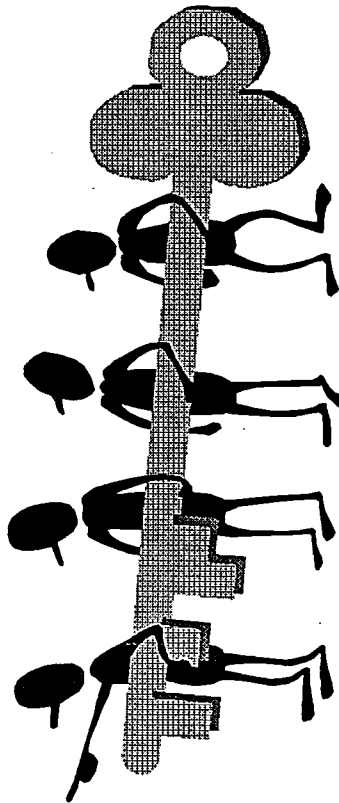
Teaching a Strong Work Ethic...

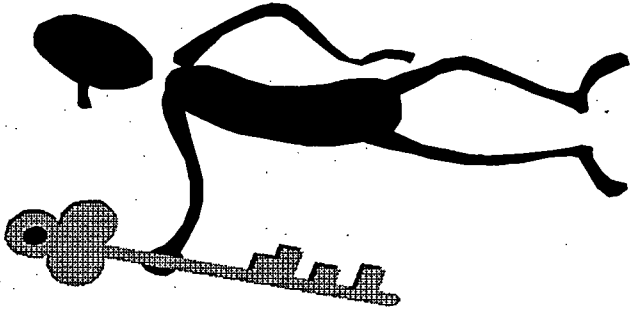
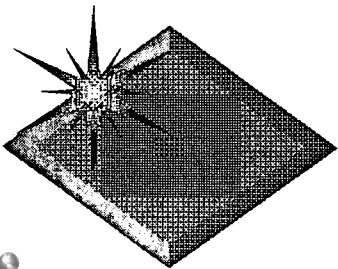


◆ is more than
just fortune
telling!

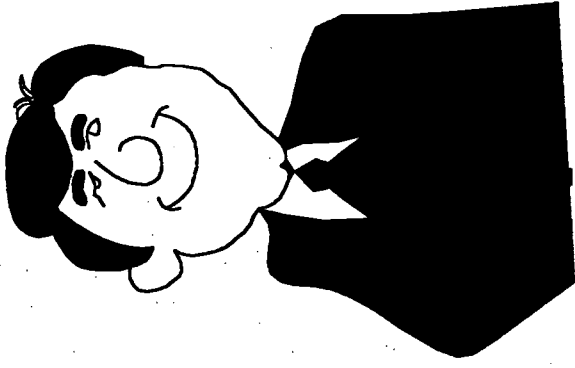
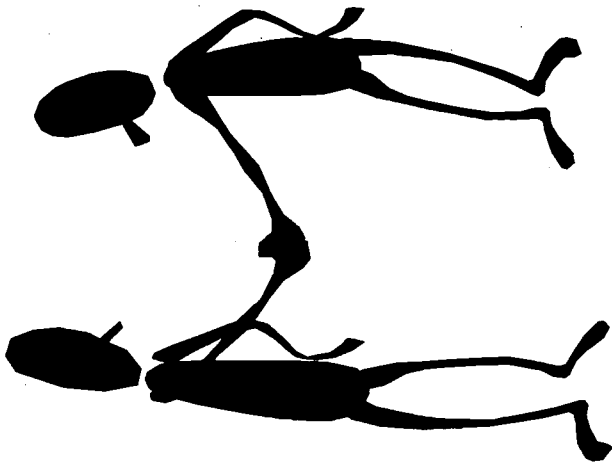
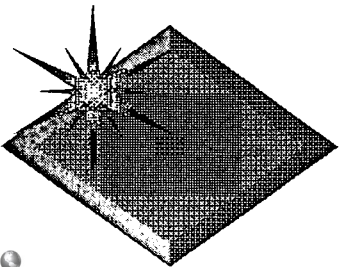


Place/Train Progression



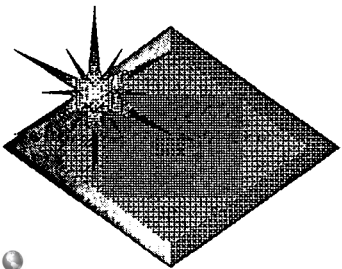


- ◆ Tasks are assigned so ..which in turn
students learn to develops
retain instructions... dependability!



◆ Eye contact and a firm handshake are a must!

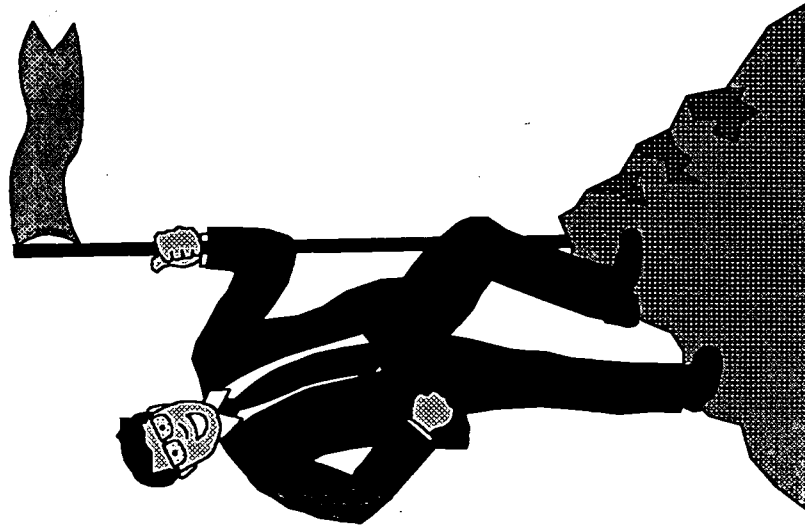
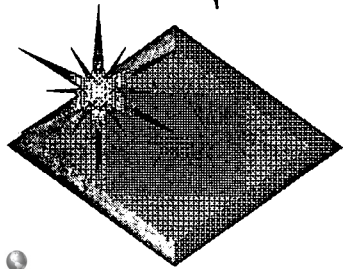
We stress appropriate work attire and appearance.



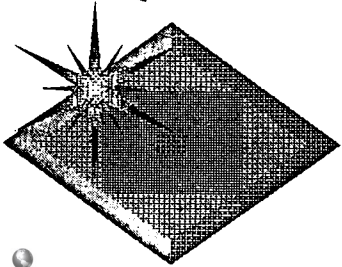
- ◆ Training experiences help students set higher expectations and reach greater levels of productivity.



TRANSITION TO INDEPENDENCE IS STUDENT DRIVEN!

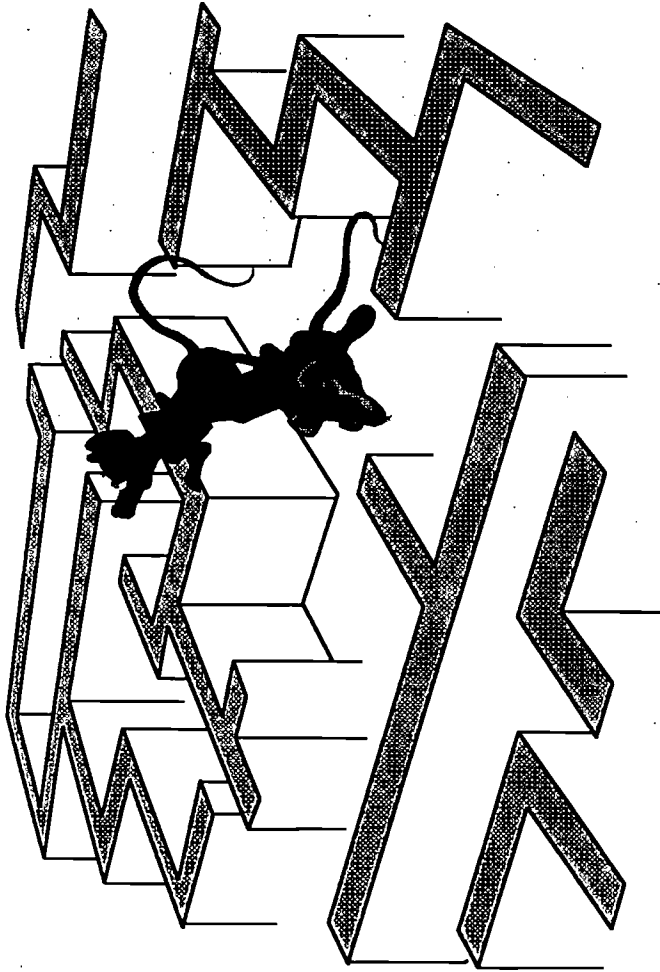


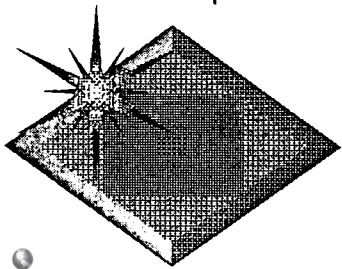
- ◆ individualized plan
- ◆ focuses on the student's interests
- ◆ maximizes the student's abilities



SUPERVISION OF THE TRANSITION PROGRAM

- ◆ It takes teamwork to figure out the maze of life.

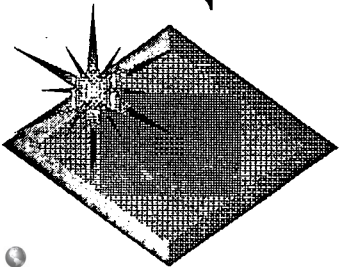




Members of the Team

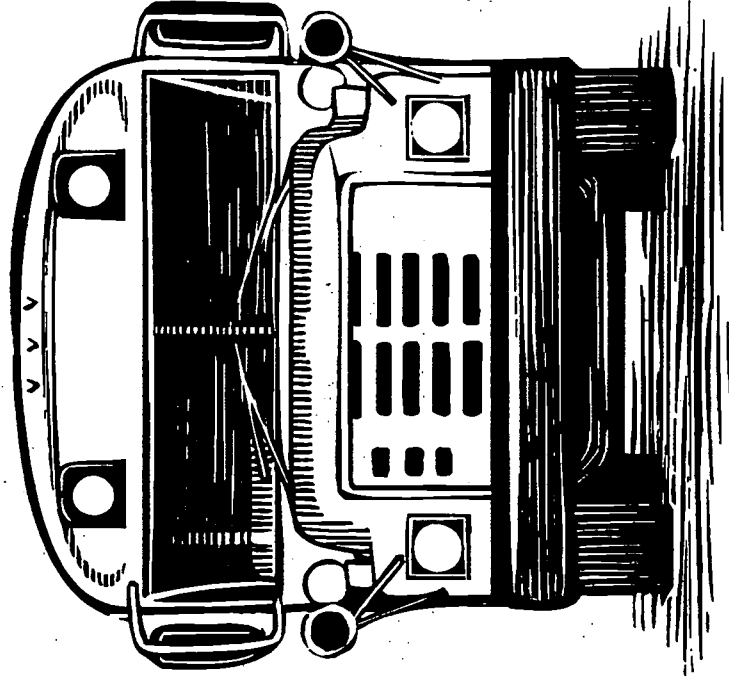


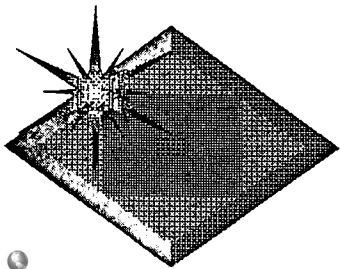
- ◆ Students
- ◆ Teachers, Job Coaches, Job Developers
- ◆ Education and Business Supervisors, Bus Drivers



Activities of the program

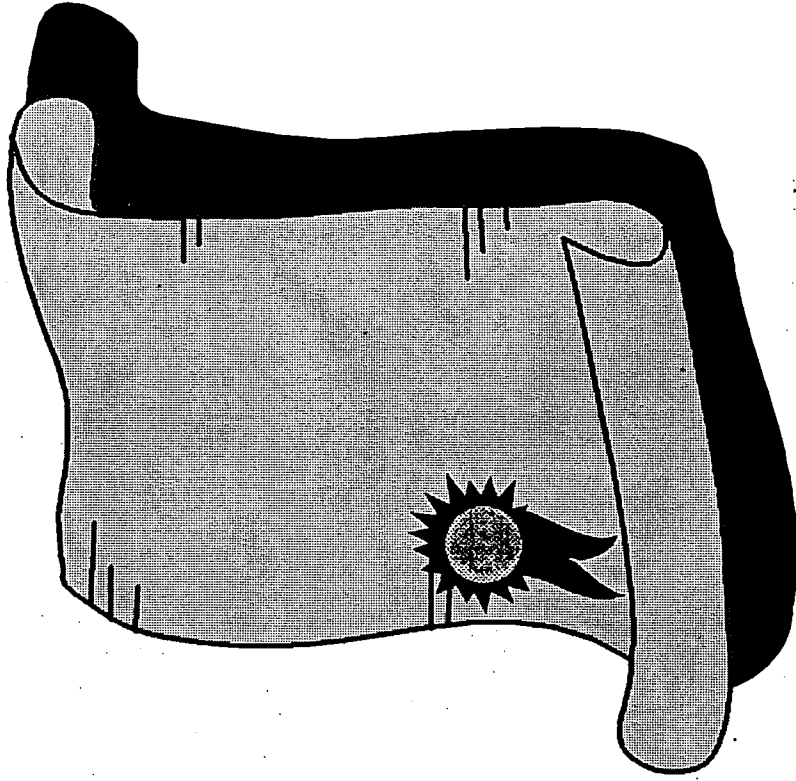
- ◆ Coordination of:
 - ◆ business sites
 - ◆ transportation
 - ◆ students
 - ◆ job coaches
 - ◆ funding
 - ◆ advisory committee

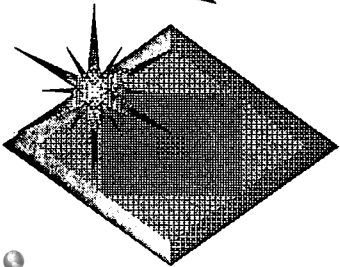




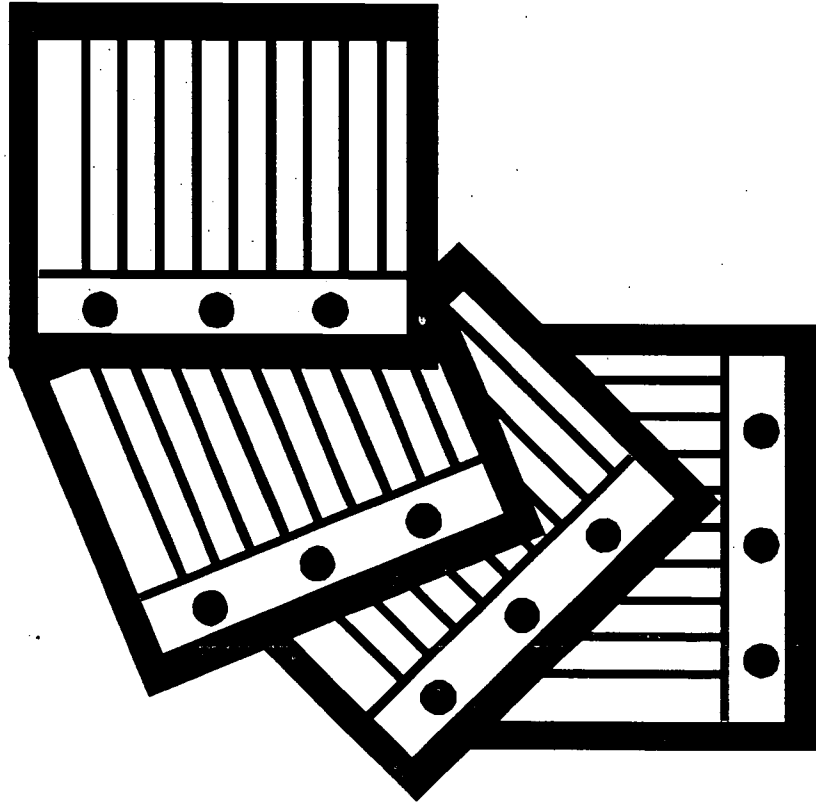
Celebrating Successes

- ◆ Recognition of:
- ◆ Businesses
- ◆ Students
- ◆ Staff

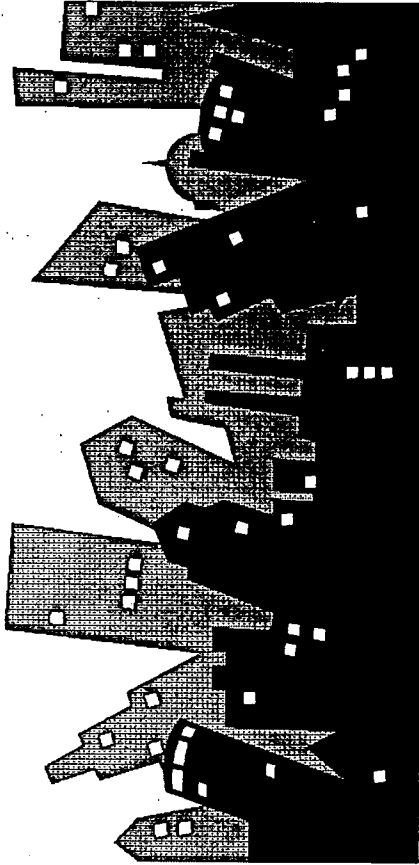
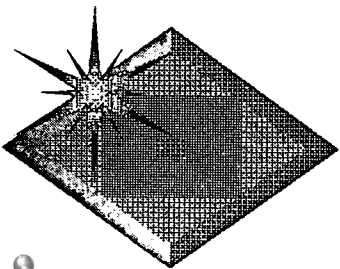




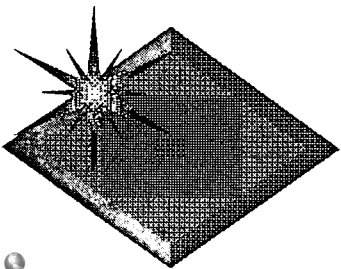
Student Portfolio



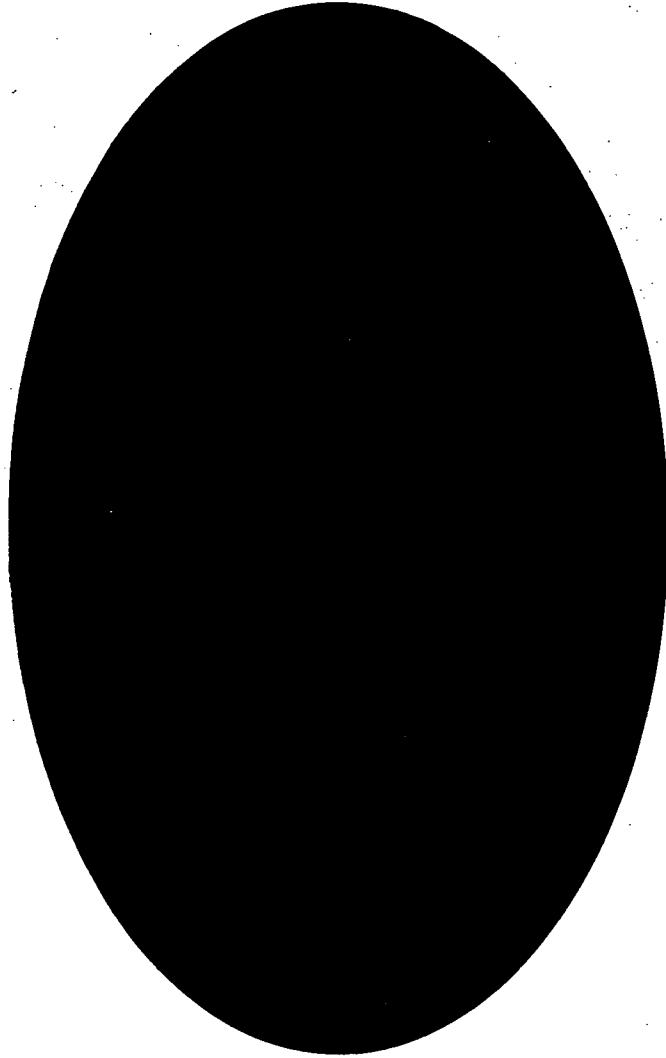
- ◆ The Transition to Independence Program incorporates the student's:
 - ◆ individualized transition plan...



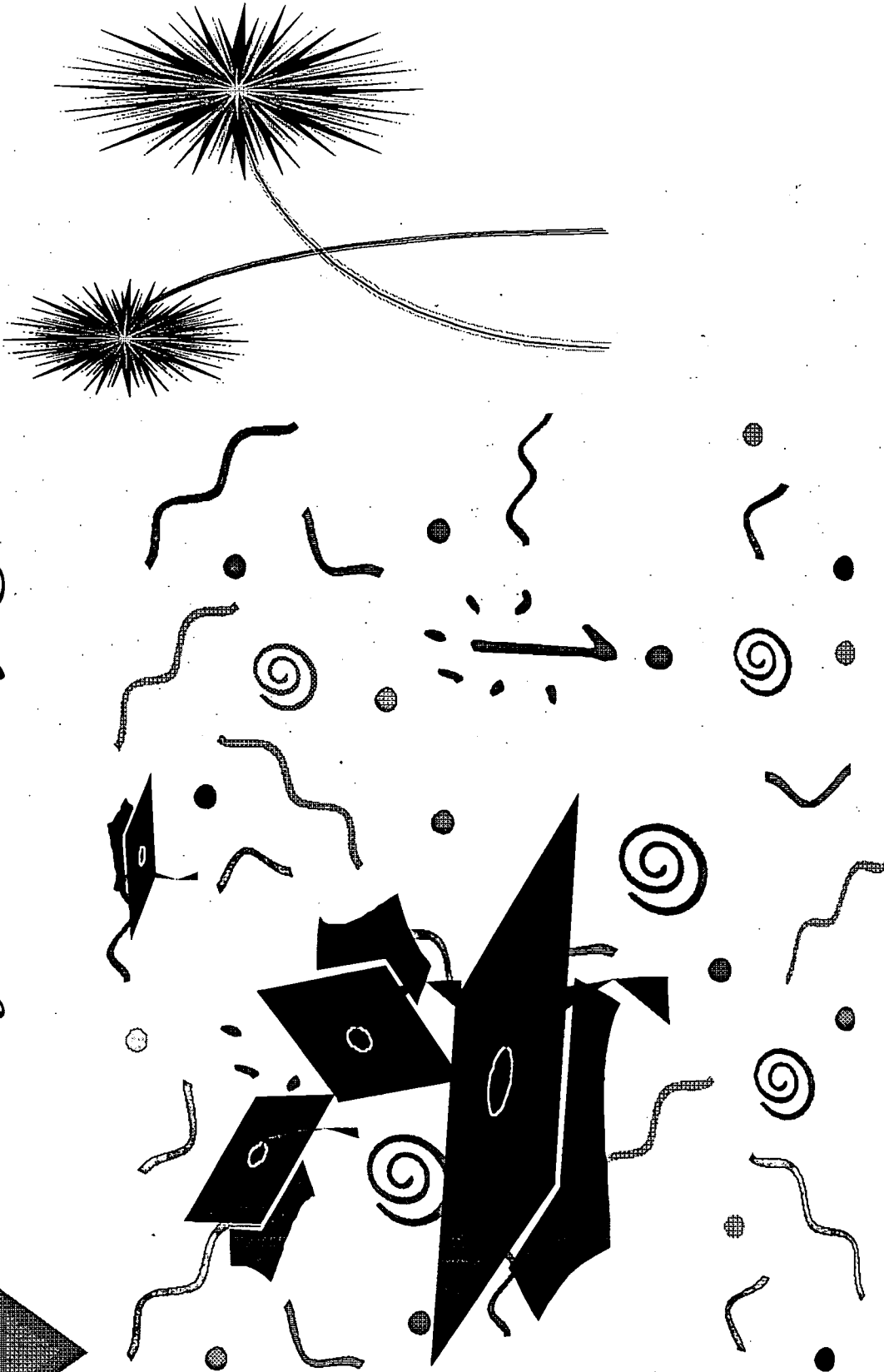
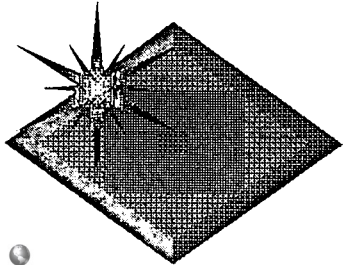
- ◆ training opportunities in the business community,
- ◆ access to community agencies...



*To prepare them for the
world after high school*



*The Finished Product...
a job ready graduate.*



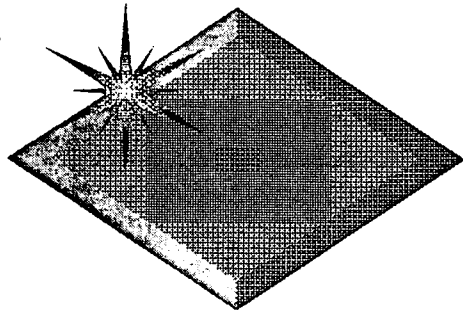
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