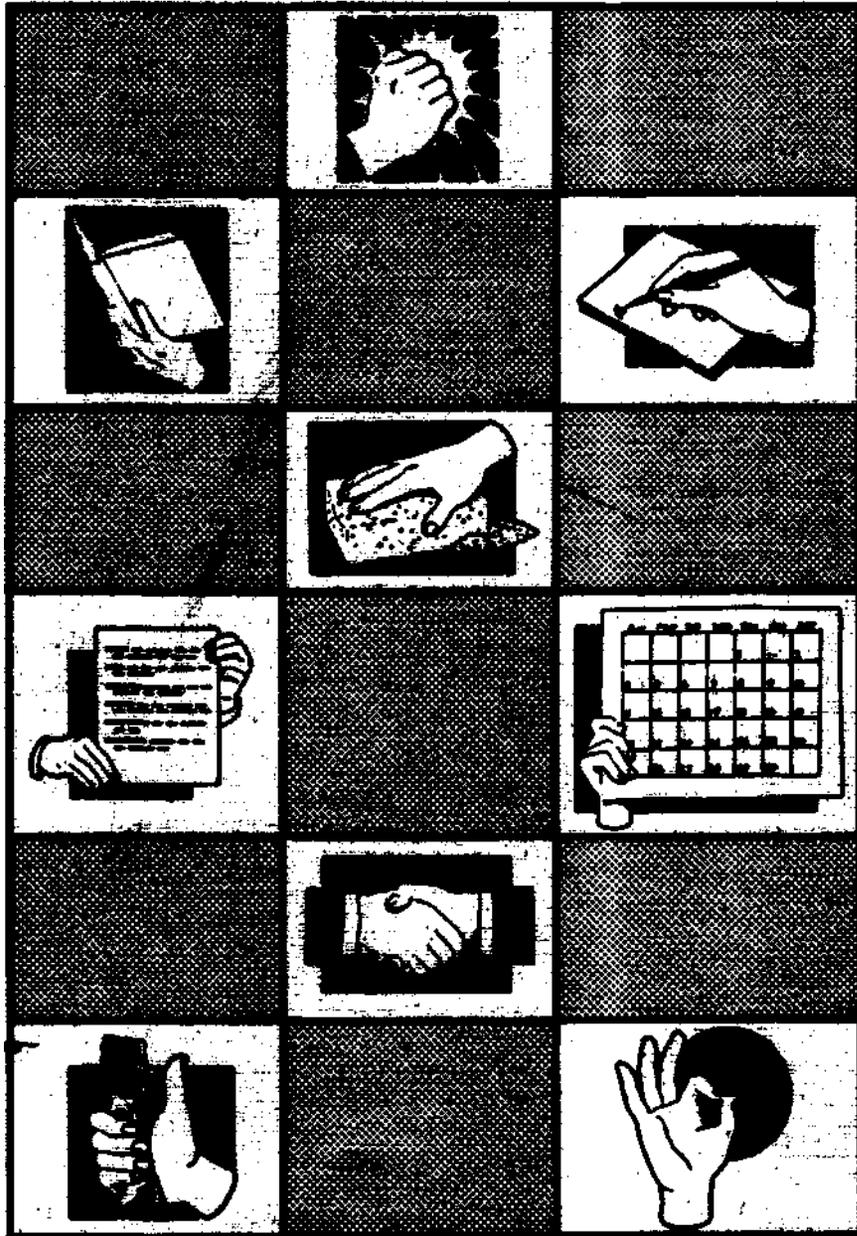


**THE SUPPORTED WORK MODEL
OF COMPETITIVE EMPLOYMENT
FOR CITIZENS WITH SEVERE HANDICAPS:
A GUIDE FOR JOB TRAINERS**

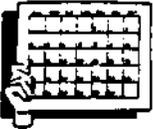


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February, 1985

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We are particularly grateful to the assistance provided by Paul Wehman, RRTC Director, and to Janet Hill and Mark Hill, Directors of the RRTC Research and Employment Services Divisions, respectively. The material in this guide is based on the earlier and on-going work of these three "pioneers". Credit for initially conceptualizing this process must be given to Paul and Janet. In turn, Mark is responsible for development of most of the corresponding forms provided herein. All three have worked together to continually update and refine the idea and the methodology.

The job trainers who have worked on Project Employability and the RRTC Employment Services Division have also contributed directly to the development of this guide. Former job trainers Julian (Buck) Pentecost and Cynthia Ponder spent many hours "talking through" the process with us. Buck was particularly helpful in drafting the chapter on job site training, especially the section on advocacy. Suggestions from Pam Pendleton, Connie Britt, and Rhonda Eller were also included.

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An Introduction to the Use of this Manual

This manual has been developed for persons who are directly-involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center. The manual is in no way meant to be an all inclusive source of information on the supported work model of training competitive employment to citizens who are mentally retarded. It is simply a procedural guide for professionals who wish to implement this job training approach. Readers are encouraged to refer to the resource guide in the back of this manual for other sources of information.

Readers should also note that there are many approaches to training citizens with disabilities, as well as many employment options other than competitive jobs. By competitive jobs we mean regular jobs in the community that are typically filled by nondisabled citizens and which pay at least minimum wage. Such jobs may or may not offer benefits and can be full or part-time positions. We often refer to competitive employment for citizens with moderate and severe retardation as "supported work" because clients who are placed into regular jobs receive intensive training and continual staff support for as long as necessary in order for them to maintain employment. Supported work or employment can also refer to other types of paid work which are not described in this manual such as sheltered enclaves, mobile work crews, special industrial programs, and other

creative approaches to improving paid job opportunities for the historically unemployed severely handicapped population.

A supported work approach to competitive employment involves highly structured job placement, individualized job site training after placement, and systematic methods for assuring job retention. This model is appropriate for large numbers of handicapped individuals in both school and community service programs and has proven to be a viable rehabilitation alternative for persons unable to gain entrance to traditional school vocational education or post-school rehabilitation agency sponsored training programs. In fact, many workers in regular jobs trained with a supported work approach were previously turned down by sheltered workshops or day activity centers.

The supported work model possesses several key features that distinguish it from other approaches to job placement. In contrast to less intensive job placement approaches such as the "job club" or selective placement, the supported work model relies on a comprehensive approach to job placement which actively deals with the non-work related factors that often stand as barriers to employment, e.g., parental concerns. Another key difference between a supported work approach and other approaches is the extensive application of job site training and advocacy procedures. This emphasis allows clients to be placed who do not possess all the necessary work or social skills required for immediate job success. This represents a significant departure from traditional placement approaches that require the client to be "job ready" before placement can occur and alternative approaches that train a client to a specific level of mastery within a training environment prior to a final placement.



Other distinguishing features of the supported work model are its commitment to long term assessment of client performance and delivery of job retention and follow-up services. In sharp contrast to rehabilitation programs that typically provide follow-up services for several months, clients within the supported work model may receive systematically planned job retention and follow-up services for many years after initial placement. Finally, the supported work model is perhaps unique in its identification of a single "job coordinator" or "job trainer" who is responsible for all facets of the placement, training, advocacy, assessment, and follow-up process. Rather than utilizing professional staff who specialize in a single aspect of the placement process, reliance upon a job coordinator greatly enhances continuity across all phases of the placement and follow-up process.

To date, we at Virginia Commonwealth University have used the supported work model to place and train over 150 clients into competitive jobs in the Richmond and Virginia Beach, Virginia metropolitan areas. The median measured intelligence quotients of these clients is 47 with a majority being labeled moderately mentally retarded. A significant number were denied entry into sheltered workshops and were evaluated by service agencies and determined to be "unemployable". Most of the jobs that our clients are holding involve food service and custodial work in hotels, hospitals, and restaurants. We are aware, however, that the model is appropriate for training other jobs such as industrial positions, farm labor, and high-technology or computer related work. The types of jobs developed will depend on the community you live in and the functioning level of

your clients. A goal of everyone in the rehabilitation field should be the development of diverse competitive job options for citizens with moderate and severe handicaps. We also believe that citizens with handicapping conditions more severe than those of most of our clients previously placed in jobs can be successful in certain competitive jobs when a supported work approach to training is used. The RRTC and other research and training programs are just beginning to develop the methodology for training the more severely disabled worker within the framework of a supported work approach.

The process of implementing a supported work approach to competitive job training which is outlined in this manual will be helpful to special and vocational education teachers, rehabilitation counselors, sheltered workshop and day activity center staff, and any other professionals, parents, or volunteers who are involved directly or indirectly in job training for citizens with handicaps. Such factors as the functioning level of the clients, staff competence and ratio, type of community (rural versus urban), and nature of community service provision will determine some modifications or expansion within each phase of the process. For example, the job site training of clients who are severely retarded or multiply handicapped will probably require a more stringent and behavioral approach to initial training and in fading of assistance than is described here. However, the basic sequence of events for placement, training, and follow-up will remain the same regardless of the degree or nature of handicapping condition.

The chapters in this manual including job development, client assessment, job placement, job site training, and follow-up represent



the activities that a job trainer or job coordinator (terms used synonymously) must be able to accomplish in order for his/her client with severe handicapping conditions to get and hold a competitive job. The chapter on staff and time management, the glossary of terms, and the resource guide provide additional information for implementing the supported work model. Furthermore, in order to help illustrate the use of the many forms described throughout the manual, we have included completed forms at the end of each section containing information on one of our clients whom we will refer to as Tom. A brief case history of Tom is provided at the conclusion of this introduction. We have not provided blank forms because we have found that most job trainers need to adapt forms to meet the needs of their individual training programs. We at the RRTC are continually updating the format or changing the number of forms used in our job development, placement, training, and follow-up activities. However, readers are welcome to make copies of the forms provided in this manual or to contact us for information regarding the use of such forms.

Finally, let us say that we believe that citizens with severe handicaps do have the potential for employment and the right to earn a decent wage. Supported work options and competitive employment, in particular, offer the possibility of improving the quality of life of a citizen with a severe disability through the earning of a competitive wage and the opportunity to be around people who are not handicapped. Furthermore, our failure to include these citizens in the regular labor force has been a waste of valuable human resources. In most cases, the cost of training these individuals to work competitively and of providing follow-up is less expensive to society

than the traditional means of life-long public income maintenance and benefit assistance. We all gain when a citizen with a significant handicap is employed. We sincerely hope that this manual will assist in some small way the many professionals in the human service fields, business persons, and families of citizens with handicaps who are committed to this endeavor.



Tom: A Case History

Tom is a 26 year old man who has been diagnosed as having moderate mental retardation. His IQ is 45. He attended a segregated school for students in Trainable Mentally Retarded (TMR) and Multiply Handicapped (MH) classes until he was 21 years old. During Tom's high school years he worked in a simulated sheltered workshop located in the school two hours each day, where he learned to do jobs such as collating materials, assembling telephone circuit boards, and sorting materials according to zip codes. He also worked in a greenhouse located on the school grounds. Tom never received a regular wage nor did he receive any specific training related to potential competitive jobs. Tom has good social skills and can speak in simple sentences. He understands simple three-step commands. Tom has average motor skills, although he is sometimes a bit clumsy. He has no major medical problems.

After Tom graduated he sat at home for two years with nothing to do. He lives with his elderly mother who had not encouraged him to attend any sort of post-school program. When Tom was 23, he was placed and trained in a job in a local hospital as a food service worker. He has held this job for three years and is still receiving follow-up services from the RRTC staff. His job site training required approximately six months, during which time his job trainer gradually decreased her time on the job from eight hours a day for the first two weeks to a one hour visit each week during the sixth month after placement. Tom had to be taught to ride the city bus to and from work. Now he is able to ride the bus to a nearby mall where he can shop for food and personal items. Today he is earning above minimum wage and has an excellent retirement and medical benefit package. He is very happy with his job and gets excellent reviews from his supervisor and coworkers. His mother tells us that she can't imagine Tom sitting at home in front of the television again, and more importantly, that she is proud that her son can help support them.



CHAPTER I

Job Development

Before a job placement can be made a job trainer must do a number of things to enhance job and client compatibility and set the stage for job-site training. Although many of the preliminary tasks are done simultaneously, we have divided the pre placement activities into two main categories for clarity. They are job development and client assessment. We will address job development first, but it is important to remember that client assessment is usually also done while potential jobs are being located.

The components of job development which are encompassed in the supported work model of competitive employment include: community job market screening; specific employer contact in the form of phone calls, letters, and visits; and observations of the job site to determine job requirements. Each of these components will be briefly addressed in order of occurrence in the following section.

Community Job Market Screening

The first activity that a job trainer must pursue involves screening the community for potential jobs that are appropriate for an individual who is mentally retarded. A general screening should initially be conducted so that employers can later be contacted about specific job openings. (Obviously, during the community screening process a job trainer may come across an appropriate job opening with an employer who is eager to hire and this, of course, should be pursued. However, the intent of the initial screening is to determine the general nature of the job market in your community prior to conducting a specific job search.) A screening should be updated routinely every six to 12 months in order to stay abreast of new developments in the job market. The following guidelines are helpful in identifying jobs and employers in the community.

The Community Job Market Screening Form (shown on page 15) is useful for logging information concerning job possibilities within your community. Now that the community screening process is complete, you are ready to contact employers for specific job openings.

In some cases (e.g., with school age clients) you may be interested in locating employers who are willing to allow you to use their place of employment as a competitive work training site for clients who are mentally retarded. It is important that you conduct a thorough community screening in order to make sure that the training site(s) you choose reflect(s) what is available in the community. (For example, you would not want to train your clients to hand-pack bay leaves at a local spice company if that is the only job of its



Guidelines for Community Job Market Screening

Contact the local chamber of commerce for a listing of the major companies in your area.

Check with the state employment commission or job service for current trends in job vacancies in your area.

Screen newspaper classified ads for an indication of job openings which are appropriate for persons who are mentally retarded.

- . Find out from vocational rehabilitation counselors, sheltered workshop staff, and the local Association for Retarded Citizens what jobs in your area have commonly been available to citizens who are handicapped.

Go directly to local employers to identify various types of jobs. Ask about problems with high employee turnover in certain departments or positions within a company.

Write down all job requirements such as experience or education needed, driver's license necessary, etc.

- . During this phase of job development focus on seeking information about appropriate jobs in the community. You will later contact employers for the specific purpose of locating job openings.

Always be clear about who you are and why you are interested in obtaining information from an employer or organization.

kind in your area.) You will then contact appropriate employers to negotiate for the establishment of a training site at their company.

In both cases - either competitive job placement or competitive work training - be clear and specific about your goals before talking to a particular employer or eliciting information from a company. Never represent yourself as seeking information for a purpose other than your intended purpose. Telling a personnel director that

you are taking a survey about company attitudes toward hiring the handicapped may get you in the door, but when he or she learns that, in fact, you are seeking information on specific jobs within the company for a retarded worker, the possibility of a placement at that company would certainly be greatly diminished due to the misrepresentation.

As mentioned earlier, information on potential clients can be gathered while this general screening process occurs. For example, the personal interviews, observations, and review of formal evaluations which are described in the next section can begin.

Specific Employer Contact

After a general screening of jobs in the community, the job trainer should begin contacting employers about specific job openings. A rule of thumb when searching for appropriate jobs is to first contact employers who have an existing job opening, such as those in the classified ads. If none of those contacts is fruitful, then begin contacting employers in the job areas you have identified in your screening (if food service is a big industry in your area, begin contacting restaurants and cafeterias, for example). At the same time, seek to increase your visibility in the community by making presentations about your program to civic and social organizations, as well as conducting marketing activities such as mailings and public service radio announcements.

Telephone contact. The first step is to call a company and ask to speak to the appropriate person about a job opening. If you know that there is a job opening, gather some specifics about the job such



as job duties, education and skill requirements, hours, location, transportation needs, wages, and benefits. This preliminary information will allow you to screen the job as appropriate or not for a mentally retarded worker. If the job seems suitable, tell the employer briefly about your program and explain your interest in the available job.

If the employer indicates an interest in your program, ask to set up an appointment to meet with the employer to explain more fully your training program and to analyze job requirements. The information from your contact with the employer, whether positive or negative, should be logged for future reference. A form such as the Employer Contact Sheet on pages 16-17 can be used to show initial and follow-up contacts with each employer. It is extremely important to keep a job bank of employer contacts because you will want to recontact many of them in the future (there is high turnover among restaurant managers, job duties change, positions are added, etc.).

Initial visit to the employer. The next step is to visit the employer. At this time you should complete the Employer Interview Form found on page 18. The Sequence of Job Duties Form (page 19) should also be filled out so you will know what kind of routine will be followed and how much movement between work areas is required. Important points to be covered during the employer interview are as follows. First, describe the work capabilities of your clients who are mentally retarded and the advantages of employing such workers. This should include financial incentives such as the Targeted Jobs Tax Credit (TJTC) which is discussed on the following page.

Tax Break for Hiring Handicapped Workers

Question: What is the Targeted Jobs Tax Credit or TJTC?

Answer: A tax break is the form of credits which are subtracted from the amount of federal income tax a business owes.

Question: Who can take advantage of this tax credit?

Answer: All private employers engaged in a trade or business.

Question: How is to employer eligible for the tax credit?

Answer: By hiring workers who qualify as members of one of the "targeted groups."

Question: How much is the tax credit?

Answer: The credit is computed by using the wages paid to each qualifying employee during the first two years of employment with the company. For all but the new summer youth target group, the credit is:

SOX of the first \$6,000 in wages the worker is paid during the first year;

AID

25% of the first \$6,000 in wages the worker is paid during the second year.

This equals a potential \$\$\$\$4500 credit for each eligible employee.

Question: Who are qualifying employees?

Answer: Individuals hired to perform work in a trade or business who are certified as members of one of the following targeted groups:

- 1-Touth 18 through 24 who are members of economically disadvantaged families.
- 2-Vietnam-era veterans who are members of economically disadvantaged families.
- 3-Ex-felons who are economically disadvantaged and hired within 5 years of date of conviction or release from prison (includes felons in work release programs).
- 4-Handicapped parsons referred from the state department of rehabilitative services and veterans administration vocational rehabilitation programs.
- 5-Work incentive (WIN) program participants or recipients of aid for families with dependent children (AFDC) for the last 90 days prior to hire.
- 6-Recipients of supplemental security income (SSI) through the social security office (federal assistance for the aged, blind, and disabled).
- 7-Persons who receive monthly welfare pay Bents from the state or local welfare under general relief programs (this is not food stamp assistance).
- 8-Touth 16 through 19 who are from economically disadvantaged families and only while they are participating in a cooperative education program at the local high school.
- **9-Sumaer youth employee hired by en employer for the first time after 4/30/83 and who are from economically disadvantaged families and age 16 or 17 on the hiring date. \$\$\$\$ The credit for this summer target group is 85% of up to \$3,000 in wages paid during any 90-day period between May 1 and September 15. \$\$\$\$

Question: How does the targeted jobs tax credit work?

Answer: "The state employment commission and other participating agencies in your community determine eligibility and issue "vouchers" to eligible target group members. When you hire an eligible worker, you answer a few simple questions on the bottom of the voucher and sail it as indicated on the fort to the TJTC Unit on or before the day the person starts to work. The TJTC Unit will mail a certification for the worker within three days of receiving the voucher. The certification form is the only documentation you need to claim the credit.

•You claim the credit by filing IRS form 5884 with your federal income tax return. The certification form is retained in your tax files as proof of entitlement.

Question: What are the limitations?

Answers: •You must either obtain the certification from the TJTC Unit or request it in writing on or before the day the eligible person starts to work.

•The credit is limited to 90% of your tax liability after other applicable reductions. If you cannot claim the full earned credit because of this limitation, you can carry unused credit back 3 years or forward 15 years.

•You cannot claim credit on an employee's wages while receiving federal government payments for on-the-job training for the same employee. However, after completion of the training you can claim credit on wages paid during the remainder of the first two years of employment, if the employee has been TJTC certified.

•Your business expense deduction is reduced by the amount of the tax credit. Tour actual net tax reduction or savings will depend on the company's tax bracket.

Question: What records must a business keep?

Answer: The certification form and the dollar amount of wages paid to certified employee.

Question: Where can you get qualified workers?

Answer: •Have your hiring personnel on the alert for job applicants with TJTC vouchers.

•List your job openings with the local state employment commission. You can specify that you prefer or want only workers who can qualify you for the TJTC.

•Contact your local division of vocational rehabilitation and tell them you are interested in hiring targeted workers.

Question: Where can you get more information?

Answer: •Your local state employment :ommission on certification procedures and eligibility questions.

•The IRS or. tax related questions: 1-800-552-9500 toll-free taxpayer assistance service. IRS publication 906 explains in detail the tax aspects of the credit.



Next, explain your role in training the client on the job site for as long as necessary to insure that work is always done to company standards. Emphasize the fact that you remain available for follow-up services in the event that the client has problems on the job. Finally, arrange to observe a worker performing the same or similar duties as that of the targeted position so that you can complete an environmental analysis which will be described later in this section.

Knowing what difficulties may arise at this stage of job development will assure that the job trainer is prepared to offer solutions. Problems which are frequently encountered during employer contacts are listed in this section, along with effective responses for the job trainer.

The success of job development depends a great deal upon the nurturing of company contacts that have been established during specific employer contacts. Therefore, the job trainer must be willing to commit a great deal of time and energy to this activity. The following guidelines for employer contacts contain points to be considered during an initial meeting with an employer.

Observation of the Job Site

Environmental Analysis. After the job trainer has obtained information concerning a specific job opening from an employer, he or she must attempt to observe someone performing that job in its various phases. The Environmental Analysis Form shown on page 20 aids you in systematically observing the job. On this form you record the major work areas in which various job tasks are performed, the primary

Employer Contact Problems

Problem: During initial contact, employer is reluctant to meet with job trainer.

Response: Send or leave program information with employer; follow-up with phone contact at a later time. (As a general rule after two direct contacts by phone or in person, and a written contact, it is best at this time to leave the employer with the option to respond).

Problem: Employer holds stereotypical views of the characteristics and abilities of persons with mental retardation.

Response: Provide examples of the types of jobs which various workers who are mentally retarded perform successfully, as well as the different personalities of the workers (e.g., alleviate the employer's spoken or unspoken fears about communicating with a worker who is handicapped, possible incidents of violence or bizarre sexual behavior, occurrence of seizures, etc.). Treat all employer concerns as legitimate and seek to reassure the employer of the long-term support of the program staff.

Problem: Employer does not view persons who are mentally retarded as a feasible source of labor.

Response: Provide factual information about the successful employment of workers who are mentally retarded which relates specifically to the employer and the type of business (e.g., the administrator of a nursing home may be interested in the successful employment of a client who works in the housekeeping department of a local hospital). Financial incentives, such as the Targeted Jobs Tax Credit, may sway the employer to try a handicapped worker on a "trial" basis.

Problem: Employer has unrealistic expectations concerning workers who are handicapped.

Response: Provide the employer with concrete examples of what can realistically be expected from an employee who is handicapped (e.g., a client may be able to unload stock from a truck, but even after many months on the job he may not be able to drive a fork lift or fill out inventory forms). The employer should be led to understand the individual variability of each handicapped person - one client may need a very structured routine on a permanent basis, while another may be able to adapt to changes in schedule after a period of time on a job.

Problem: Employer appears interested but vacillates in regard to setting up a client interview or specifying a starting date for hire.

Response: Given the investment of time that has been made up to this point, the job trainer must try to determine as objectively as possible whether the employer is genuinely interested or if an attempt is being made to avoid further involvement. If there seems to be genuine interest, perseverance and patience (not harassment) on the part of the trainer usually lead to a placement. When the employer seems to be avoiding further involvement it may be best to leave future contact up to the employer (if the employer does, in fact, call you later, you can be sure that he or she is truly interested).

Problem: Employer is able to provide only a vague description of duties or subsequently changes job duties between the time of the client interview and the starting date of employment.

Response: A thorough description and analysis of the job duties should be obtained before any client is taken to the job interview. The job trainer should also attempt to observe the job duties being performed before placement; in this way, any discrepancies between what is supposed to be done and what the job actually entails can be discussed with the employer. If an agreement cannot be reached in terms of the client's capabilities and the requirements of the job, there are several alternatives: 1) arrange for another client, who is capable of performing the job, to be interviewed; 2) suggest job modifications in which specific job duties could be traded and/or shared with coworkers (perhaps the handicapped worker could wipe down tables for a coworker while the coworker rotates stock which requires reading skills); 3) If arrangements cannot be made to place a client into a position at this time, assure the employer of your continued interest in working with him or her in the future and maintain contact on a periodic basis.



Guidelines for Employer Contacts

- Approach employers in a friendly, positive way. Show your interest in helping the employer as well as your client. Enthusiasm is a powerful persuader.
- Visit the employer at a convenient time. Offer to come back later if the employer is very busy.
- Dress in a business-like manner and always conduct yourself in a polite and professional way. (An employer may say "no" on the first visit, but depending on the impression you make, may be interested at a later time).
- Use terms that will be of interest to the employer when describing your program and your clients. Avoid rehabilitation lingo.
- Explain your role as a job trainer and your presence on the job site to train your client and insure task completion.
- Encourage the employer to ask questions and be prepared to give functional, work-related information about persons who are mentally retarded. Talk about the successful job retention and performance of workers who are mentally retarded and emphasize the positive characteristics of these workers. If you have placed other workers in the vicinity, ask for permission to use the supervisors as references during employer contacts.
- Tell the employer about the financial incentives to hiring your client such as the federal Targeted Jobs Tax Credit (TJTC) and the availability of National Association for Retarded Citizens On-The-Job Training (NARC-OJT) funds.
- Ask for specific information about any job openings and record all information, using the Employer Interview Form and Sequence of Job Duties Form.
- Arrange to observe the work area so that you can analyze the job duties and skills required.

job duties, critical vocational and non-vocational skills related • to each duty, and time spent in each work area. Anecdotal notes such as coworkers' comments can also be recorded on this form. (The Sequence of Job Duties Form is also extremely useful here when filled out in conjunction with the Environmental Analysis Form). This information is used to complete a job analysis and is also useful in designing behavioral assessments for clients and in developing pre-employment training programs. The environmental analysis represents a job trainer's first task analysis of the job. Once you have this specific information, you will know what kinds of general work skills are needed for the job such as strength, endurance, and communication skills. This more general information comprises a job analysis which will be used in matching clients to suitable jobs.

Job Analysis. After the job trainer has interviewed the employer and has observed the job being performed, he or she should know exactly what the job entails. One way to summarize this information is to use the Job Analysis Form presented on pages 21-24. This form, along with the Environmental Analysis Form, will provide a permanent record of both specific job requirements and general work characteristics. Both of these forms also provide excellent guidelines for establishing pre-employment training programs.

The information that is included in a job analysis is gathered in three ways: a) interviews with employer and coworkers; b) observation of the job; and c) a summary review of the information collected during a and b. Job analysis information is used to determine which



clients are best suited for placement in an existing job opening or whether one of several job openings may be more appropriate for a

Guidelines for Completing an Environmental Analysis

Allow yourself enough time to observe all the work areas in which job duties are performed. If you are unable to complete the environmental analysis during your initial visit to the employer, arrange to return at another time.

Write down in sequence all of the employee's work activities. This observation should comprise an initial task analysis of the job. Note approximate times spent in each work area and movement from one work area to another.

Be sure to record any work-related interactions between employees. It is important to know whether or not your client needs to verbally communicate during job performance.

If possible, involve the employer by asking him or her to review your environmental analysis for feedback. You can ask then if any parts of the job could be modified.

Do not interrupt the work flow, but if the employer approves, ask coworkers briefly about aspects of the job.

particular client. This process, called a job/client compatibility analysis is done by looking carefully at both job information and client information (see job placement section). The job analysis data that you gather is crucial to the success of the job/client compatibility analysis.

Instructions for Using the RRTC Job Analysis Form

The job trainer should be familiar with all factors (e.g., schedule, travel, location, strength, etc.) on the Job Analysis Form and keep these in mind while conducting the employer interview and job

site observation. These factors will guide the job trainer to systematically gather information during the interview and observation activities. Generally, the form should be completed immediately after the job site visit while the information is still fresh.

Guidelines for Job Analysis

Do not substitute the more general form of job analysis for an environmental analysis. You need the specific information on vocational skills and sequence of job duties which is collected during the environmental analysis.

- Complete the job analysis after your visit to the job site so that you can combine the information gained from the employer, coworkers, and your own observations.
- Do not use the job analysis alone to screen someone out of a job. The job analysis indicates what skills are ultimately needed not what skills are prerequisite to getting the job. Most job skills can be taught on the job.
- The job analysis is a "first impression" of job requirements. A more thorough task analysis will occur once you have begun job training.

The first step in completing the form is to mark the appropriate category(s) for each factor as shown in the example below:

		Weekend	Evening		
1. Schedule		Work	Work	Part-Time	Full-Time
		Required	Required	Job	Job
	I NI	X		X	

Comments:

		Bus Route	Off Public Transportation
2. Travel		Accessible	Route
Location			
	I NI	X	

Comments:



Next, indicate whether each factor is important (I) or not important (NI) to this particular job. In the example shown below, "Communication Required" is considered a not important (NI) factor since the none/minimal category is checked, indicating that communication is not essential to this job.

3. Communication Required	None/Minimal	Keywords Needed	Sentences Impaired Speech Accepted	Sentences Clear Speech Required
I	NI	<u>X</u>		

Comments:

All twenty factors are to be scored in this manner. On the last page of the form, check all the job duties that are required in the position. Finally, make any additional comments that are important about the job.

SUMMARY - JOB DEVELOPMENT

<u>Sequence of Events</u>	<u>Corresponding Forms</u>
Community Job Market Screening	Community Job Market Screening Form
Specific Employer Contact - Telephone/Letter Contact - Initial Visit to Employer	Employer Contact Sheet Employer Contact Sheet Employer Interview Form Sequence of Job Duties Form
Observation of the Job Site - Environmental Analysis (During initial or subsequent visit to the employer)	Environmental Analysis Form Sequence of Job Duties Form
- Job Analysis (Review of Employer Interview Form, Sequence of Job Duties Form, and Environmental Analysis Form)	Job Analysis Form

REHABILITATION RESEARCH AND TRAINING CENTER
COMMUNITY JOB MARKET SCREENING FORM

Date Completed: 5-15-81

Completed by: A. Smith

1. GENERAL SCREENING

List job openings that occur frequently (derive from classified ads, employment service listings, public service ads, etc.):

<u>JOB TITLE/TYPE OF WORK</u>	<u>GENERAL REQUIREMENTS</u>
fast food cook	none
Kitchen utility / food service	none
Pot scrubber / food service	none
Construction laborer	furnish transportation
word processor	high school equivalent / experience
janitor	none
Machine operator	license
line worker (industry)	none

2. SPECIFIC SCREENING

List potential appropriate companies or industry in this community to contact for job openings.

CURRENT

<u>Company/Contact Person</u>	<u>Type of Work</u>	<u>Address/Phone</u>
(Ms. Levine) Henrico Doctors Hospital	food service/janitor	295-6324
Dupont (Mr. James)	line/assembly work	924-3210
Phillip Morris (Ms. Angelo)	line/assembly work	820-4457
Byrd Airport (Mr. Waut)	janitor	613-9214

DEVELOPING

<u>Company/Contact Person</u>	<u>Type of Work</u>	<u>Address/Phone</u>
Marriot Hotel (Mr. Smith)	food service/janitor/chamber maid	613-4218
VAU Student Center	food service	784-9254
Richmond Linen Service	industrial laundry	924-7320

REHABILITATION RESEARCH AND TRAINING CENTER
EMPLOYER CONTACT SHEET

Date of Initial Contact: June 6, 1981

Initiated by: A. Smith

Method: Phone Visit Letter

Name of Company: Henrico Doctor's Hospital

Address: _____

Phone: _____ On busline? yes

Name of Contact Person: Gail Levine
Dietary Manager

General Response: Interested Position Available
 Not Interested Position Not Available
 Position Not Appropriate

Comments: indicated positive response to program -
wants to set up time for in person visit,
when assistant manager comes back
from vacation.

*Further contact with company recorded on reverse side.

REHABILITATION RESEARCH AND TRAINING CENTER
Employer Interview Form

Company: Henrico Doctors Hospital Date: Dietary (6-24-81)
Phone: _____

Person Interviewed: Karen — Gail Levine
Title: Dietary Managers

Job Title: Pot Scrubber Rate of Pay: \$3.35/min. Wage
Work schedule: Rotating Shift, 5 days a week, every other weekend off, 7:30-4:00 daily
Company benefits: Medical, life insurance, retirement, free meal.

Size of company (or number of employees): 85-100 in dietary

Volume and/or pace of work:

Overall: medium pace-serve This position: medium/sometimes fast
250 people daily from 7:30-4:00

Number of employees in this position: 5
During the same hours: 1

Written job description available: yes

Description of job duties: (Record on Sequence of Job Duties Form)

Availability of supervision (estimate percentage of time): Chef 10 feet away approximately 20 ED workers in immediate area (30%)

Availability of coworkers (direct or indirect): 20 in immed. area

Orientation skills needed (size and layout of work area): only 1 work area (limited skills needed)

What are important aspects of position:

Speed vs. Thoroughness Judgment vs. Routine
Teamwork vs. Independence Repetition vs. Variability

Other: neat appearance

What are absolute "don'ts" for employee in this position (e.g., manager's pets peeves, reasons for dismissal, etc.)? not following company rules - tardiness, safety awareness

Describe any reading or number work that is required: none required

What machinery or equipment will the employee need to operate? garbage disposal - industrial trash compactor

OBSERVATIONAL INFORMATION:

Physical appearance of employees: neat

Atmosphere:

Friendly, cheerful Aloof, indifferent
 Busy, relaxed Busy, tense
 Slow, relaxed Slow, tense
 Structured, orderly Unstructured, disorderly

Other: _____

Physical conditions (barriers, temperature, etc.): Sink 3 1/2 ft. from floor compact work station

Comments: benefit package excellent - pays increases regularly
supportive managers.
good food (job coordinator can eat free)

Signature/Title: _____

REHABILITATION RESEARCH AND TRAINING CENTER

Sequence of Job Duties Form

Daily
(Job duties remain the same from day to day)

Varies day to day
(If checked here, complete a separate form for each different sequence)

Indicate days for which the form is completed:

Mon Tues Wed Thurs Fri Sat Sun

<u>Approximate Time</u>	<u>Job Duty</u>
7:30	Check in (punch clock)
7:30 - 8:00	organize work area/get supplies
8:00 - 9:00	pot scrub
9:00 - 9:15	break
9:15 - 9:30	empty trash (operate trash compacter)
9:30 - 10:30	pot scrub
10:30 - 11:00	lunch
11:00 until finished	empty trash
11:15 - 1:00	pot scrub
1:00 - 1:15	break
1:15 - 3:30	pot scrub
3:30 - 4:00	clean work station
4:00 -	punch out

Comments: Monthly thorough cleaning of work station

Signature/Title: A. Smith Date: 8-1

REHABILITATION RESEARCH AND TRAINING CENTER
ENVIRONMENTAL ANALYSIS

JOB: Pot Scrubber EVALUATOR: A. Smith DATE: 6/24

Time Clock / Supply Room

MAJOR DUTIES: Punch in
Punch out
Identify cleaning supplies
put on supplies
put on apron
return/shelve supplies

CRITICAL SKILLS: identify name card

WORK RATE EST: _____

TIME (begin/end)
IN THIS AREA 7:30-8:00 am

2) WORK AREA: pot scrubbing area

MAJOR DUTIES: wash pans
put pans away
clean work area

CRITICAL SKILLS: use appropriate supplies

WORK RATE EST: _____

TIME (begin/end)
IN THIS AREA && 9:00; 9:30-10:30;
11:00-1:00; 1:15-4:00

3) WORK AREA: Loading Dock

MAJOR DUTIES: gather trash + bags
moves trash to dock
loads trash in compactor
operates compactor
replaces bags in barrels
returns barrels to work area

CRITICAL SKILLS: _____

Complete 4 barrels in
15 min.

TIME (begin/end)
IN THIS AREA 7:15-9:30; 11:00-11:15

U) WORK AREA: Lunch / break area
(cafeteria)

MAJOR DUTIES: eat lunch and snack

CRITICAL SKILLS: choose food and snack
pay for food
interact with co-workers
and consumers

WORK RATE EST: _____

TIME (begin/end)
IN THIS AREA 0:00-9:15; 10:30-11:00
1:00-1:15

REHABILITATION RESEARCH AND TRAINING CENTER
JOB ANALYSIS FORM

Type: Initial ✓ On-going _____

Job Type Pot Scrubbing

Analysis Date 7-4-81

Company Henrico Doctors Hospital Position Pot Scrubbing Cafe

Evaluator A. Smith

Current Hourly Rate \$3.35

Number of Hours per Week 40

Months per Year 12

Supervisor's Name Gail Levine

Supervisor's Title Dietary Supervisor

Supervisor's Phone # 259-4895 ext. 224

MORE THAN ONE ITEM MAY BE CHECKED FOR THESE FACTORS

*1. Schedule	Weekend Work Required	Evening Work Required	Part-Time Job	Full-Time Job
** <u>(I) NI</u>	<u>X</u>	_____	_____	<u>X</u>

Specifics/Comments: Hours are from 7:30 am to 4:00 pm with a rotating schedule giving each employee every other week-end off.

2. Travel Location	Bus Route Accessible	Off Public Transportation Route
<u>(I) NI</u>	<u>X</u>	_____

Specifics/Comments: Bus stop in front of Hospital on the corner of Skipwith Rd. and Forest Rd.

3. Strength	Light Work	Medium Work	Heavy Work
<u>(I) NI</u>	_____	<u>X</u>	_____

Specifics/Comments: One pot scrubber for the cafeteria serving Hospital customers and patients - total # served = 1,250 daily

4. Endurance	Short Day Many Breaks	Short Day Few Breaks	Full Day Many Breaks	Full Day Few Breaks
<u>(I) NI</u>	_____	_____	_____	<u>X</u>

Specifics/Comments: Typical break schedule one 15 min. break in the AM, 1/2 hr. lunch break and one 15 min. break in the pm

5. Orienting (D18)	Small Area (one room)	Several Rooms	Building Wide	Building and Grounds
<u>(I) NI</u>	_____	<u>X</u>	_____	_____

Specifics/Comments: Limited orientation skills needed for this position, employees enter by the kitchen.

Factor Weight: Indicate whether this factor is IMPORTANT (I) or NOT IMPORTANT (NI) to this job.

6. Mobility	Sit/Stand In One Area	Fair Ambulation Required	Stairs/Minor Obstacles	Physical Requirements
	_____	<u>X</u>	_____	_____

(I) NI

Specifics/Comments: position requires employee to stand all day and move about in a relatively small space to put pots away.

7. Rate	Slow Rate	Medium Steady Pace	Sometimes Fast Pace	Continual Fast Pace
	_____	<u>X</u>	_____	_____

(I) NI

Specifics/Comments: manager indicated that there are designated employees to assist pot scrubber on special events when work volume increases

8. Appearance Requirements	Grooming of Little Importance	Cleanliness Only Required	Neat And Clean Required	Grooming Very- Important
	_____	<u>X</u>	_____	_____

I (NI)

Specifics/Comments: Employee will be expected to wear a uniform w/a apron. Due to the nature of this work it is not expected that the employee be neat.

9. Communication Required	None/Minimal	Keywords Needed	Sentences Impaired Speech Accepted	Sentences Clear Speech Required
	<u>X</u>	_____	_____	_____

I (NI)

Specifics/Comments: Essentially no speech is required for this position. If employee had no speech, trainer would need to set up a communication system for employee and coworkers.

10. Interactions Needed	Few/Minimal	Polite Responding	Social Interactions Required Infrequent	Social Interactions Required Frequent
	<u>X</u>	_____	_____	_____

I (NI)

Specifics/Comments: This position requires very few interactions.

11. Behavior Acceptance Range	Wide Variety- Of Behavior Accepted	Unusual Behavior Accepted If Infrequent	Unusual Behavior Not Acceptable
	_____	<u>X</u>	_____

I (NI)

Specifics/Comments: Due to the position of the pot scrubbing area in the cafeteria, the employee could exhibit some unusual behaviors without creating a problem.

12. Attention	Frequent Prompts Available	Intermittent Prompts/High Supervision	Intermittent Prompts/Low Supervision	Infrequent Prompts/Low Supervision
---------------	----------------------------	---------------------------------------	--------------------------------------	------------------------------------

(I) NI

Specifics/Comments: Pot scrubber works independently, however employees in the food prep area could be called upon to give prompts.

13. Task Sequence	Requires One Task at a Time	2-3 Tasks Required	4-6 Tasks Required in Sequence	7 or More Tasks Required in Sequence
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I (NI)

Specifics/Comments:

14. Initiation Of Work	Initiation Of Work Required	Volunteering Helpful	Volunteering Not Necessary	Staff Can Prompt To Next Task
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I (NI)

Specifics/Comments:

15. Daily Changes in Routine	More Than 7 Changes	4-6 Task Changes	2-3 Task Changes	No Task Changes
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I (NI)

Specifics/Comments:

16. Reinforcement Available	Frequent Positive Reinforcement	Intermittent Praise Given	Infrequent Praise Given	Little Praise Pay Check Only
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(I) NI

Specifics/Comments: Employees in the food prep area could be called upon to give praise if needed. Supervisors remain busy, however 1-2 praise statements daily could be arranged.

17. Employer Attitude	Goes Out Of Way to Support Job Acquisition	Believes Handicapped Can Work	Indifferent to Handicapped As Workers	Negative About Handicapped Workers
-----------------------	--------------------------------------------	-------------------------------	---------------------------------------	------------------------------------

I (NI)

Specifics/Comments: Employee appears very receptive to hiring the handicapped and is permitting a job trainer to work with client.

18. Employer's Financial Requirements	Financial Incentives Not Necessary	Requires Tax Credit Or Incentive	Monthly-Salary Below SGA	Monthly Salary Below Earned Minimum
	_____	<u>X</u>	_____	

I (NI)

Specifics/Comments: Hospital is eligible for the Tax Credit.

19. Discrimination	Not Needed	Must Distinguish Among Work Supplies Only	Simple Counting Some Number Work Required	Simple Reading Some Words Required
	_____	<u>X</u>	_____	_____

I (NI)

Specifics/Comments:

20. Time	Time Factors Not Important	Must Identify Breaks	Must Tell Time To The Hour	Must Tell Time To The Minute
	<u>X</u>	_____	_____	_____

I (NI)

Specifics/Comments: Co-workers can cue client into appropriate time to take break. However, repeated tardiness will not be tolerated.

CHECK ALL JOB DUTIES THAT APPLY TO THIS POSITION :

Bus Tables _____	Stocking _____	Restroom Cleaning _____	Food Line Supply _____
Food Preparation _____	Sweeping <u>✓</u>	Washing Equipment <u>✓</u>	Trash Disposal <u>✓</u>
Buffing _____	Assembly _____	Dish Machine Use _____	Food Serving _____
Dusting _____	Vacuuming _____	Wet Mopping <u>✓</u>	Dry Mopping _____
Clerical _____	Keeping Busy <u>✓</u>	Other <u>✓</u> pot scrubbing	

Additional comments: _____



CHAPTER II

Client Assessment

As you are surveying the community for potential jobs, you should at the same time be establishing a pool of potential clients to fill job openings as they become available. In fact, there is little value in finding out about current job openings unless you have available persons who may be able to fill the positions within an immediate time frame. Therefore, client assessment should occur as jobs are being developed. Both of these processes are on-going and interrelated.

Although it is not essential that a client have specific job related skills in order to be placed in a competitive job, it is usually necessary that he or she possess a minimal level of social, personal care, and community survival skills. The job trainer also needs to know about such factors as family support, transportation availability, and willingness to work. A job trainer can obtain information about these factors as well as about the client's ability to perform particular job skills through several forms of client assessment.

The major forms of client assessment that are useful to a job trainer include:

- a) interviews and informal observations with clients, primary caregivers, and current or past work or school supervisors;
- b) the interpretation of formal educational, vocational, social, psychological, and medical evaluations;
- c) behavioral assessment in a real work setting of a client's abilities through observational and task analytic assessment of skills identified in the environmental analysis.

Client assessment information, both formal and informal, provides the job trainer with an overall view of the client in regard to placement into competitive employment.

Referral of Clients to Your Agency

It is important to establish a systematic method of referral of clients to your job training program. There are several steps you can take in order to accomplish this. First, advertise your services to agencies and other sources in the community so that you can maintain a pool of job candidates for potential job openings. Second, describe your services clearly so that you do not receive an inordinate number of inappropriate referrals (i.e., clients who are not mentally retarded). Third, make sure the referral information you receive is adequate so that you do not have to request additional information or another complete referral. It is particularly important to know what other agencies are involved with a client so that you can coordinate with them for funding and case management purposes. Finally, obtain the legal authorization for release of information from the client so that you can have access to all records and past evaluations.

Program Information

Information about your program can be used to advertise your services in the community. Advertising helps maintain an active client pool by stimulating referrals to your program. In addition, it will alert businesses in the area to the advantages of utilizing your services to fill their job openings.

The format of this information can range from expensive brochures or pamphlets to a typewritten description to business cards. If your budget allows, prepare the information separately for each of your targeted groups (i.e., agencies, clients and their families, and businesses); otherwise, use a format that has a broad appeal to all



groups. The important thing is to describe your program and the services provided in a way that is clearly understood.

Referral and Placement Policies

The Referral and Placement Policies form on pages 38-39 provides an overview of program services, as well as referral and client eligibility criteria. This form is sent to agencies and other sources of referral to guide them in making appropriate referrals to the program.

A form such as that on pages 40 and 41 is sent to the referral source to acknowledge that a referral has been received and to clarify the referral policy. These forms are usually mailed along with an Authorization for Release of Information so that pertinent records and evaluations of the client can be obtained.

Referral Form

A sample referral form is shown on pages 42-44. The referral form should contain all of the information you need to determine a client's eligibility for your program.

Information to be Gained from Client Assessment

We have found that getting information prior to job placement on approximately 20 different variables, plus behavioral information related to specific job skills, is usually sufficient. The variables shown on the Client Employment Screening Form (pages 45-48) are what we suggest that you examine in your interviews, observations, and record reviews. (You will probably add or delete some of these variables depending on the types of jobs you are training and the kind of community you live in.) Keep a form such as the one

in this section on hand during all interviews, observations, or record reviews so that you can check the client's status on each of these variables. If there seems to be a discrepancy among information sources regarding any variable, it is best to directly observe the client.

In terms of specific job skills, you should observe a client's performance of the job tasks obtained during your environmental analysis of the job site. This may be done at a real job site (if you are able to use a site for competitive work training) or in a simulated setting. A simulated setting will not give you a very accurate picture of performance, but you will get a general idea of an individual's performance abilities.

Review of Records

The referral process involves securing pertinent information from the referral source. This may include formal vocational and educational assessments, medical and psychological reports, past work history (competitive and/or training), and social/environmental factors.

Information is sometimes received from agencies or schools that is dated and vague (e.g., "this client is hopelessly retarded"). Do not rely on this type of reporting to arrive at a decision concerning a client's eligibility for job placement. In the same way, factors such as IQ score and workshop production rates should not heavily influence acceptance or rejection into a program since there is no proven correlation between these and success in a competitive job.

Look for an indication of the client's general work



characteristics such as how well he or she reacts to supervision, motivation to attempt new tasks, level of family support, and response to prompts for task completion. Find out if the client exhibits any behaviors which will pose a problem on a job site (e.g., the client is verbally or physically assaultive or he or she has extremely poor hygiene). This is not to imply that these individuals should be excluded from competitive employment, merely that such behaviors must first be modified in order to increase the likelihood of success in a competitive position.

As you review a client's records try to get an overall impression of the individual. Records should be current so that you have information on the client's present behavior and functioning. Note the consistency and accuracy among the descriptions given by each evaluator. Combine the information you have gleaned from the records with a personal interview with the client to arrive at a clear picture of the person being referred.

Interviews and Informal Observations

A personal interview with a client who is mildly or moderately retarded and who possesses good communication skills will provide relevant information about willingness to work, personal care skills, communication capabilities, vocational goals, and transportation needs. For the more severely disabled person, this information will have to be provided by other sources.

Meeting with parents or guardians is an important part of the total client assessment. Parental support is a crucial factor in the success or failure of the client's employment and the interview before

job placement is the time to discuss parental concerns and fears about competitive employment for their son or daughter. It is also the appropriate time to talk to the parents about the changes in financial benefits that will occur after job placement (see page 31). The job trainer should confirm that the consequences of SSI reductions are clearly understood by the family. Facts and reassurance should be offered to the family or other persons involved with the client prior to placement. If the family seems hesitant about competitive employment for the client, this must be addressed immediately, not after the client has been offered a job. The refusal by families to allow a client to accept a job, or their pulling a client from a job once he or she has begun working, can often be avoided by being as straightforward as possible during the initial meeting with the family.

Interviews with teachers and/or past work supervisors provide other valuable data such as endurance and strength, work habits, ability to follow directions, and the level of reinforcement and assistance needed to perform work tasks. Ask about the client's behavioral attributes, positive and negative, which may affect his or her performance in a job. The more information sources you can tap, the more reliable your assessment.

Finally, observe the client in a structured situation such as a school, day activity, or work program or completing household chores. If you have time, ask family members or program staff to simulate certain situations so that you can observe such things as endurance, strength, ambulation, communication, and task sequencing.

Effects of Employment on Supplemental Security Income (SSI)



Question: What must be done regarding SSI when the disabled person is employed?

Answer: The local Social Security office must be notified immediately regarding this change in employment status. The easiest way of accomplishing this is to obtain a statement from the employer describing the new employee's hours of work per week and the rate of pay per week. The statement must be taken or mailed to any local Social Security office so that the benefits can be reexamined in view of this information. The next monthly check should be reduced. If it is not, notify the Social Security office immediately to find out why the reduction did not occur. The Social Security office may have "overpaid" you, and if so, it will request that the overpaid amount be returned later. Therefore, be certain that the first check received after employment is reduced.

Question: Will the handicapped person lose all SSI benefits due to employment?

Answer: SSI benefits are reduced according to a person's income. Handicapped persons can earn income without losing all benefits (\$65 to \$85 in earnings per month are allowed before any reduction); however, if the person holds down a full-time job at minimum wage, the benefits will probably be reduced to zero for as long as the person remains on the job. When the Social Security office receives the statement from the employer regarding earnings, a reviewer will figure the necessary reductions to the current SSI payment. Remember, the check can be increased if the job is terminated by simply notifying the local Social Security office.

Question: How does employment affect Medicaid?

Answer: As long as the new employee remains eligible for some reduced portion of SSI payments, even if only a few dollars a month, the person will still receive Medicaid benefits. Thus, a person who is working full-time will probably no longer be eligible for SSI or Medicaid while he or she remains on the job. However, a good medical insurance plan gained through employment provides equal or better medical coverage for the working individual. Again, benefits can be regained if the person leaves or is terminated from the job.

Question: What are the financial benefits of employment versus the receipt of SSI benefits?

Answer: The benefits include:

1. If full-time employment is gained even at minimum wage, the employee's income will always be more than the maximum SSI benefit. Full medical insurance coverage is often provided with a full-time position.

2. If part-time employment is obtained, some portion of the SSI payment will continue each month and Medicaid benefits will also continue. Therefore, the employee will receive salary and SSI payments.

Behavioral Assessment

Whenever possible a client should be observed in a real work setting, preferably a site in the community where the employer has given permission for you to do pre-employment training. This is especially suitable for school programs who have the time, personnel, and support to do this pre-employment training. It may take time to establish work sites for assessment and training purposes. Employers sometimes agree to this after they have hired a client and have seen the success of the supported work training program.

Assessment or training on an actual job site is not a mandatory prerequisite to placing a client into a job as long as you are comfortable with the information gathered from interviews, informal observations, and records review. If you cannot get into real work sites, try to use environments that are set up to look and function like a real job setting. (Use the environmental analysis information to simulate work sites).

Task analytic assessment. One of the best ways to find out the specific job skills a client possesses is through task analytic assessment. A task analysis involves breaking down each job duty into its component steps. The job duties chosen are those that you have identified during the environmental analysis (refer to the Environmental Analysis Form and Sequence of Job Duties Form discussed earlier). Two examples of task analyses of job duties in food service positions are shown below:



Task Analyses of Jobs

Operating Dish Machine

1. Remove glasses from buspan.
2. Pour any remaining liquid into sink.
3. Put glasses in glass rack.
4. Repeat steps 1 through 3 for coffee cups.
5. Throw away paper from buspan into trash can.
6. Remove a plate (or saucer or bowl) from buspan.
7. Scrape off large particles of food with fork into trash can.
8. Put plate (or saucer or bowl) in dish rack.
9. Continue emptying buspans until racks are full.
10. Remove silverware from buspan and place in soaking solution.
11. Turn on water to sprayer.
12. Spray glasses, cups, and plates in racks.
13. Turn on dish machine.
14. Put racks through dish machine.
15. Empty racks as they come out of dish machine and put dishes and glasses into appropriate places.
16. Separate silverware and put into racks.
17. Spray silverware.
18. Put silverware rack through dish machine.
19. Empty rack as it comes out and put silverware in appropriate place.

Busing Tables

1. Approach dirty table with buspan and cleaning rag.
2. Place buspan and rag on chair.
3. Stack plates.
4. Stack bowls in buspan.
5. Put silverware in buspan.
6. Put glasses and cups in buspan.
7. Pick up napkins and other trash and put in buspan.
8. Empty ashtray into buspan and wipe clean.
9. Position cleaning rag at upper left corner of table.
10. Wipe table by exerting downward pressure onto cleaning rag, moving it horizontally across table to right side of table.
11. Move cleaning rag down on table a few inches toward self.
12. Exert downward pressure toward self.
13. Repeat steps 10 through 12 until entire table area has been wiped, moving condiment and napkin containers as necessary.
14. Wipe off seats of chairs.
15. Position chairs neatly under table.
16. Carry buspan and rag to next dirty table.
17. Repeat steps 2 through 15.
18. When buspan is full, take to dish room.

The task analytic approach can be used to assess a client's job performance in two ways. First, you can determine how much of a task the client can perform independently. Each step of the task analysis

is placed on a data sheet such as the one on page 85. A (+) is recorded when the client independently performs a step, and a (-) is recorded when the client does not perform the step independently within a specified time interval. During this process, reinforcement or assistance is not given to the client. The critical element of this type of assessment is to provide the client the opportunity to either perform or not perform each step of the activity. The trainer does not instruct the client during this process, but arranges the environment so that the client is cued to respond by performing the next step in the sequence. If he or she is not able to perform a step, a (-) is marked beside that component. The client is then asked to perform the next step and so on until the client has been assessed on all steps in the sequence.

The second way to use a task analytic assessment is to provide varying levels of prompts to the client at each step in the task analysis. In this way you can determine the type and amount of training a client may initially need to perform certain jobs. The "least intrusive" prompting method described below is one way of guiding a client through job task completion. This method gives the client a chance to perform each step independently before you provide a verbal, modeling, or physical prompt. It is also appropriate to use this method of assessment during pre-employment training because you are able to closely monitor a client's progress as his or her performance becomes more independent. To use this prompting method, follow this sequence:



1. Give instructional cue.
2. Wait 2-3 seconds for self-initiation of step 1 in task analysis (TA).
3. If correct, proceed to Step 2 of TA.
4. If incorrect or no response, provide verbal prompt specific to Step 1 in TA.
5. If correct, reinforce and move to step 2.
6. If incorrect, repeat verbal prompt and simultaneously model the response.
7. If correct, reinforce and move to Step 2.
8. If incorrect, repeat verbal prompt and physically guide client through response.
9. Reinforce and move to Step 2.
10. Repeat procedure for each step in TA until activity is completed.

A data sheet such as the one provided on page 85 can be used for both of the above approaches to task analytic assessment.

Production Rate Recording

It is always helpful to know how fast a client can perform major job duties in relation to competitive standards. This type of an assessment can only be done at a real job site, using that particular company's production standards as the basis for measurement. The Initial Training section of this manual discusses methods of establishing production rates.

Summarizing Assessment Data

Use a general screening form such as the RRTC Client Employment Screening Form on pages 45-48 to summarize results of your client assessment including behavioral assessment information and informal observations, interviews, and record reviews. Keep all results such as data sheets and anecdotal notes with your summary for future reference.

Directions for Using the RRTC Client Employment Screening Form

Once all the previously mentioned information is obtained, the

job trainer compiles the results on the Client Employment Screening Form.

Each item is to be scored based on the job trainer's knowledge of the client, which is gained from the total client assessment process. The form is not filled out in reference to a specific job, but in light of the client's competitive work potential in general.

Example:

	Light Work/ Many Breaks Only	Light Work? Few Breaks	Full Day/ Many Breaks	Fuil Day7 Few Breaks
Endurance				
			X	

See the sample form on pages 45-48 for illustration.

General Guidelines for Client Assessment

- Advertise your services in the community so that agencies and businesses are aware of your program.
 - Acknowledge receipt of referrals promptly.
 - Insure client confidentiality when records have been released to your program.
 - Make time for personal interviews with client and family and explore their ideas and needs.
- Observe the client directly to determine such factors as endurance, strength, communication skills, and response to supervision.
- Inform client, family, and referral source of the results of the client screening. Include specific objectives that the client can work on to enhance competitive work potential.
 - Update the client screening form every three to six months if the client remains on your waiting list.

SUMMARY - CLIENT ASSESSMENT

<u>Sequence of Events</u>	<u>Corresponding Forms</u>
Advertise Program	Brochure/Pamphlets/ Business Cards Referral and Placement Policies Form
Referral	Referral Form
Obtain Permission for Release of Information	Release of Information Form
Review of Records Interview with Client and Others Informal Observation	Client Employment Screening Form (use as a guide)
Behavioral Assessment	Task Analysis Data Sheet Production Rate Recording Form
Complete the Client Employment Screening Form (with information from review of records, interviews, informal observation, and behavioral assessment)	Client Employment Screening Form

Referral and Placement Policies Form

Virginia Commonwealth University
Rehabilitation Research and Training Center

The Rehabilitation Research and Training Center (RRTC), supported by a grant from the National Institute of Handicapped Research (U. S. Department of Education) is a five (5) year program designed to explore and improve employment for the mentally retarded. Among the many services to be provided by the RRTC is direct job placement training for severely disabled mentally retarded persons. Referrals for this service must come through the Virginia Department of Rehabilitative Services. Persons interested in this service should contact their rehabilitation counselor. The counselors will determine if the RRTC's services are appropriate for their clients.

Additional services to be provided by the RRTC are continued research which will help identify the best strategies in placement initiatives and supported work training activities. Furthermore, the program will provide national dissemination of information pertaining to the employment of the mentally retarded. The Center is currently funded for a five year period through April, 1988.

Target Population and Referral Guidelines

- (1) The RRTC's target population is mentally retarded persons. In July 1984 the RRTC was approved as a vendor for the Virginia Department of Rehabilitative Services (DRS). This enables the program to expand services provided to DRS clients. The RRTC will be reimbursed by DRS for training clients who might previously have been excluded from receiving employment services.
- (2) The client must require special training; that is, in order to insure that this service is provided to those in greatest need, there must be some documented reason why this person would require special services for employment.

- (3) The client must be willing to work. S/he need not possess the precise skills for a given job; however, the desire to work should be present.

Referrals

- (1) If you are interested in referring a client who may have employment potential, but who would require special training or extended follow-up services, please contact the Virginia Department of Rehabilitative Services for an assigned counselor. Additionally you may contact:

Mark L. Hill
VCU/RRTC
Director, Employment Services Division
Richmond, Virginia 23284-0001

Telephone: (804) 257-1851

to indicate your interest in the service.

Currently services are available in Richmond, Virginia Beach, and Norfolk. Additional sites may be established based on demand.

- (2) After a referral form is received and the previous evaluations are submitted, a screening session will then be arranged with the client and the feasibility of a job placement will be discussed with the rehabilitation counselor. Client information will be assessed in order to determine a potential job match and to estimate the on-site training that would be needed. When an opening arises, a job coordinator will contact the referring person/agency to establish transportation, hours, and other joint concerns.
- (3) Assistance toward transportation needs is often required of the referring agency, parents or guardians. Although some rides can be provided, transportation over an extended period is not possible.

RECEIPT OF REFERRAL FORM

REHABILITATION RESEARCH AND TRAINING CENTER
C/O MARK HILL
EDUCATIONAL SERVICES
VIRGINIA COMMONWEALTH UNIVERSITY
RICHMOND, VIRGINIA 23284-0001

TO: DRS. / Mrs. Bryant
FROM: Rehabilitation Research and Training Center
DATE: 7-15-81

This is to acknowledge that the referral on Tom
was received by the Rehabilitation Research and Training Center on _____

A screening of the client's records will be performed to determine if the individual is in the Research Center's target population. If so, an ecological employment evaluation will be arranged with the client as soon as possible. The following records are necessary to complete the referral process:

- most recent psychological evaluation
- medical records
- vocational evaluation
- educational records
- other specify: _____
- all necessary records have been submitted, thank you.

Please keep in mind that we are targeted to serve clients whose primary disability is moderate mental retardation or lower. In some cases, mildly retarded persons with additional handicaps can be accepted.

The Research and Training Center's small direct service staff and its commitment to job-site training and follow-up services for each client necessarily restricts the number of clients we are able to serve. The client who is best suited to an available position will be placed first, regardless of the date of referral. Therefore, referral to the Research and Training Center should not be

considered as the sole rehabilitation plan for a client, but as another source of services.

We regret not being able to provide competitive work for every individual referred to our program. However, we will notify you immediately if a competitive placement is imminent for your client.

Thank you for your referral to the Rehabilitation Research and Training Center.

Signature: A.B. Smith
Title: Job Trainer

upd 2/20/84

Referral Form for Transitional Supported Work Vendor
Rehabilitation Research and Training Center

Instructions: Please provide information on all items unless unavailable.

Date of referral: 7-10-81

1. Social Security Number of Client 22398-6728

2. Name of Client Bruant Tom H.
Last^ First M.I.

3. Name of County or City of Residence Henrico Co.

4. Sex of Client M.

5. Address 5026 Hilliard Road
and Phone Richmond, Va.
Number of Client 23228 (804) 266-1712
City State Zip (Area Code) Home Phone

6. Date of Birth 9-5-58

7. Please indicate name and address of the primary person responsible for this referral:

Henrico MR. Services Agency Name
Cragg / Alan
Last First
2014 Henry Street
Street
Henrico Co. Va.
City State
23228 (804) 747-1221
Zip Phone

8. Guardian Information

Please note: If this referral is accepted into the RRTC active file of potential job candidates, a brief questionnaire will be sent to this client's guardian to complete our client-history files.

Guardian Name: Bruant / Mary
Last First

Address: 5026 Hilliard Road
Street Street
Richmond Va. 23228
City State Zip
266-1712 N/A
Home Phone Work Phone

Type of Relationship:

- 1=Natural parent
- 2=Legal guardian/relative
- 3=Group home or other service provider
- 4=none
- 5=other (specify: _____)

Services

Has this individual previously received services in the following areas:

9. Government Financial Aid:

	<u>Yes</u>	<u>No</u>
SSI	_____	_____
SSA	✓	_____
Medicaid	✓	_____
SSDI	_____	_____
Other: _____	_____	_____

10. Previous or current services from Department of Rehabilitative Services

no _____

11. Client Disability

✓ Mental Retardation
a. Level or range of retardation: Moderate

na Mental Health
a. Diagnosis/Describe: _____

12. 28 DRS Case Status for this client as of 7-10-79 was which of the following? Circle one:

- 01-case finding
- 02-referral
- 06-extended evaluation (workshop-Woodrow Wilson evaluation)
- 10-eligibility/acceptance of case
- 12-plan/TWRR
- 14-implementation-guidance and counseling
- 16-physical restoration/mental restoration
- 18-training program
- 20-ready for employment
- 22-starts work
- 23-services interrupted
- 26-closed from 22
- 28-closed not working
- 31-transferred out/moved and transferred case
- 32-post-employment (open case-provide services to keep job)
- 33-transferred in
- 35-closure services

13. 1 What is the severity status of this client according to DRS records?

- 1-severe
- 2-non-severe

14. Please include with this referral the following records if they are available, Psychological ____, Medical ____, Vocational ____, Educational ____, Evaluations.

Please feel free to give any other pertinent information:

as it would relate to working in a
competitive job.

Mail to one of the following depending on locality:

RICHMOND, MAIN OFFICE	NORFOLK	VIRGINIA BEACH
<u>Mark Hill</u> 1314 W. Main Street Richmond, Virginia 23284 (804) 257-1851	<u>Connie Britt</u> 700 West 20th Street Norfolk, Virginia 23570 (804) 625-2311	<u>Pam Pendleton</u> 3432-A Virginia Beach Blvd., Virginia Beach, Virginia, 23452 (804) 486-4663

REHABILITATION RESEARCH AND TRAINING CENTER
CLIENT EMPLOYMENT SCREENING FORM

Type: Initial Ongoing/Employed _____ On-going/Unemployed _____

Number of Hours Client Works per Week _____ Months Client Works Per Year _____

Client's Name Tom SS# _____

Date of Screening _____ Evaluator A. Smith

MORE THAN ONE ITEM MAY BE CHECKED WHEN AN * APPEARS

1. *Availability	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
	<u>X</u>	<u>X</u>	_____	<u>X</u>

Specifics/Comments: _____

*2. Travel	Uses Bus	Uses Bus and Transfers	Requires Bus Training	Travel Arrangements
	_____	_____	<u>X</u>	<u>X</u>

Specifics/Comments: Tom is on a bus line.

3. Strength	LOW	Average	Strong
	_____	<u>X</u>	_____

Specifics/Comments: _____

4. Endurance	Light Work Many Breaks Only	Light Work/ Few Breaks	Full Day/ Many Breaks	Full Day/ Few Breaks
	_____	_____	<u>X</u>	_____

Specifics/Comments: _____

5. Orienting	Small Area Only (<u>one room</u>)	Several Rooms	Building Wide	Building and Grounds
	_____	<u>X</u>	_____	_____

Specifics/Comments: Endurance should improve after 2 or 3 weeks of employment.

6. Mobility	Sit/Stand In One Area	Fair Ambulation	Stairs/Minor Obstacles	Physical Abilities
	_____	_____	_____	<u>X</u>

Specifics/Comments: _____

7. Rate	Slow	Steady/Average Pace Worker	Above Average Speed if Prompted	Fast Independent Worker
	_____	<u>X</u>	_____	_____

Specifics/Comments: Speed should increase with training

8. Appearance	Unkempt	Just Clean	Neat And Clean	Dresses Well
	_____	_____	_____	<u>X</u>

Specifics/Comments:

9. Communication	None	Some Key Words	Sentences (Impaired)	Sentences (Clear)
	_____	_____	_____	<u>X</u>

Specifics/Comments:

*10. Interaction Behavior	Low / Few Interactions	Polite When Given Instruction	Can Interact Socially Infrequently	Can Interact Socially Frequently
	_____	_____	<u>X</u>	_____

Specifics/Comments: Very withdrawn when he is around strangers

11. Interfering Behavior	Many Unusual Behaviors	Unusual Behavior Infrequent	Minimum Interfering Behavior
	_____	_____	_____

Specifics/Comments:

12. Attention To Task	Frequent Prompts Required	Intermittent Prompts/High Supervision	Intermittent Prompts/Low Supervision	Infrequent Prompts/Low Supervision
	_____	<u>X</u>	_____	_____

Specifics/Comments: with a full time job coordinator

13. Independent Task Sequencing	Performs Tasks In Sequence	1-3	Performs 4-6 Tasks In Sequence	Performs More than 7 Tasks In Sequence
	_____	_____	<u>X</u>	_____

Specifics/Comments:

14. Initiation	Always Seeks Work	Sometimes Volunteers	Rarely Volunteers	Avoids Next Task
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Specifics/Comments:

*15. Adapting To Change	Learns New Tasks Easily	Accepts New Tasks	Is Confused By Change	Rigid Routine Required
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Specifics/Comments:

16. Reinforcement Needs	Frequent Required	Intermittent Sufficient	Infrequent Sufficient	Pay Check Sufficient
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Specifics/Comments:

17. Family Support	Goes Out Of Way to Support Work	Somewhat Supportive of Work	Indifferent About Work	Negative About Work
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Specifics/Comments:

18. Financial Situation	Financial Ramifications Not Obstacle	Requires Benefits	Avoids Work Due to SSI Disincentives	Unwilling To Give Up Financial Aid
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Specifics/Comments:

19. Functional Academics	Cannot Distinguish Between Work Supplies	Distinguishes Between Work Supplies	Simple Counting/ Number Work	Simple Reading/ Some Words
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Specifics/Comments:

20. Time Awareness	Unaware Of Time And Clock Function	Identifies Breaks and Lunch	Can Tell Time To The Hour	Can Tell Time in Hours And Minutes
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Specifics/Comments:

CHECK ALL THAT CLIENT HAS BEEN OBSERVED TO BE PROFICIENT IN:

Bus Tables _____	Stocking _____	Restroom Cleaning _____	Food Line Supply _____
Food Prep _____	Sweeping <input checked="" type="checkbox"/>	Washing Equipment <input checked="" type="checkbox"/>	Trash Disposal <input checked="" type="checkbox"/>
Buffing _____	Assembly _____	Dish Machine Use _____	Food Serving _____
Dusting _____	Vacuuming _____	Mopping (Indus.) <input checked="" type="checkbox"/>	Keeping Busy; _____
Clerical _____	Other _____	Pot Scrubbing _____	

Additional Comments _____



CHAPTER III

Job Placement

Individuals who are mentally retarded are often placed into jobs in which they are unable to perform satisfactorily. It is possible to reduce the number of inappropriate placements through a careful matching of job requirements to client abilities. This involves evaluating job analysis data and client assessment information to determine who in the referral pool appears most suitable for a particular job opening. These individuals are identified through a preliminary screening in which the essential aspects of the job are checked against the needs of each client. For example, if weekend work is required, you must know whether the client is willing and able to work on weekends. Furthermore, you have to establish how the client will get to work and whether or not the family will be supportive of these working hours. Looking at certain key factors such as these will help identify potential candidates. A more detailed analysis of client factors and job characteristics, which we refer to as the job/client compatibility analysis, will help to further identify the best candidates for a particular job.

Once a client has been chosen for placement into a particular job, the job trainer must be prepared to introduce him or her to the employer in a job interview or informal job site visit. After this, job training should begin. Most clients who are moderately or severely mentally retarded will probably never be considered "job ready" according to traditional rehabilitation standards. However, with the intensive on-site job training and follow-along services provided in the supported work model, these individuals do not have to be job ready in the usual sense in order to be placed on a job. Instead, an emphasis is placed not only on alleviating obstacles to employment that are identified prior to placement (such as transportation or hygiene) but on training specific work tasks on the job-site after the client is hired.

Key Factors that Affect Job Placement

Accessibility to the Job

Can the client get to the .job? All forms of transportation that are available to the client must be considered. In urban areas, use of the public bus system is the most common method if the client lives near a bus line. Other alternatives for transportation include: (1) arranging transportation to a bus line; (2) arranging car pools with coworkers or persons working near the client's job site (such as neighbors or relatives); (3) teaching the client to ride a bicycle to work; (4) teaching the client to walk to work when the job site is near the client's home; (5) arranging for public or company transportation for workers who are handicapped; (6) having the client take a taxi to and from work; and (7) having a family member take the client to and from work.

If a client cannot get to the job site after all travel options have been explored, the client is not now appropriate for the position. However, not knowing how to use a transportation system should never prevent a client from being selected; the job trainer should arrange for travel training if one of the options listed above is a possibility.

Client Motivation

Is the client interested in the position? For those clients who have had varied work experience or work/study programs, this question is easy to answer. In the case of individuals who have had little or no real work experience, the job trainer must assess the motivation of the client to work in general (some clients do not want

any job at all). This is accomplished through informal discussions with the client and family or group home counselors. Such things as a client's preference for duties around the house (e.g., washing dishes versus sweeping), will help you discover a client's interest in certain types of work.

When a client states that he or she does not want to perform a certain job duty, such as operating a dish machine, respect this decision. Do not pressure a client to take a job, hoping that he or she will grow to like it. There are many demands and stresses during the initial phase of job training and a positive attitude on the part of the client can be a crucial factor for success.

Family Support

Is there parent/guardian support for the placement? A strong support network is critical to the client's success or failure on the job. Non-supportive or uncooperative parents, guardians, or group home counselors make it difficult for the client to maintain satisfactory employment. Consider the situation of a woman who could have a job that is not on a bus line. It will require a great deal of commitment on the part of her family to meet transportation needs. It is also important that parents or guardians understand and accept that SSI benefits will be discontinued after a period of time.

Physical Ability

Is the client physically able to meet the demands of the job?
The individual's physical abilities and work endurance must be evaluated in regard to the specific requirements of the available job.

When determining a client's physical abilities, think about the

possibility of modifying the job. If one task out of an entire routine prevents the individual from meeting the job requirements, consider whether that task could be traded with a coworker for a task that the client is able to perform (for example, the client could wipe down tables for a coworker while the coworker puts up stock which requires the use of a ladder). Remember also that work stamina increases over a period of time. The fact is that most clients, barring any medical complications, are capable of performing more strenuous types of work than they probably currently are doing.

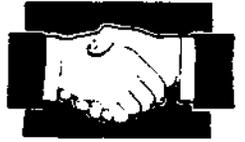
Social Behavior and Daily Living Skills

Is the client's present social behavior satisfactory for this position? Depending upon the amount of contact with the public and with fellow workers, the degree of social skill refinement needed will vary. Communication skills, level of social interactions, and personal appearance of a client should be closely assessed in regard to the specific job. For example, a greater degree of appropriate social behavior is required in a line server or bus position due to the client's contact with and visibility to the public.

The presence of maladaptive behavior such as verbal abuse or stereotypic or self-destructive behaviors has caused many clients to lose their jobs. Thus, an awareness of any inappropriate behavior, including frequency, duration, and conditions under which the behavior occurs, is necessary in order for the job trainer to make an informed job match.

Job/Client Compatibility Analysis

The job/client compatibility analysis is the more detailed



identified for possible placement into a job opening. The form on page 60 is used to summarize compatibility data for each of these clients. Use as many forms as necessary. Directions for completing the Job/Client Compatibility Form are as follows:

Step 1;

Using information from the Job Analysis Form, Employer Interview Form and the Sequence of Job Duties Form, evaluate each of the twenty employment factors in relation to the specific job opening. Indicate whether a factor is critical to the position by placing an "X" in the first column beside that factor.

Step 2;

Using the Client Employment Screening Form and information gathered during personal interviews and observations, rate each client according to the twenty employment factors. Place an "X" in the client column beside each factor that applies to that client in regard to the specific job opening. (For example, if all the clients have transportation to this particular job, place an "X" or. line 2 in each of the client columns.)

Step 3;

Add the total number of factors in each client column which match with the factors marked as critical. (For example, if communication is marked as critical to the position and if there is also an "X" in the client column beside that factor, the "X" in the client column is counted as "1" [one].) Record the score for each client at the bottom of the corresponding column.

The client(s) with the highest number of factors which are marked

identified for possible placement into a job opening. The form on page 60 is used to summarize compatibility data for each of these clients. Use as many forms as necessary. Directions for completing the Job/Client Compatibility Form are as follows:

Step 1;

Using information from the Job Analysis Form, Employer Interview Form and the Sequence of Job Duties Form, evaluate each of the twenty employment factors in relation to the specific job opening. Indicate whether a factor is critical to the position by placing an "X" in the first column beside that factor.

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Step 3:

Add the total number of factors in each client column which match with the factors marked as critical. (For example, if communication is marked as critical to the position and if there is also an "X" in the client column beside that factor, the "X" in the client column is counted as "1" [one].) Record the score for each client at the bottom of the corresponding column.

The client(s) with the highest number of factors which are marked



as critical to the position can be considered top candidates for the job. The results of the job/client compatibility analysis determine which clients are appropriate to interview for the position. If two or three individuals appear equally suitable, there is almost always a factor which tips the decision toward the selection of one client over another (e.g., one client's family is more enthusiastic about employment than others, or a client lives closer to the job site, or a client has more experience on a dish machine). In addition, do not overlook your intuition or "gut feeling" as to which client you feel may be the best match for the job opening. It is often said that there is art, as well as science, in the process of job placement.

Job Interview

Once the job trainer has chosen a client for the job, arrangements are made for the employer to interview your client. (Often this is arranged during the initial employer contact if you feel the job opening is appropriate and the employer agrees to interview one of your clients.) Schedule the interview at a time convenient to the employer so that he or she will be comfortable and attentive during the interview (and thus, more open to hiring your client).

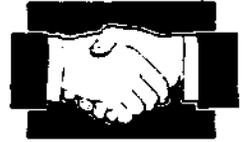
It is the responsibility of the job trainer to notify - well in advance - the client, the client's family or group home, and any relevant agency personnel of the date and time of the interview. This will alleviate any problems you may encounter in taking a client away from a job at the workshop he or she attends. For example, there may be a conflicting doctor's appointment which a group home

counselor has arranged. This is not to say that a client's job interview should not take priority: a doctor's appointment is usually more easily postponed than a job interview. A job opening is often filled within a day or two and the opportunity for employment at that time is lost.

When speaking to the client and the client's family or group home counselor, the job trainer should review appropriate dress and behavior for the job interview, as well as discuss transportation to and from the interview. It is recommended that the job trainer transport the client to the interview in order to avoid the possibility of confusion as to the time or place of the interview.

The job trainer should become familiar with the client's work history and background (this would include secondary work/study experience, as well as workshop tasks) so that an application can be filled out thoroughly. Having a copy of the relevant information with you will insure that the facts are correct and that nothing is overlooked.

During the interview, the job trainer must be attuned to the interaction (or lack of) between the client and the employer. It is advantageous for the job trainer to take an active role during the interview, particularly if the employer appears somewhat uncomfortable and unsure. It is essential that the job trainer know the client's strengths (e.g., perfect workshop attendance for two years, responds well to supervisor, willing to work nights and weekends, etc.) and focus the employer on them. On the other hand, it is not necessary to emphasize weaknesses (as perceived by an employer) that do not affect



the client's work performance. (For example, the client is unable to read or write but this is not a critical skill in a pot washing position.)

The job trainer should be sensitive to the client's ability to respond effectively to certain questions during the interview and perhaps have difficulty with others. Directing the appropriate questions to the client and fielding those which may be problematic for the client are major functions of the job trainer during the interview. Often, an employer who is uneasy will attempt to direct all interactions toward the job trainer. This can be prevented by turning to the client and saying something like this: "Jack, why don't you tell Mr. Smith what you did in your last job?" This allows an exchange between client and employer, which may be an important influence on whether or not the employer hires your client.

Discuss pay rate, hours, benefits, etc. for the client's information even if you have already gathered these facts during the job analysis. Sometimes schedules and/or job duties will have been changed and it is important to find this out before the client starts work.

Although the job trainer has presented the advantages of the program (such as on-site job training and TJTC) during the initial employer contact, it is helpful to reiterate these points during the job interview. An employer who has never worked with a person who is handicapped may be somewhat fearful; the knowledge that a staff person will be present during the initial training phase and for long-term follow-up is extremely reassuring. Hearing about the TJTC again

during the interview (with an emphasis on the small amount of paper work involved) also provides incentive to hire your client.

Assuming that the interview has gone well and the job/client match is appropriate, the job trainer should negotiate for a work start date. An employer who feels good about your applicant may take the lead and set a starting date without hesitation. However, an employer who hedges a bit or is uncertain may need some gentle persuasion to try your client in the position. In this case, it is helpful to say something positive such as , "If you'd like to try out Tom in the position - and I think he'd do a good job for you as a dishwasher - when were you thinking of having him start?" (Note that the words "try out" and "having him start", are less threatening to the employer than the word "hire".)

If the above proceeds smoothly and you have set a date for the client to begin work, thank the employer, shake his or her hand, and prepare to leave (of course, the client should do the same). Once you and your client are out on the sidewalk, hearty congratulations are in order because he or she has just landed a competitive job! The client's family or group home, as well as any relevant agency personnel, should be notified immediately so that arrangements can be made for the client's first day of work (e.g., transportation may have to be confirmed, work clothes purchased, etc.).



Job Interview Guidelines

Before the interview;

- .Inform the client, the client's family or group home, and relevant agency personnel of the date and time of the interview. DO THIS AS SOON AS POSSIBLE!
- .Emphasize that the client should be appropriately dressed for the interview - clean and neat, no bizarre costumes.
- .Review appropriate behavior (e.g., handshake and posture) and, questions which the client can respond to during the interview, such as "Have you ever worked in a restaurant before?" and "How will you get to work?"
- .Arrange to transport the client so that there will be no mix-up in the time or place of the interview.
- .Bring client information to the interview so that an application can be readily and correctly filled out.

During the interview;

- .Take an active role during the job interview by:
 - being aware of the client's ability to respond during the interview and directing appropriate questions to the client;
 - fielding questions which may be difficult for the client to answer effectively;
 - knowing the client's strengths and focusing the employer's attention on them (assets may include on-site training and TJTC).
- .Discuss pay rate, hours, benefits, etc. for the client's information (even if you have already gathered this information during the job analysis).
- .Negotiate for a work start date if the interview has gone well.

After the interview;

- .Enthusiastic congratulations for your client!
- .Notify the client's family or group home and relevant agency personnel so that arrangements can be made for the client's first day of work (e.g., transportation confirmed, work clothes purchased, TJTC paper work completed, etc.).

JOB/CLIENT COMPATIBILITY ANALYSIS FORM

Analysis Date: July 15

Job Title: Pot Scrubber

Employment Factor:	*Considered Critical To Position	Client Name: <u>Tom</u>	Client Name: <u>Sue</u>	Client Name: <u>Bill</u>	Client Name: _
(1) Availability	X	X	X		
(2) Transportation		X			
(3) Strength	X	X	X	X	X
(4) Endurance	X	X	X	X	X
(5) Orienting		X	X	X	X
(6) Mobility	X	X	X	X	X
(7) Rate	X	X		X	X
(8) Appearance		X	X		
(9) Communication		X		X	X
(10) Social Interaction		X		X	X
(11) Interfering Behaviors		X			X
(12) Attention to Task	X	X			X
(13) Sequencing of Tasks		X			X
(14) Initiation					X
(15) Adapting to Change					X
(16) Client's Reinforcement Needs	X			X	X
(17) Family Support			X	X	X
(18) Financial Concerns			X	X	
(19) Functional Academics		X		X	
(20) Time					
**TOTAL:		<u>6</u>	<u>4</u>	<u>5</u>	<u>6</u>

Compatibility: (List clients' names beginning with the one currently most compatible and ending with the one currently least compatible.)

Tom (parents can transport)
Karen
Bill
Sue

*Indicate by placing an "X" in the column.

**Number of (x's) under client name that match a corresponding (X) under critical to position column.



CHAPTER IV

Job Site Training

In the supported work approach to job training, a job trainer is available to be on the job site on a full-time basis for as long as necessary. The job trainer is responsible for teaching job skills, for training related skills such as transportation and grooming, and for advocating on behalf of the client. In fact, for at least the first two weeks after a client has been placed on a job, the trainer is likely to be at the job site six to eight hours a day. It may take even more time each day to work on related skills such as learning to ride the bus to and from work.

Job site training involves direct instruction of job tasks and related behavioral skills such as transportation use, communication, on task behavior, and appropriate use of meal and break times. The period of direct instruction can vary from several weeks to several months depending on the skill level of the client and complexity of the job. The phases of direct instruction can be categorized as job orientation/assessment, initial training/skill acquisition, and skill generalization and maintenance/fading. Job site training also involves advocacy or non-instructional intervention that promotes adjustment to the work environment. Although advocacy begins with client assessment and continues as long as a client holds a job, a great deal of formalized advocacy work will occur during job site training.

Orientation and Assessment of the Job

During this initial phase of job training, which generally lasts two to four weeks, the job trainer must be prepared to stay on the job with the client for the entire work day. The job trainer not only provides skill training to the client, but also insures that all job duties are performed to company standards. Remember that part of your original appeal to the employer was that the job would be completed and done correctly even from the start! Several of the things that must be completed during the orientation/assessment phase include completing a detailed job/task analysis and determining training strategies for the client. Also, transportation training and advocacy intervention must begin immediately.

Job/Task Analysis. A task analytic approach is used for identifying and sequencing job duties, establishing a work routine, and designing appropriate training methods. This kind of detailed analysis, based on original visits to the job site and observation of work performance during the first days on the job, includes a sequential list of duties and their component tasks, approximate times for beginning and ending each job duty, machinery and tools used, communication required, and special training techniques. This information can be recorded on a form such as the one on pages 79-82. Provide the employer with a copy of the job/task analysis and ask for input and final approval.

Performing Job Duties. While you are determining specific training strategies you also must make sure that the job gets done. The following guidelines are helpful in getting through the first few days on the job site:



- 1) Keep in mind that the first two weeks are the hardest! The job trainer will often have to take over fifty percent or more of the actual workload, gradually increasing the trainee's responsibility for completion of job duties as dictated by client's job performance and skill level.
- 2) Assign one or two specific job tasks in which you provide intensive skill training to the client, while also coordinating the overall completion of the work.
- 3) Concentrate the first day or two on your learning to perform the job and organizing a routine.
- 4) Inquire about short cuts and tricks of the trade from coworkers, but make sure the job is done correctly and "by the rules".
- 5) Do not try to record the job analysis during the scheduled hours of the job. Do your paper work after hours.

Initial Training and Skill Acquisition

Once a job/task analysis has been completed and the job trainer is comfortable with the daily work routine, systematic instruction of job skills to the client should begin. This phase of behavioral training is based on establishing the following procedures:

- 1) Determine effective reinforcers, preferably using only naturally occurring ones such as social praise. Use as sparingly as possible since few reinforcers will be available after the trainer has faded his or her training.
- 2) Choose prompting techniques that allow the client to learn the job correctly from the beginning.
- 3) Determine recording procedures for tracking independent performance and work rate.
- 4) Increase the rate of work once the quality of work is acceptable by company standards.
- 5) Fade your instruction slowly so that the client gradually begins to perform the job independently.

Providing Reinforcement on the Job

Motivation is unique to each individual. What is reinforcing to

one individual is not necessarily reinforcing to another. When doing job site training the best reinforcers are those that naturally occur in work environments (i.e., pay check, paid vacation, and supervisor/co-worker praise). In some cases, however, this will not be enough initially and a job trainer will find it necessary to identify artificial reinforcers to help his or her client improve one or more aspects of work performance.

A reinforcement questionnaire such as that on pages 83-84. can be used to determine what types of reinforcers are useful during initial training. Answers to the questions concerning reinforcement can be gathered from interviews with the client, structured observations involving reinforcer sampling techniques, and interviews with family members and professionals who have worked with the client. The important point in providing reinforcement on a job site is to build in a structure for fading the reinforcement before the job trainer fades from the job site.

One effective reinforcement procedure involves using coworkers to praise the client's work performance. This is particularly useful since this type of social reinforcement can continue after the job trainer has stopped providing daily training. Coworkers should be shown how to praise the client's performance only when it is correct, to do it immediately after the task is completed, and to label or tell why praise is being given (e.g., "Tom, nice job of scraping all the plates!").

Prompting Correct Performance of Job Tasks. During initial training, it is important to guide the client through the performance



of job tasks so that he or she does not make unnecessary errors and learns to complete the job correctly from the beginning. One way to provide this guidance is to use the system of least intrusive prompts. This method, in which either a verbal, modeling, or physical prompt is provided on each sequential step of a task when not performed correctly, allows for completion of a task from beginning to end, regardless of the amount of assistance needed. The directions for using this procedure are provided below:

- *1. Give instructional cue.
2. Wait 3-5 seconds for self-initiation of Step 1 in task analysis (TA).
3. If correct, proceed to Step 2 of TA.
4. If incorrect or no response, provide verbal prompt specific to Step 1 in TA.
5. If correct, reinforce and move to Step 2.
6. If incorrect, repeat verbal prompt and simultaneously model the response.
7. If correct, reinforce and move to Step 2.
8. If incorrect, repeat verbal prompt and physically guide student through response.
9. Reinforce and move to Step 2.
10. Repeat procedure for each step in TA until activity is completed.

*Do not reinforce on every step unless absolutely necessary to maintain performance.

If the system of least prompting is ineffective, the job trainer may have to utilize a graduated guidance procedure. This system is often useful in working with severely retarded individuals who demonstrate weak imitation skills. This technique involves providing maximum physical guidance initially on all steps of a TA to expose the worker to the new movements required by the task. Gradually, physical assistance is faded as the worker acquires portions of the task. The physical guidance is always paired with a verbal cue. The job trainer may start with hand over hand assistance, decreasing to hand on wrist

only, and finally to the trainer's hand gently placed on the client's elbow only. The physical guidance is systematically reduced until the client performs the step independently. The major disadvantage of this process is that the client may become dependent on prompts to initiate a task which makes fading from the job site more difficult for the job trainer. Whatever method is used, it is essential to try to reduce assistance as soon as possible so that the client begins to work independently.

Recording Performance Level During Initial Training

Job trainers need to record the performance of a client while he or she is learning the tasks involved in a job. Regular data collection is really the only objective way of showing whether or not learning is occurring so that the trainer can begin fading his or her assistance. Two types of data can be recorded during this phase of training. Both are based on the task analysis of each job skill and both indicate whether the client is beginning to work independently. The same data sheet can be used for recording the two types of data.

The first type of data is referred to as "probe" or "continuing assessment" data and indicates how a client performs a job duty without any prompting or unnaturally occurring reinforcement. It should be collected at least once a week and preferably at the beginning of a training period. Probe data, recorded simply with a (+) for a step done correctly and (-) for a step done incorrectly, lets the job trainer know when the client is performing a specific task correctly and independently. We typically consider a job task to



be learned when a client performs all of a task analysis correctly on three consecutive probe trials.

The task analytic recording sheet on page 85 shows how a client, Tom, performed on pot scrubbing on five probe trials which were conducted over a five week period. (His performance was assessed each Monday as the dates indicate.) On the third, fourth, and fifth trials he performed all steps of the pot scrubbing task analysis correctly, so from that point on the trainer would expect Tom to perform this task without assistance. Of course, if he began to make errors in this task, instruction would begin again. One way to insure correct performance is to continue to collect probe data at least once a week. This type of assessment can be done on visits to the job site long after the job trainer is no longer present on a daily basis. Note the directions for conducting a probe on the back of the recording sheet on page 86.

The second type of data which can be collected between probes indicates the kinds of prompts which are being provided to the client during the completion of tasks. The same task analytic recording sheet used for probe data collection is used for recording this prompt data. In this case, the job trainer records a symbol representing either independent performance of a step or the provision of a verbal, modeling (gestural or model), or physical prompt. Directions for recording prompt data when using the system of least prompts is provided on page 86.

Keeping track of the number and type of prompts that are provided to a client on a specific task over a period of time allows the

trainer to determine whether or not to start gradually moving further away from the client during training to reduce client dependency on the trainer's physical proximity. For example, if the client is receiving mostly verbal prompts or is performing most steps of the task independently, the trainer can move back from the client three feet or so on the first day. The trainer continues to increase the distance from the client as appropriate, until he or she is observing the client from across the room. The job trainer should not leave the client alone in a work area during the first several days of employment without notifying a floor supervisor.

The data on page 85 show that Tom is learning to scrub pots quickly. In fact, he rarely needs anything more than a verbal prompt on a few of the steps in this task. Since he is performing so well, the trainer can begin to move further away from the client as he works. Eventually, after three consecutive 100% correct probe trials, the trainer can begin leaving the pot scrubbing area totally.

Even a small amount of data collection on the job site can be time consuming. It is recommended that the job trainer concentrate on recording prompt data on only one or two tasks per day. Probe data can be collected on several job tasks since only one trial (a complete task analysis) has to be recorded on any given day.

Improving Work Rate

Once a client has learned to perform a few job tasks correctly and independently, the job trainer helps the client increase his or her rate of work production up to company standards. The first step in increasing work rate is to establish a standard rate based on the



performance of non-handicapped coworkers. This information can be gathered during job site observations before placement and during the orientation/assessment phase of job site training. It is advisable to observe several workers performing a particular task over a period of several days. An average rate of production can then be determined from these observations.

Several methods can be used for improving work rate. Some of these include: using a changing criterion reinforcement program in which a client has to work progressively faster in order to receive a particular reinforcer; using a timer to encourage speed (the client strives to complete a job before a buzzer sounds); and having the client chart his or her work performance and talk about improvement before and after a work period with the job trainer. Whatever method is chosen, the job trainer must eventually remove all intrusive prompts such as timers and artificial reinforcers from the job site.

Work rate should be assessed throughout job site training and during follow-up visits once the trainer has faded his or her presence from the job site. Regular rate checks help to assure successful job performance and alert the job trainer that a problem may be occurring. A form such as the one on page 87 can be used to collect rate data at any point during or after the job training phase.

Attention to Task

During job site training and the later follow-up period, it is important to monitor a client's on task behavior. Knowing that a client is attending to task allows the trainer to make decisions concerning fading from the job site. When a client is having problems

staying on task this affects work rate as well as relationships with supervisors and coworkers.

An interval recording method can be used for assessing on task behaviors during brief observation periods, and a data sheet such as that on page 88 can be used for recording on task data. In this method, the job trainer sets aside a short time period, such as five minutes, during which the client is observed performing a particular job task. During this five minute period the job trainer does not prompt or reinforce the client in any way. Every ten seconds the job trainer records whether the client is on task by writing down a plus (+), or a minus (-) if he or she is off-task. At the end of the five minute observation period, the trainer determines the percentage of time the client is on task by dividing the number of (+)'s recorded by the total number of observations:

$$\frac{\text{(+)'s}}{\text{(+)'s} + \text{(-)'s}} = \% \text{ time on task}$$

Determining Training Schedules

Even during the initial training/skill acquisition phase, the job must be done to company standards. This means that the job trainer not only trains the client, but also actually performs various job duties. One way of insuring that both client training and job duties are done is to intensively train the client in one or two tasks, while other duties are completed primarily by the trainer. Of course, the client should do as much as possible on all job tasks, but systematic instruction of all tasks cannot usually be accomplished during the first day or two. The following list of guidelines will help the trainer during this critical period:



1. Initially, train only the first few job duties out of the entire sequence of duties. After a job duty is performed independently, as indicated by three probe trials, training can begin on another task.
2. Once a week, conduct probes of a task previously instructed to make sure that correct task performance is maintained.
3. Increase client's work rate if necessary as soon as a job task is performed independently. This prevents having to increase work rate on several tasks at once.
4. Check on-task/attending behaviors as soon as the client is performing a task independently.
5. Even when systematic training of a certain task is not being conducted, the client can still be involved in performing part or all of the task with the trainer. The client should never be idle!

Training Related Skills

During the initial training phase of job-site training, the job trainer may have to train the client in skills related to holding a job such as riding a city bus, using vending machines, depositing a pay check in the bank, and grooming. The training should occur in natural settings and will have to be done before and after regular-work hours. The job trainer must be prepared to spend extra hours training needed related skills during this period. In many cases, group home counselors or case managers can be called upon to provide or assist with this training.

A task analytic approach is suggested for training related skills. In fact, the same procedures used for training job tasks can be used. A sample program for teaching a client to ride a city bus is included on page 89.

Skill Generalization and Maintenance/Fading

The third and final phase of job-site training involves the

gradual fading of the daily presence of the job trainer as the client performs each job duty independently.

The fading process takes several weeks, sometimes months, during which the job trainer slowly and systematically fades his or her presence on the job site. The criteria by which the job trainer determines whether or not to begin fading consists of the following data: on/off-task behavior, prompting assistance, work quality, and work rate. These data are recorded by the job trainer on a regular basis during job-site training and provide the job trainer with an objective measurement of the client's job performance. (Refer to earlier sections on data collection for a more detailed discussion.)

As the data reflect the client's increasing independence in performing job duties up to standard, the job trainer fades from the immediate work area for short periods of time. For example, the trainer may go to the break area to catch up on paper work while the client sets up the salad bar; however, the client requires training assistance in the dish room during the lunch rush and the trainer returns to the work area at that time.

Gradually, the trainer spends only that part of the client's work day on-site during which his or her presence is necessary (e.g., training is only provided to the client during the lunch rush). When the client is successfully completing all job duties satisfactorily, the job trainer can fade from the job site for an entire day, checking at the end of the work day on the client's first solo job performance.

The client's first day alone on the job site is a significant one and the job trainer should clearly explain to the employer, coworkers,



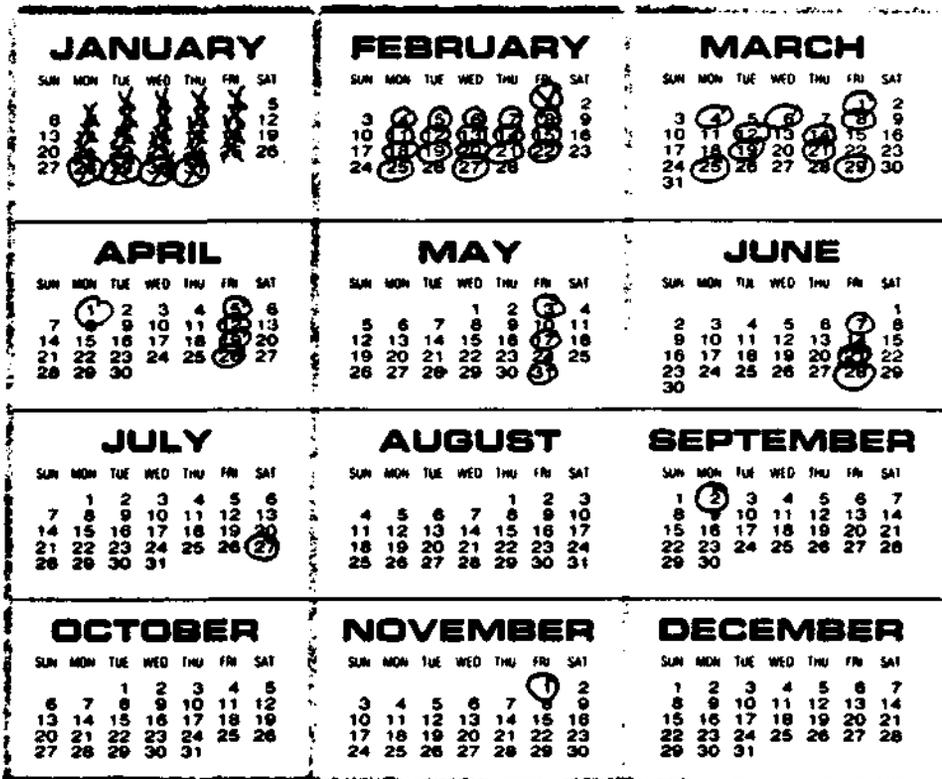
and the client that he or she will not be on-site that day. The job trainer should emphasize that he or she can be contacted and will return to the job site immediately should a problem arise.

If the client continues to do well according to the supervisor and coworkers, and the data remain consistently positive, the job trainer can begin to slowly reduce the number of days per week on the job site. The actual schedule of fading is generally determined by the following:

- 1) the client's job performance. Fading can proceed smoothly as long as the client continues to function well without the trainer. However, any negative change in the client's performance necessitates increased intervention by the trainer.
- 2) the needs and personalities of the supervisor and coworkers. Some employers are less comfortable with the fading process than others and will require reassurance and a more gradual fading of the job trainer from the work site.
- 3) the characteristics of the job and the job site. A client who works in a highly visible position, such as line server or bus person, will require a much more gradual and systematic fading process. The job trainer should not attempt to fade from any job site until he or she feels comfortable about the client maintaining a satisfactory job performance.

A sample fading schedule is shown on a calendar below (an "X" indicates the trainer's presence on the job site four hours or more; an "0" indicates the trainer's presence less than four hours):
(January 1st is the client's date of hire.)

Using supervisors to facilitate the fading process is extremely important. Supervisors should be involved in the initial training as much as possible so that client and supervisor become accustomed to one another. The job trainer can briefly describe the training and



fading process to the supervisor, and encourage the supervisor to interact with and reinforce the client as appropriate. Verbal praise for a job well done, presentation of pay checks, and social exchange are types of reinforcement that supervisors normally give workers.

Coworkers can also be solicited to help clients get through "tough spots." They can provide occasional work prompts and reinforcers while the trainer is still at the site and gradually increase their interactions with the client as the trainer fades from the work area. The job trainer will have to initially model for coworkers the best way to "help" the client and should take the time to informally explain the client's disability and background.



Teaching the client self-reinforcement techniques also facilitates the fading process. For example, the client can be taught to take a short break when he or she completed a task ahead of schedule (if the supervisor approves). Coworkers can be encouraged to monitor this if they express an interest. Charting daily earnings until pay day or saving money each week for a special purchase can also be motivational to a client.

Any time spent in the process of placement, training, and follow-up of clients, employers, families, and agencies should be recorded by the job trainer. After working with several clients and analyzing the amount of time spent in various activities, it becomes easier to predict approximately how much time a new placement will require. Likewise, recording the time spent on early phases of training for an individual client will help determine how long the fading of direct intervention for that client, will require. A method for recording and analyzing intervention time is provided on page 113.

Advocacy

Advocacy activities in the supported work model take many forms throughout the job development, placement, training, and follow-up phases. Any activity performed by a job trainer which promotes a retarded worker's success in a competitive job can be considered as advocacy. Advocating for a client means fostering positive attitudes toward retarded workers in general, while helping your particular client adjust to his or her competitive work environment. This involves interactions with the client and his or her family or group home, employers and coworkers, and the community at large. Some of the

most commonly occurring advocacy activities done by a job trainer during each phase of the supported work model are listed on the following page.

Guidelines for Advocacy Activities



Job Development

- Explain the capabilities of workers who are Dentally retarded to employers and coworkers during job site visits;
- Meet with civic, business, church, and social groups to change social attitudes and educate them on the advantages of hiring workers who are handicapped;
- Develop advertising and educational literature pertaining to your job training program.

Client Assessment

- Counsel parents/guardians on benefits of competitive employment for their son or daughter;
- Explain to parents or group home staff the eventual loss of SSI benefits and the trial work period;
- Help parents or residential counselors fill out SSI forms or visit the local SSI representative;
- Work out transportation problems with families or agency staff;
- Outline specific objectives for school or adult program personnel which will improve the employability of prospective clients.

Job Placement

- Make sure the job application is filled out correctly;
- Accompany the client to the job interview and speak on his or her behalf if necessary;
- Review appropriate dress and behavior with the client and the family or group home staff;
- Arrange to transport the client to the Job interview and to the Job on the client's first day;
- Explain the job benefit package to the client and his or her family or group home staff.

Job Site Training

- Establish rapport with supervisors and coworkers and adhere to the rules of the job site;
- Never allow client training to interfere with the flow of business or the established work schedule;
- Involve supervisors or coworkers in client training if feasible and briefly explain the systematic training and fading procedures;
- Recognize employers, supervisors, and coworkers who promote the employment of citizens with handicaps (e.g., a plaque, awards banquet, etc.);
- Establish rapport with coworkers and involve them in the training of the client;
- Explain to coworkers the disability, background, and behavioral characteristics of the client;
- Encourage coworkers to socialize with your client and model appropriate ways to do this;
- Have the supervisor complete written evaluations on the client's performance and discuss results;
- Work out Job modifications with the supervisor when needed;
- Keep the family or group home counselors aware of the client's progress and problems that may occur;
- Give parents or group home staff the "job rules" such as the procedure for calling in sick;
- Explain pay and benefits to parents and group home staff prepare them for the eventual loss of SSI and medical benefits;
- Do not fade your presence from the Job site until you are sure the client is going to "make it" alone;
- Inform the supervisor and the client's family or group home staff of the long-term follow-up services you provide for the client.

Follow-up

- Mail supervisor evaluations on schedule and respond immediately if any problems are indicated;
- Visit the job-site and monitor the client's performance by talking to supervisors and coworkers and by completing task analytic probes, production rate recordings, and on task observations;
- Keep up with management and supervisor changes at the Job site. Personnel changes can seriously affect client's job performance;
- Find out about any changes in the client's home situation through the use of parent surveys, phone calls, and home visits;
- Be prepared to go back on the job site at any time for retraining!

SUMMARY - JOB SITE TRAINING

<u>Sequence of Events</u>	<u>Corresponding Forms</u>
Report to work with the client on the first day and be prepared to stay on the job site all day for several weeks.	
Complete the job/task analysis as you become familiar with job duties and sequences.	RRTC Individualized Task Analysis and Special Training Strategies Form
Begin systematic instruction of job tasks.	1) Reinforcement Questionnaire 2) Task Analytic Recording Sheet
Train related skills (such as use of public transportation, use of vending machines or cafeteria, and grooming).	Use the instructional format for bus riding provided in this section as a guideline for training other skills.
Increase client's production rate of job tasks.	Work Rate Recording Sheet
Monitor client's on/off task behavior.	RRTC Time On Task Recording Sheet
Continue training client until all job tasks are completed independently and up to company standards.	All forms
Begin a gradual fading from the job site.	All forms
Continually advocate for the client as necessary.	All forms

Individualized Task Analysis and Special Training Strategies

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques
7:25-7:30	Punch time clock	1) Put time card in time clock-supervisor must sign.
7:30 - 7:35	Supply Pick-up	2) Following task should be completed on the way to work station: <ul style="list-style-type: none"> -pick-up apron -pick-up rags -hang-up coat
7:35 - 8:00	Organize Work area	3) Organizing work area is done in the following manner: <ul style="list-style-type: none"> a. Fill sinks #1 = Hot soapy water #2 = Hot water-when sink is full add 1/4 cup of disinfectant #3 = Hot water for rinse b. As sinks are filling with water separate pots and pans into "scrapers" and "soakers". Put food from pots and pans into garbage disposal. Scrapers=go immediately into sink #1 Soakers =fill with hot soapy water and place on counter. c. Press green button to run garbage disposal after organizing session, operate for 3 minutes and press red button to turn garbage disposal off. d. Wipe down empty cart and remove from immediate work area.
8:00 - 9:00	Scrub Pots and Pans	4) Scrub pots and pans in the following manner: <ul style="list-style-type: none"> a. Place 10-15 pots and pans in sink (depending on size) b. Empty water out of one pot from sink c. Place pot on catcher (left side of sink #1) d. Using the green pad, scrub the inside bottom. Then placing pot on side and rotating in a clockwise direction, scrub bottom side. e. Rinse pan in sink #1 and check for additional food (If food remains in pan use metal scrub pad - Note: corners). f. Using the green pad scrub outside of pot repeat c, d, & e (fast and dirty method) g. Dip pot in sink #2 (verbal cue "dip and throw") h. Place in sink #3 i. Continue until the original 5 or 8 pans are in sink #3 j. Put pots in proper place k. Repeat a

Individualized Task Analysis and Special Training Strategies

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques
9:00 -	Prepare for break	5) Empty water from sink #1 and sign out —
9:00 - 9:15	Break	6) Cafeteria
9:15	Return from break	7) Sign in and empty sink #2
9:15 - 9:25	Empty trash	0) Empty trash in the following manner: a. Gather trash barrels from work area - 3 or b. Take garbage to trash compactor on loading dock c. Empty contents of garbage barrel into compactor and press button d. Take empty barrels to dish machine room and line with plastic liner — e. Return barrels to work station
9:25 - 9:35	Organize work area	9) Organize work area See #3 repeat steps a, thru d. (Note: Clean each sink thoroughly before filling with fresh water). —
9:35 - 10:30	Scrub pots and pans	10) Scrub pots and pans See #4 repeat steps a. thru k.
10:30	Prepare for break	11) Empty sink #1 and sign out
10:30 - 11:00	Lunch	12) Cafeteria
11:00	Return from break	13) Sign in and empty sink #2
11:00 - 11:10	Empty trash	14) Empty trash See #8 repeat steps a. thru e.
11:10 - 11:20	Organize work area	15) Organize work area See #3 repeat steps a. thru d.. Note: Clean sink thoroughly before filling with fresh water. Note: Each time a dirty pot is placed in work area, the Pot Scrubber must stop and decide if the pot needs to be soaker'
11:20 - 12:50	Scrub pots & Pans	16) Scrub Pots and Pans See #4 repeat steps a, thru k.

Individualized Task Analysis and Special Training Strategies

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques
12:50 - 1:00	Prepare for break	17) The following task must be completed before break. <ul style="list-style-type: none"> a. Organize pots and pans from patients serving line, separating "scrubbers" and "soakers" * Must be completed before break. b. empty water from sink #1 and sign out.
1:00 - 1:15	Break	18) Cafeteria
1:15 - 1:25	Organize work area	19) Organize work area See #3 repeat steps a thru d.
1:25 - 2:30	Scrub Pots and Pans	20) Scrub Pots and Pans See #4 repeat steps a. thru k.
2:30 - 2:35	Change water	21) Organize work area See #3 repeat steps a thru d. Note: Clean each sink thoroughly before filling with fresh water.
2:35 - 3:20	Scrub pots and pans	22) Scrub pots and pans See #4 repeat steps a thru k.
3:20 - 3:30	Empty trash	23) Empty Trash See #8 repeat steps a. thru e.
3:30 - 3:35	Prepare to clean work station	24) Empty water from sink #2 and get the following supplies: <ul style="list-style-type: none"> -broom. -dust pan -mop -mop bucket (fill with hot water)
3:35 - 3:40	Sweep work area	25) Sweep work area in the following manner: <ul style="list-style-type: none"> -begin at garbage disposal and sweep towards cafeteria door Note: Get under sink area

Individualized Task Analysis and Special Training Strategies

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques
3:40 - 3:50	Clean up	26) Empty water from sink #3 and scrub sinks and counter area in the following manner: <ul style="list-style-type: none"> -dip brush in soap and scrub sinks and counter top • -rinse with clean water -wipe dry with apron
3:50 - 3:55	Wet mop	27) Wet mop work area in the following manner: <ul style="list-style-type: none"> -begin at garbage disposal and mop towards cafeteria door
3:55 - 4:00	Put supplies away	28) Return the following items to their proper place <ul style="list-style-type: none"> -broom -dust pan -mop -mop bucket -rags -apron
4:00	Leave Work	29) Put time card in clock-supervisor must sign. NOTE: At any time during the day when Tom has caught up with all the pots and pans he can complete the following tasks: <ul style="list-style-type: none"> -scrub walls in work area -scrub garbage cans -seek out supervisor and request additional duties.

Rehabilitation Research and Training Center
Reinforcement Questionnaire

Name Tom
D.O.B. 9-5-58
Trainer A. Smith

*What are some things you like to do when you are alone in your leisure time?

listen to stereo watch T.V.
walk ride bike

*What group activities do you enjoy doing in your free time?

go to church go shopping
go to a movie w/a friend go out to eat

*Please list hobbies or games you enjoy.

card games basketball
checkers golf

*Please list hobbies or games you would like to learn.

soccer learn more card games

*Do you like listening to music?

Yes No

*List type of music you enjoy or two songs you enjoy.

gospel music
country music

*Name two people you enjoy spending time with.

Joe Miller Relationship: neighbor

Relationship: _____

*If you had .50 what would you buy?

Candy bar
\$1.00 magazine
\$5.00 new shirt
\$25.00 new watch

*What are some gifts you have given to friends and relatives?

flowers

paid for dinner

clothing

Signature:

A. Smith

Date:

(1) List activities people familiar with client have observed him/her participating in.

church related activities

choir

(2) List tangible items that people familiar with client have observed him/her enjoy.

stereo

radio

bike

(3) List any privileges that could be utilized with this client.

Signature:

Relationship:

Length of time you have known this person:

*These questions/items may have to be asked of parents, teachers, or other people who know the client. When a client can verbally communicate, it is usually a good idea to get this information from him/her as well as significant others.

Directions for Collecting Probe Data

1. Have the client move to the appropriate work area unless movement is part of the task analysis.
2. Stand beside or behind the worker so that you do not interrupt work flow.
3. Say to the worker, "Scrub the pots."
4. Do not provide any prompts or reinforcement.
5. Record beside each step of the task analysis a (+) for correct performance or a (-) for incorrect performance.
6. After the client has finished the task, stop the worker and begin training the task.

Direction for Collecting Prompt Data

1. Have client move to appropriate work area unless movement is part of the task analysis.
2. Stand behind or beside worker so that you can quickly provide prompts when necessary.
3. Say to worker, "Scrub the pots."
- *4. Wait 3-5 seconds for self-initiation of Step 1.
5. If correct, record (+) and proceed to Step 2.
6. If no response is given provide verbal prompts specific to step.
7. If correct, record (V) by step, and proceed to Step 2.
8. If no response is given after verbal prompt, provide model or gestural prompt specific to Step 1, with same verbal prompts.
9. If correct response is given, record (M) by step and proceed to Step 2.
10. If no response is given after a model prompt, provide a physical prompt to complete the step.
11. Record a (P) by the step and proceed to Step 2.
12. Repeat this procedure for each step until the client completes the entire task.

*After a few seconds, go ahead and provide the prompt so that the client does not make an error.

Rehabilitation Research and Training Center

Production Rate Recording Form

NAME: Tom MONTH: 10-26-81
 TASK: Scrub Pots STANDARD: 50 units in 10"

DATE	TIME STARTED	TIME ENDED	TOTAL TIME WORKED	UNITS COMPLETED	% OF STANDARD
10-30	8:40	8:50	10"	14	28%
11-2	8:20	8:30	10"	16	32%
11-3	1:43	1:53	10"	15	30%
11-3	11:20	11:30	10"	22	44%
11-3	2:15	2:25	10"	24	48%
11-4	11:30	11:40	10"	25	50%
11-4	1:18	1:28	10"	26	52%
11-5	10:15	10:25	10"	28	56%
11-5	2:11	2:22	10"	29	58%
11-6	10:00	10:10	10"	30	60%
11-6	2:40	2:50	10"	35	70%
11-9	9:40	9:50	10"	34	68%
11-9	3:13	3:23	10"	39	78%
11-10	9:38	9:48	10"	40	80%
11-10	3:19	3:29	10"	49	98%
11-11	8:18	8:28	10"	50	100%
11-11	3:15	3:25	10"	50	100%
11-12	8:10	8:20	10"	50	100%
TOTAL					

AMOUNT COMPLETED

AMOUNT OF TIME

= RATE

Rehabilitation Research and Training Center
 Sample of Work Regularity
 Percent Time On Task

Trainee: Tam Job Site: Henrico Doctor's Hospital
 Evaluator: A. Smith Job Title: Pot Scrubber

Date	Observation Period	Time Start	Time End	10 sec. intervals										Percent time On Task	Job Duty					
				+ =on-task					- =off-task											
11/15	1. 5 min	8:05	8:10	+	+	-	+	+	+	-	-	+	+	+	-	-	+	+	90%	scrub
11/15	2. 5 min	9:24	9:29	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	94%	empty trash
11/15	3. 5 min	3:30	3:35	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	100%	clean station
11/21	4. 5 min	2:45	2:50	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	94%	scrub
11/26	5. 5 min	1:50	1:55	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	100%	scrub
	6.	:																		
	7.																			
	8.																			
	9.																			
	10.																			
	11.																			
	12.																			
	13.																			
	14.																			
	15.																			
	16.																			
	17.																			
	18.																			
	19.																			
	20.																			

Definitions

On Task; _____

Off-Tasks _____

Instructional Format

Specific Skills: RIDING A BUS

Materials and Equipment Required: City bus, fare

Instructional Objective: Given the necessary fare, the participant will board the appropriate bus, pay the fare, and depart at the appropriate bus stop 5 out of 5 consecutive days.

Instructional Cue: "(Name of participant), ride the bus home."

Type of Reinforcer: Verbal Praise

Task Analysis

1. Walk to appropriate bus stop.
2. Stand in clear view of bus.
3. Identify appropriate bus.
4. Move to door of bus after it stops.
5. Waits in line to board bus.
6. Get fare ready.
7. Board bus.
8. Put fare in vendor/show pass to driver.
9. Walk to empty seat and sit down.
10. Remain seated and quiet during bus ride.
11. Look for appropriate landmark of destination.
12. Ring bell 1/2 block before bus reaches desired destination.
13. Stand up and walk to door.
14. Wait for bus to come to complete stop.
15. Wait for door to open/push door open.
16. Get off bus.
17. Walk to destination.

Teaching Procedures/Modifications

Prompting and correction Procedures

1. Give instructional cue.
2. Wait 3-5 seconds for self-initiation.
3. If correct, proceed to Step 2 of TA.
4. If incorrect or no response, provide verbal prompt specific to Step 1 of TA.
5. If correct, reinforce and move to Step 2.
6. If incorrect, provide same verbal prompt and simultaneously model the response.
7. If correct, reinforce and move to Step 2.
8. If incorrect, provide same verbal prompt and physically guide student through response.
9. Reinforce and move to Step 2.
10. Repeat procedure for each step in TA until activity is completed.

Instructional Guidelines and Modifications

1. If the participant has difficulty with money he/she may be given the exact fare to help him/her identify the appropriate amount to pay. As he/she becomes familiar with that, add other coins.
2. Cue cards with pictures of the destination and the name of the bus route may be used for participants who cannot read.



CHAPTER V

On-going Assessment and Follow-Along

Assessment of a client's job performance begins the day he or she is placed on the job and training begins. Daily feedback from behavioral training data, observations, and interactions with the employer, family members, and coworkers lets you know immediately and continually whether or not the client is adapting to job demands. It is critical that the job trainer devise a method for regular on-going assessment of a client's progress after he or she has faded from the job-site. This period, known as follow-along, allows you to monitor a client without being on the job site on a daily basis and can last for an indefinite period of time. Building this follow-along period into job training programs assures both the employer and client that help is available should a problem arise. Without this assurance of the availability of job-site intervention, the client could be terminated due to a small change in the work environment.

Some of the factors that influence the stability of a client's job include new management, new coworkers, changes in the daily work schedule, and problems within a client's family structure. The job trainer should regularly determine if and when such changes occur and be prepared to intervene if any of them affect the client's work performance.

Methods of evaluating client progress and determining intervention strategies include: periodic employee evaluations, progress reports, parent/guardian questionnaires, on-site visits, and telephone contacts with employers and family members or group home staff.

Employee Evaluations

Employee evaluations are given out bimonthly during the first two months of a job placement, monthly for the second two months, and quarterly thereafter as long as a client is working (or until an employer requests that you no longer send them). An employee evaluation such as the one on pages 101-102 can be completed quickly by an employer and is easily interpreted by the job trainer. Try to have the same person complete the evaluation each time for consistency in rating the client's performance. If there is a change in management, it is crucial that the job trainer visit the job site in order to explain the job training and placement program to the new manager. This establishes rapport and also assures that the manager understands the purpose and importance of completing the evaluation form on the worker who is mentally retarded.

When a job trainer has several clients working at the same time, it becomes difficult to keep track of the schedule for sending out evaluations on each client. The use of a form such as the one on page 103 allows the job trainer to record the appropriate dates for sending out employee evaluations to supervisors.

Responding to an employee evaluation. Once the job trainer receives an evaluation, he or she should respond as quickly as possible if a problem is indicated. This becomes particularly critical after the job trainer has faded his or her presence from the job site. Sometimes the problem can be taken care of by simply calling the supervisor, but the job trainer will usually have to visit



the job site in order to identify the specific nature of the problem, circumstances, and frequency of occurrence. It is the responsibility of the job trainer to respond immediately whenever a problem is identified.

Guidelines for Employee Evaluations

- Help employers understand the purpose of the employee evaluation. When a new employer evaluates a client, go through the form item by item with him or her. Explain how the form will be used and the necessity of being candid.
- Make the process convenient. Enclose a self-addressed stamped envelope when mailing out the employee evaluation form for the convenience of the supervisor.
- Make the process personal. Enclose a short note with the employee evaluation, thanking the supervisor for filling out the form, etc.
- Give a follow-up prompt (a phone call or a visit to the job site) if necessary to insure return of the evaluation. Most supervisors have many responsibilities and could easily forget to fill out and return the evaluation.
- You may need to interview the supervisor in person to obtain a verbal evaluation of the client's overall performance. Make a note of this meeting in the client's file.
- Continue to send the evaluations at the appropriate time intervals, unless the employer requests otherwise.

Progress Reports

Information from each employee evaluation is compiled by the job trainer into a progress report which is sent to the client and his or her family or group home counselor. This can be mailed along with the parent/guardian questionnaire (which is also described in this section).

The progress report reflects the employer's evaluation of the client's job performance. It also indicates to the family or group home that the job trainer is actively monitoring the client's progress and is aware of any problems on the job-site.

There is a section at the bottom of the report for suggestions on what family members or group home staff can do to improve the work performance of the client. (For example, a client may need to improve sweeping or vacuuming skills and could practice these at home; or perhaps the client needs to improve his or her personal appearance on the job by wearing a clean or ironed uniform.) Identify positive aspects of the client's job performance on the report so that family or residential counselors can reinforce good work habits. A sample progress report is shown on page 104.

Parent/Guardian Questionnaire

A parent/guardian questionnaire (shown on pages 105-106) is sent to a client's home along with each progress report. This questionnaire, when filled out and returned by the family or group home staff, provides the job trainer with information regarding the client's behavior at home. A change in behavior or the indication of a problem at home would lead the job trainer to investigate further by arranging a meeting or making a telephone contact. This questionnaire can alert the job trainer to intervene with the family before a situation begins to seriously affect the client's job performance.

On-Site Visits

On-site visits by the job trainer are valuable in two ways. First,



follow-up visits to the job-site maintain personal contact and rapport with supervisors, coworkers, and the client. Talking with managers and coworkers elicits useful information about the client's work behavior. Coworkers are usually in closer contact on a daily basis with the client than the supervisor, and they may be more frank in discussing the client's work performance. The job trainer is also alerted to conditions which may forecast the potential for a problem to occur, such as the client deviating from the trained sequence of job duties or a change in management.

Second, the site visit enables the job trainer to directly observe the client's work performance. It is a good idea to assess the client's work performance with a task analytic probe of each job duty. The method described on page 67 and the form on page 85 can be used. If several steps in any particular job are not being completed correctly, the job trainer should be prepared to come back on the job site to begin retraining. Rate of work production and on task (attending) behavior should also be recorded. The methods described on pages 69-70 and the forms on pages 87-88 can be used for these observations. Again, the job trainer must be prepared to spend more time on the job site if these observations indicate a decrease in rate of production or on task behaviors.

Schedule job-site visits so that the normal flow of business is not interrupted. Choosing a slow period during the business day will also assure that there is ample opportunity to talk with employers and coworkers.

Telephone Contact

Visits to the job site are not always feasible or necessary and a telephone call may be sufficient. Although the job trainer is more likely to notice potential problems on a site visit, some employers talk more candidly about client performance over the telephone.

Periodic phone contact is a good way to establish and maintain communication with parents and group home staff. Many parents are extremely apprehensive about competitive employment for their son or daughter who is mentally retarded; frequent phone contact during the early phase of job-site training can help to relieve these anxieties. It is also important in that the job trainer will be aware of the existence of problems in the home which may adversely affect the client's job performance (e.g., the client is constantly complaining about being tired and must be prodded out of bed each day for work).

Intervention Strategies

A problem or potential problem may be uncovered through the use of one or more of the on-going assessment/follow-along methods which include employee evaluations, parent/guardian questionnaires, on-site visits, and telephone contact. It is also very likely that a sudden phone call from an employer alerts the job trainer to a problem on the job-site. The job trainer must determine the specific nature of the difficulty and then devise an effective strategy to deal with it.

The first step is a visit to the job site to gain more detailed information on what the employer perceives the problem to be. The job trainer next observes the client to identify the nature and extent of the difficulty. This may involve several observations of the client



during which data is taken. This data provides an objective picture, for both job trainer and employer, of the client's problem. The job trainer then utilizes an appropriate intervention strategy to alleviate the problem.

The solution to the problem may be as simple as a single conversation with the client or his or her family, or as complicated as a behavioral program such as the one on page 107. Regardless, the job trainer must be prepared to provide job site intervention until the employer is satisfied. Some examples of typical problems and intervention strategies are on pages 98-99.

An Incident Report, shown on page 108, is filled out by the job trainer when an incident that is considered job threatening occurs. This form provides an outline of the specific client problem along with trainer strategies used to remedy the situation.

Problem Areas Corresponding: Methods of On-going
Assessment, and Intervention Strategies

<u>Problem Areas</u>	<u>Methods of On-going Assessment</u>	<u>Intervention Strategies</u>	<u>Problem Areas</u>	<u>Methods of On-going Assessment</u>	<u>Intervention Strategies</u>
Work rate/Work quality	<ul style="list-style-type: none"> - Employee Evaluation - On-site Visit • Telephone Contact 	<ul style="list-style-type: none"> - Compare client's rate/quality with that of coworkers through direct observation and data collection. - Compare client's current rate/quality against criteria established during initial training. - Review work rate/quality denuded by employer. - Talk with coworkers to find out their perceptions of the problem. - Discuss problem with the client. - Collect data on client's on-task behavior and job sequencing which may affect work rate/quality. - Model acceptable rate/quality for the client. • Arrange for client to practice acceptable rate/quality. - Implement a behavior program to raise client's work rate/quality. - See strategies for increasing production rate in Job Site Training section of this manual 	Time management on the Job site.	<ul style="list-style-type: none"> - Employee Evaluation - On-site Visit - Telephone Contact 	<ul style="list-style-type: none"> - Collect data on Client's on-task behavior and sequencing of Job duties. - Talk with coworkers to find out their perceptions of the problem. - Review pest time cards to obtain a baseline on client's meal and break times. • Observe and record the client's meal and break times to determine the extent of the problem. - Discuss problem with the client and review the appropriate meal and break schedule. - Talk to parents/group home counselors to find out if there is a problem at home which may be affecting the client's job performance. - Devise a pictorial checklist for the client which indicates correct meal and break times in relation to Job task completion (e.g., a cup of coffee and a donut paired with a clock indicates a break period immediately following a picture of a restroom being cleaned). • Implement a behavior program to improve client's time management on the job site (on task behavior, Job sequencing, timing of meal and break periods)•

<u>Problem</u> <u>Areas</u>	<u>Methods</u> <u>of</u> <u>On-going</u> <u>Assessment</u>	<u>Intervention</u> <u>Strategies</u>	<u>Problem</u> <u>Areas</u>	<u>Methods</u> <u>of</u> <u>On-going</u> <u>Assessment</u>	<u>Intervention</u> <u>Strategies</u>
Tardiness/absenteeism	<ul style="list-style-type: none"> - Employee Evaluation - On-site Visit cards - Telephone Contact - Parent/Guardian Questionnaire 	<ul style="list-style-type: none"> - Review client's past time to determine extent of problem and obtain a baseline. - Talk with coworker* to find out their perceptions of the problem. Ask if the client is avoiding work or seems unhappy on the job. - Talk to parents/group home counselors to find out if there is a problem at home which may be affecting the client's job performance. - Discuss problem with the client and review the importance of promptness and good attendance. - Elicit support of parents/group home staff to improve client's attendance. - Collect data on client's Job sequencing and on/off task behavior which may be causing client to leave work 1st*. - Arrange medical visit if necessary. - Implement behavior program to increase work attendance/promptness. - Teach client to use alarm clock if necessary. 	Social Interactions	<ul style="list-style-type: none"> - Employee Evaluation - On site Visit - Telephone Contact - Parent/Guardian Questionnaire 	<ul style="list-style-type: none"> - Observe the client interacting and talk to coworkers to find out their perceptions of the problem. - Talk to parents/group home staff to find out if the behavior occurs at home. Elicit their support to improve client's social behavior. - Determine under what circumstances and how often the behavior occurs (e.g., the client is overly friendly with customers while busing tables; no problem is observed while client is in dish room). - Discuss problem with the client and review appropriate social behavior while on the job. - Model appropriate social interactions for the client. - Educate coworkers about appropriate interactions with the client (i.e., what is acceptable, what should not be tolerated, etc.). - Implement behavior program to increase appropriate/decrease inappropriate social interactions.
Grooming	<ul style="list-style-type: none"> - Employee Evaluation - On Site Visit client - Telephone Contact dress - Parent/Guardian Questionnaire 	<ul style="list-style-type: none"> - Discuss problem with the client and review appropriate dress and hygiene while at work. - Talk with coworkers to find out their perceptions of the problem. - Elicit support of parents/group home staff to improve client's appearance. - Devise a grooming checklist for client using pictures if necessary. - Initiate a grooming program to teach necessary skills. - Implement a behavior program to improve grooming. 	Change in Management	<ul style="list-style-type: none"> - Employee Evaluation - On site Visit - Telephone Contact - Parent/Guardian Questionnaire 	<ul style="list-style-type: none"> - Explain program and client's history with company. - Inform new manager of the federal tax credit they are receiving on client, if applicable. - Explain the availability of Job site training and staff intervention whenever necessary. - Increase visits to job site for a while to establish rapport and build confidence of new manager.



On-going Assessment and Follow-up - Summary

<u>Sequence of Events</u>	<u>Corresponding Forms</u>
Employee Evaluation - done bimonthly during first two months of job placement; monthly for second two months; and quarterly thereafter.	Supervisor Evaluation of Employee Supervisor's Evaluation Record Sheet
Progress Report - compilation of results from Employee Evaluation Form; sent to client and his/her family after each employee evaluation is completed.	Progress Report
Parent/Guardian Questionnaire - sent with each Progress Report to client's parent/guardian.	Parent/Guardian Questionnaire
On-Site Visit - done at least once each month for first six months after job site training; as needed thereafter.	Task Analytic Recording Sheet Work Rate Recording Sheet On Task Behavior Recording Sheet Incident Report
Telephone Contact - done whenever necessary to supplement on-site visits.	

REHABILITATION RESEARCH AND TRAINING CENTER

SUPERVISOR'S EVALUATION OF EMPLOYEE

EMPLOYEE EVALUATION

TRAINEE/EMPLOYEE'S NAME: Tom DATE HIRED: 8-4-81
 JOB TITLE: Pot Scrubber CURRENT DATE: 3-25-82
 JOB SITE: Local Hospital
 JOB COORDINATOR: A. Smith

Please circle the number that best represents your opinion about the trainee/employee's present situation.

1. The employee arrives and leaves on time.

1	2	3	4	<u>5</u>
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

2. The employee maintains good attendance.

1	2	3	4	<u>5</u>
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

3. The employee takes meals and breaks appropriately.

1	2	3	4	<u>5</u>
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

4. The employee maintains good appearance.

1	2	3	<u>4</u>	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

5. The employee's performance compares favorably with the other worker's performance.

1	2	3	4	<u>5</u>
Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree

6. Communication with the employee is not a problem.

1	2	3	4	<u>5</u>
Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree

7. The employee attends to job tasks consistently.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree

8. Your overall appraisal of the employee's proficiency at this time.

1	2	3	4	5
Needs Immediate Improvement	Somewhat Sub-standard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

9. Do you wish to meet with a representative from the Project staff?

YES

NO

Additional Comments: Tom needs to be reminded to carry a comb. His hair looks messy during lunch break.

REHABILITATION RESEARCH AND TRAINING CENTER

SUPERVISOR'S EVALUATION RECORD SHEET

Bi-monthly 1st 2 months
 Monthly for 2nd 2 months
 Quarterly Thereafter

Client's Name: Tom Supervisor's Name: Levine
 Job Site: Henrico Doctor's Address: _____
 Date Hired: 8-4-81 City, State: _____
 Zip Code: _____

Date Presented	Date if Returned	Follow-up Prompt if not returned in 2 weeks/date	Results of Follow-up Prompt Date if Returned	
			YES	NO
8-18-81	8-20-81		✓	
9-2-81	9-5-81		✓	
9-20-81	9-21-81		✓	
10-5-81	10-10-81		✓	
10-19-81	10-25-81		✓	
11-18-81		✓ 11/30	12/2	✓
12-20-81	1-5-82		✓	
3-25-82	4-1-82		✓	
6-20-82	7-3-82		✓	
9-15-82		✓ 9/29	✓ 10/5	

REHABILITATION RESEARCH AND TRAINING CENTER
PROGRESS REPORT

Employee's Name: Tom Date: 4-3-82
Coordinator: A. Smith Date of placement 8-4-81

All items which pertain to your performance are circled below:

- 1) The employee
- (a) generally arrives and leaves on time
 - (b) maintains good attendance
 - (c) takes meals and breaks appropriately
 - (d) maintains a good appearance *a few problems here.*

Comments on un-circled items: See that Tom carries a comb to work and remind him to keep his hair combed.

- 2) The employee has
- (a) mastered all aspects of present job
 - (b) mastered many, but not all aspects of job
(specify): _____
 - (c) not mastered essential aspects of job to date
(specify): _____

- 3) In order for the employee to follow directions regarding the job, the supervisor and Project Staff
- (a) can just give verbal instructions
 - (b) have to give many gestures as well as verbal instructions
 - (c) have to show the employee exactly what to do before he/she knows what to do

- 4) The employee is
- (a) fast-pace worker
 - (b) regular-paced worker
 - (c) sometimes a slow worker
 - (d) slow worker

Aspects of job which your family or guardian could help you with at home to improve your performance at work: good grooming habits

Positive Aspects of work performance: Tom's employer is pleased with his work performance.

Job Coordinator's Signature: Anne Smith

Behavior Management Program:
Elimination of an Inappropriate Vocalization

1. Behavior: The appropriate vocalization is defined as sucking air through the nostrils causing the vocal chords to vibrate and produce an unpleasant noise (i.e., snorting).
2. Data Collection: Rate of behavior data will be collected on the number of occurrences of the behavior which can be heard from the center of the room. Start and stop times will be recorded and converted to total time. Rate will be determined based upon number of occurrences per hour. In addition, antecedents will be noted when known. Data will be recorded a minimum of three times per day by Karen B, Charlie's job coordinator.
3. Previous Behavior Programs: Charlie has been noted to engage in the behavior up to 50 times per hour. Previously, attempts to decrease the behavior have included verbal reprimands and reinforcement (happy face, mint, verbal praise hand shake) for absence of the behavior. Suspension has been discussed with Randy M previously.
4. Behavioral Objective: To decrease snorting behavior to five occurrences from 1:30 - 3:30.
5. Intervention Program: DRO and application of an aversive stimulus (suspension).
 - A. First occurrence (begin at 1:30):
 - a. Show Charlie a visual representation of the quantity 5.
 - b. Charlie will be told in a firm voice, "No, you must blow your nose."
 - c. He will then be accompanied to the loading dock, told to blow his nose, and praised for the appropriate behavior. No other interactions should occur.
 - d. Indicate to Charlie the loss of one chance through visual representation while at loading dock.
 - B. Occurrences 2-4.:
 - a. Charlie will be told in a firm voice "You know what to do, now do it."
 - b. Repeat procedures c and d above.
 - C. Occurrence 5 (record time of this occurrence):
 - a. Repeat procedures b-d above
 - b. Indicate to Charlie that he has lost his fifth and last chance.
 - c. Tell him it is time to leave.
 - d. Direct Charlie to car (indicate anger); no other interactions should occur.
 - e. While driving Charlie home, do not interact with him.
 - f. Dramatize anger to Mrs. H when Charlie gets home.
 - D. A back-up trainer will be available (Charlie will be unaware of the second trainer's presence) to complete Charlie's job duties for the day.
6. Program Evaluation: The program will be evaluated for its effectiveness one week from the date it is initiated. If the behavior has increased or no change has occurred, the program will be terminated. If the behavior has decreased, the amount of time in which the program is in effect will be gradually increased in half hour increments (i.e., 1:00, 12:30, 12:00, etc.) until the program is in effect for Charlie's entire work day. The program will continuously be evaluated on a bi-weekly basis.

INCIDENT REPORT

Date: 12-9-81

Location: Henrico Doctor's

Antecedent(s): Tom due at work at 7:00 AM

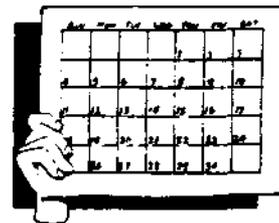
Incident or Response: At 9:00 AM floor supervisor called Tom's home to see why he wasn't at work - Mother said they had both overslept - Tom arrived at 10:00 AM

Consequence: This was second late arrival in a week, so Tom was suspended for 1 day without pay.

Result: next late arrival will result in warning slip in personnel file

Comment/Intervention Strategy:

- 1.) Review with Tom's mother procedures for calling in ahead of late arrival
- 2.) Make sure Tom can operate his own alarm clock



CHAPTER VI

Time Management for the Job Trainer

The time that a job trainer spends with each client, as well as the number of clients that a job trainer is able to serve on a caseload, will be determined by a number of factors. The most critical factors are the severity of the disability of the clients with whom you work and the complexity of the jobs you are developing for your clients. Obviously, clients who are more severely disabled and jobs which are more complex will require more of the job trainer's job-site training and follow-up time. Experience will aid the job trainer in predicting approximately how much time a particular placement will require.

The information in this chapter will be helpful in monitoring the job trainer's time spent in various activities and in deciding on caseload distribution, follow-up schedules, and staffing patterns.

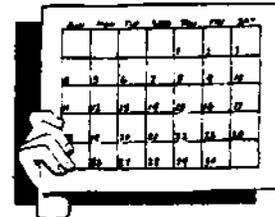
Recording Intervention Time

It is critical to keep an accurate account of how much time is spent with each client in each activity during the various phases of job site training. This information yields both client-specific and general information regarding your program. A form such as that on page 113 is used to record the time spent in each activity for a particular client. (A definition of each category on this form can be found on page 114.)

The recording of client intervention time into categories enables the job trainer to determine the specific areas of strength and weakness for that placement. For example, if the job trainer notes that a large amount of time is spent counseling the family during the client assessment phase, he or she can plan to stay in close contact with the family during the job placement and job-site training periods. This may also indicate a need to find other sources of help for the family.

Analysis of intervention time during the initial stages of job-site training gives the trainer an idea of when to begin fading her or his presence from the job-site. A review of intervention data on a regular basis can also reveal that the job trainer is spending too much time in one specific area of job training and placement at the expense of another area where a problem may be occurring.

We determined an average amount of time it took to provide job-site training and follow-up services to our typical client by looking at intervention time on 147 clients placed in jobs over a six year period. We were interested in knowing how much of a full work



day a job trainer should plan on working with a client for job-site training and follow-up. Our analysis indicated that an average amount of training time during the first month was close to 100% of the work day. By the end of the second month, this time decreased to 33% of the work day. Intervention time during the third and fourth months was approximately 30% of the work day and 20% during the fifth and sixth months. After our clients had been on the job for six months, intervention time was greatly reduced to 5% or approximately 2 hours per week for each client.

Determining Staff/Client Ratios

Since the first month of job site training usually requires the full time presence of a job trainer, a supported work program begins with a one-to-one staff/client ratio. It is most desirable to have one and one half staff assigned to each client or, in other words, to assign a back-up trainer who can fill in during illness or emergencies. This back-up person will also be needed as initial job-site training ends and follow-up begins because someone must always be available for immediate job-site intervention whenever necessary. A second person available for job development, job-site training, and follow-up allows the other trainer to begin working with another client. Training should not begin with a client unless there is a staff member ready to devote 100% of the work day for an indefinite period of time to that client!

With two full-time staff members or one and one half staff members, it is reasonable to place six to ten clients in competitive jobs during a twelve month period. The number of placements will

«
depend in large part on functioning levels of the clients being served.

It is important to allot sufficient time in the early stages of your program to job development and client assessment. These processes can initially take several weeks or months, and the job trainers should be given the opportunity to establish rapport with clients, families, agencies and employers before placing any clients.

CLIENT-SPECIFIC
INTERVENTION TIME
RECORDING SHEET

CLIENT NAME: Tom RECORDING PERIOD (INCLUDE YEAR) 1982 STAFF NAME: A. Smith
 CLIENT SS#: _____ REHABILITATION COUNSELOR _____

DATE	1/4	1/7	1/8	1/9	1/10	1/11	1/12	1/13	1/14	1/15	CATEGORY TOTAL
<u>TIME ON-JOB (HOURS:MINUTES)</u>											
1. ACTIVE	4	3	3	2.5	2.5	2	2	1.5	.5	.5	21.5
2. INACTIVE	2.5	2.5	2.5	2	1	1.5	1.5	1	1	1	16.5
<u>TIME OFF-JOB (HOURS:MINUTES)</u>											113
1. TRAVEL/TRANSPORTING											
2. COUNSELING/TRAINING											
3. PROGRAM DEVELOPMENT											
4. EMPLOYMENT ADVOCACY											
5. NON-EMPLOYMENT ADVOCACY											
6. SCREENING AND EVALUATION											
DAILY TOTAL	6.5	5.5	5.5	4.5	3.5	3.5	3.5	2.5	1.5	1.5	

CLIENT-SPECIFIC INTERVENTION TIME RECORDING SHEET DEFINITIONS

A. Time On-Job - time spent at a client's job-site while the client is at work. Time spent before and after work, during breaks, and at lunch, would be included here if you are at the job-site.

1. Time Active - time actually spent working with the client, managers, supervisors, co-workers, or customers, including active observation. Includes anything which is done on-the-job to help the client, in a direct sense.

2. Time Inactive - time between periods of active intervention. This is time during which the trainer-advocate (usually for fading purposes) has removed him or herself from active involvement with the client, managers, supervisors, coworkers, or customers, and would leave the premises except that s/he intends to become "active" again shortly. Note that if the time away from the client and others is used to make work-related phone calls, write letters, or in similar activity, it would be recorded elsewhere and not as "inactive."

B. Time Off-Job - time spent working for a particular client, but not at his or her job-site unless the client is not at work at the time.

1. Travel or transport time - time used in either traveling to a job-site, meeting, or client's home, or in transporting a client somewhere, such as to work, the doctors, an interview, or home. Does not include time spent returning from a job-site, meeting, or client's home, or from a place where the client was left after being transported.

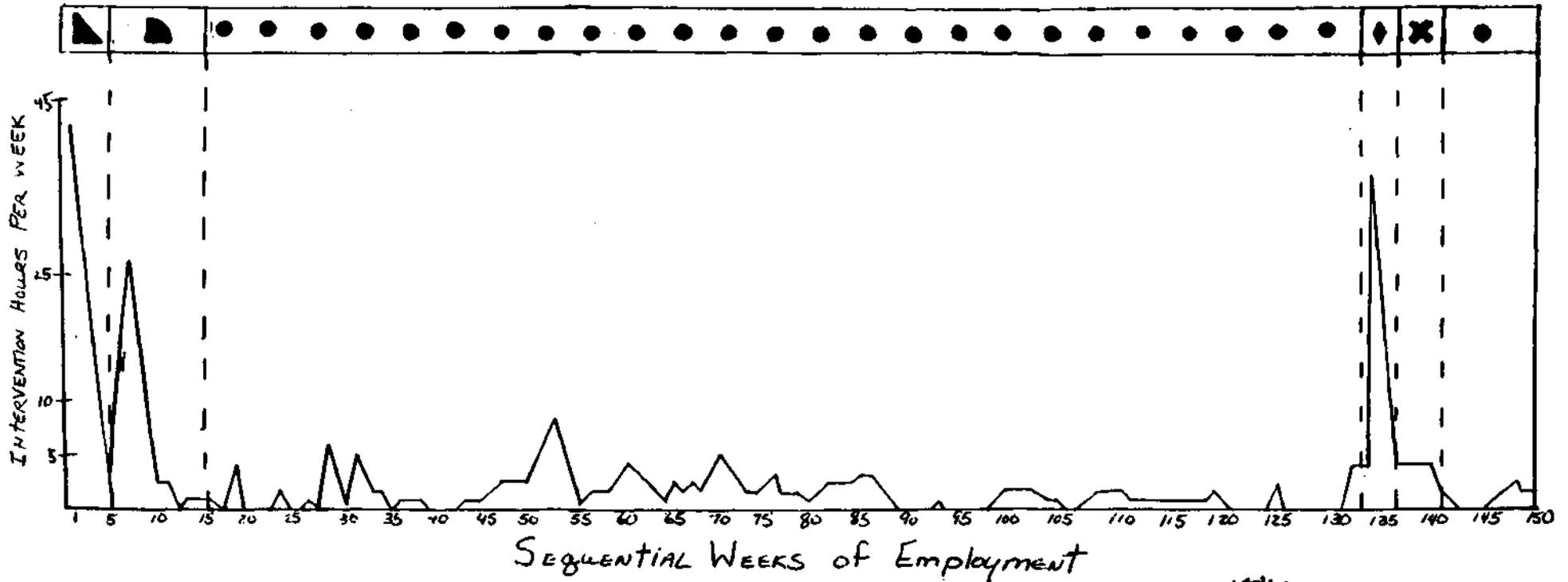
2. Counseling or training time - time spent in either of these activities with a client while s/he is not at work. Problem categories would include: money handling, transportation, family, grooming, job skill practice, etc. In a situation where staff is meeting with a client and others, for example, his parents in their home, the question of whether to report that time here or under "employment advocacy" would depend on the primary focus of the meeting. It would be possible to report half the time of such a meeting here and half under "employment advocacy," if staff judged that to be most accurate.

3. Client program development - this is time spent developing appropriate instructional plans.

4. Employment advocacy time - time spent advocating with other persons on a client's behalf, for purposes directly related to the client's employment. Such persons would include parents, employers, co-workers, customers, bus drivers, and bus information-persons. Activities reported here would include talking with a manager when the client or trainer-advocate is not on-job and discussing the value of work with parents. Job seeking would be included here if it is for a specific client. General job development is not recorded here.

5. Non-employment advocacy time - time spent advocating with other persons on a client's behalf, for purposes not directly related to the client's employment. Such persons could include group home staff, bank personnel, doctors, landlords, and case managers. Activities reported here would include helping with new living arrangements, discussing a client's seizure disorder with his doctor, opening a bank account, and arranging for counseling.

6. Client screening/evaluation - time spent either screening client referrals to determine eligibility for services or time spent evaluating the employability of eligible clients. Any time spent analyzing information relevant to a client's employment potential is included here. The following, when done for the purpose of screening or evaluation would be included here: a) reviewing client records; b) client interview; c) communication with parents/guardians/involved agencies; d) observation of client in real or simulated work setting.



Graphic representation of data from client-specific intervention time recording sheet on Tom for a period of 150 weeks.

KEY:

- ▲ = Initial TRAINING
- = Fade Site TRAINING
- = Follow
- ◆ = Initial TRAINING
NEW POSITION
- ⊗ = Fade Site TRAINING
NEW POSITION



Glossary

In order to increase the level of understanding and facilitate communication about the supported work approach, we have included our definitions of commonly used words, phrases, and concepts. The following list of important terms has been gleaned from the chapters of this manual.

We hope that these will be helpful to the reader when using the manual.

Adult service centers/Activity centers/Development centers/Adult day program centers: synonymous terms used to describe locations where programs take place for moderately to profoundly mentally retarded adults. Programs are designed to help workers develop greater independence and adjust more readily to their social environments.

Advocacy: in the supported work model, advocacy is any activity performed by a job trainer which promotes a retarded worker's success in a competitive job. This includes fostering positive attitudes toward retarded workers in general while helping a particular client adjust to his or her work environment.

ARC (Association for Retarded Citizens): non-profit organization formed by concerned citizens for mentally retarded persons of all ages to help them secure the basic rights to which they are entitled.

Client assessment: the process of evaluating a client's potential for successful competitive employment based on the following information: interviews and informal observations, interpretation of formal standardized evaluations, and behavioral assessment of skills and abilities.

Client-centered job placement: an approach to job placement for persons who are disabled in which the client is encouraged to assume primary responsibility for job development (i.e., the counselor directs and teaches the client to develop job seeking skills that will lead to employment.)

Community-based: normalized settings in the community in which the number of persons who are handicapped approximates the normal occurrence of handicapping conditions in the total population.

Community job market screening: a general screening of the community in which potential employers and jobs that are appropriate for individuals who are mentally retarded are identified.

Competitive employment: regular jobs in the community, full or part-time, which are typically filled by nondisabled persons and which pay at least federal minimum wage.



Competitive work training site; a training site for persons who are mentally retarded located at a regular business in the community where training of competitive job tasks takes place.

Employer contact; the process of contacting companies about specific job openings for workers who are mentally retarded.

Enclave; Sheltered employment in real work settings for mentally retarded individuals. Workers are usually segregated from non-handicapped workers into a work crew and usually earn a set amount of money for each piece of work.

Environmental analysis; systematic observation of a job site to determine primary job duties, critical vocational and non-vocational skills required, major work areas, and job tasks and time spent in each work area.

Fading; the process in which the job trainer, over a period of several weeks or months, slowly and systematically decreases his or her presence on the job site. The actual schedule of fading is determined by the client's ability to perform job tasks independently and to maintain a satisfactory level of work performance when the trainer is off-site.

Follow-along/Follow-up; the process of on-going assessment of a client's job performance which begins after the job trainer has faded from the job-site. Methods of evaluating client progress include written evaluations, periodic on-site visits and telephone contact. These methods allow the job trainer to monitor a client without being on the job-site on a daily basis and can last for an indefinite period of time.

Graduated guidance; a behavioral training technique in which maximum physical guidance, paired with a verbal cue, is initially provided on all sequential steps of a task. The physical assistance is systematically decreased as the learner independently performs portions of the task.

IEP; Individualized Education Program required for all handicapped students in public schools. Contains yearly goals and objectives for each student as determined by parent and teacher.

IHP/IWRP; Individual Habilitation Plan or Individual Written Rehabilitation Plan which is required by law if an individual is receiving services from a state rehabilitation agency; contains individual employment goals and training.

Initial training phase; the period of direct instruction of job tasks provided by a job trainer to a mentally retarded client on a competitive job site which can vary from several weeks to several months, depending on the skill level of the client and the complexity of the job.

Intervention time/Client intervention: time spent by a job trainer working with a client, either on or off the job-site. This includes time active (direct instruction) and inactive (observation, fading) on the job-site, as well as time spent working on a client's behalf off the job-site (eg., travel training, parent counseling, etc.).

Job analysis: a detailed, systematic recording of both specific job requirements and general work characteristics which is obtained from direct observation of the job site and from information obtained during the interview with the employer and coworkers.

Job bank: a system of recording employer contact information for future reference during the process of job development.

Job/client compatibility analysis: the process of determining which clients are best suited for placement into an existing job opening or whether one of several job openings is more appropriate for a particular client. This is done by comparing assessment data on each candidate to the job analysis data for the available position.

Job development/Job seeking/Job search: the process of locating competitive jobs in the community that are appropriate for persons who are mentally retarded. It consists of community job market screening, employer contact, and job analysis.

Job placement: the process of placing workers who are mentally retarded into competitive jobs in the community.

Job-related skills: skills needed to obtain or maintain a job but not necessarily related to the

performance of a specific job duty. Such skills include learning to ride a city bus, proper grooming habits, using vending machines, purchasing food over the counter, and depositing a paycheck in the bank.

Job-site orientation and assessment; the period of time immediately after a client has been placed on a job during which a job trainer becomes familiar with the job and analyzes all job duties into sequential, teachable components. This period typically lasts from two weeks to two months and requires that the trainer remain on the job for the entire work day.

Job-site training/On site job training: direct and systematic instruction of job tasks and related vocational skills provided by a job trainer to a worker who is mentally retarded. This instruction, which takes place on a competitive job-site and in the community, utilizes behavioral training techniques and is comprised of the following phases: job orientation/assessment; initial training/skill acquisition; and skill generalization and maintenance fading.

Jobtrainer/Job coach/Job coordinator/Trainer advocate: a professional or paraprofessional person who provides specialized job placement, job-site training, assessment and follow-along services to disabled persons who are difficult to place into competitive employment.

Job Training Partnership Act (JTPA): a federal legislative act, replacing the comprehensive Employment and Training Act (CETA), which was signed into law effective October 1983. Under the Title II program of this act, job training will be provided to disadvantaged individuals, including the mentally disabled, who are facing serious barriers to employment and have special training needs if they are to obtain productive employment.

Least intrusive prompting: a behavioral training technique in which either a verbal, modeling, or physical prompt is provided to the learner on each sequential step of a task when not performed correctly. This method allows for completion of a task from beginning to end, regardless of the amount of assistance needed.

Medicaid/Medicare: government-subsidized programs

which provide assistance with health care expenses for eligible aged, blind, and disabled persons.

Mobile work crews; paid work performed in the community by supervised workers who are mentally retarded and who travel to the locations where the work is to be done (e.g., yard or lawn maintenance and janitorial services).

NARC-OJT (National Association for Retarded Citizens On-the-job Training Project); Program that encourages businesses to provide job opportunities for mentally retarded individuals.

On-going assessment; the process of continuously monitoring and evaluating a client's job performance through data collection, direct observation, and interaction with supervisors, coworkers, and family members.

On task behavior; attending to an assigned task during a particular time period. On task behavior must be operationally defined before it can be objectively evaluated.

Pre-employment training; the teaching of job skills and critical non-vocational skills that are of marketable value in community-based competitive jobs.

Probe; a task analytic assessment conducted during the skill acquisition and generalization phases of learning. Data collected from probes indicates how a client performs a job duty without any prompting or reinforcement and is used to determine when direct instruction of a task can be withdrawn.

Projects with Industry (PWI); a private business partnership with the rehabilitation community to create job opportunities for handicapped people in the open competitive market. Training is provided in a realistic work setting with supportive services to enhance the employment success of handicapped people in the marketplace.

Prompt data; the number and kinds (verbal, modeling, or physical) of prompts which are being provided to the client during the instruction of job tasks. Prompt data also indicate independent performance of the steps in a task analysis.

Prompts; assistance that is provided before a



learner's response which increases the likelihood that a correct response will be performed and reinforced. Prompts are provided during the skill acquisition phase of learning and must be faded out before it can be established that learning of a task has occurred. Response prompts typically used during job-site training include verbal, gestural (modeling), and physical prompts.

Reinforcement procedures (positive); the presentation of consequences contingent upon a behavior which lead to an increase in the performance of that behavior. Reinforcers which occur naturally in a work environment include supervisor and coworker praise, pay checks, earned vacation time, and bonus payments.

Selective (or counselor-directed) job placement: an approach to job placement for persons who are disabled in which a counselor assumes primary responsibility for job development (i.e., job seeking, accompanying the client to scheduled interviews, and negotiating with the employer on behalf of the client for a commitment to hire).

Sequence of job duties; a sequential listing (from first to last) of the job duties which comprise a particular job position.

Sheltered workshop: Non-profit facility that provides rehabilitation and/or sheltered employment for mentally retarded individuals. Work is usually contract work and workers are paid on a piece-rate basis.

Simulated work setting; a training site for persons who are mentally retarded located at a sheltered workshop or day activity center where training of competitive job tasks takes place in an environment that is set up to look and function like a real work setting.

Skill acquisition: the initial phase of learning. During job site training, skill acquisition begins once the job trainer has completed a job/task analysis and is comfortable with the daily work routine. This phase involves behavioral training of job tasks through the use of reinforcement and prompting procedures; increasing rate of work production; and fading of instruction as the client begins to perform independently.

Skill generalization and maintenance; the phases of learning after skill acquisition during which learning is demonstrated over time and across a variety of settings, materials, and trainers. During job-site training, skill generalization involves the fading of the job trainer's presence as the client adapts to the work routine and as job supervisors and coworkers assume supervisory responsibilities.

Specialized Training Program (STP): an autonomous, community-integrated program for a small number of persons who are severely and profoundly mentally retarded. It is run like a business with complex contract work whenever possible and is detached from any workshop or activity center.

Staff/client ratio/Caseload; the number of clients for which a job trainer is responsible to provide job-site training and follow-up services.

Supplemental Security Income (SSI) and Social Security Disability Income (SSDI): federal income maintenance programs, run by the Social Security Administration, for the aged, blind, and disabled which provide monthly cash payments to eligible persons.

Supported employment services; services characterized by being on-going through the length of the client's employment, usually directed to severely handicapped clients who could not work without this form of assistance, and comprehensive in providing job placement, job site training and follow-along.

Supported work model of competitive employment; a rehabilitation approach which provides supported employment services to severely handicapped clients in competitive employment. This model utilizes a job trainer or job coach who provides intensive support to the client in the form of job placement, job-site training, and on-going assessment and follow-along for as long as necessary in order for the client to maintain employment. Supported work can also refer to other types of paid employment such as sheltered enclaves, mobile work crews, and special industrial programs (specialized training programs.)

Targeted Jobs Tax Credit (TJTC); a federal tax credit program, administered through state



employment agencies or job services, which gives a tax break to employers who hire individuals from one of seven target groups.

Task analysis (TA); the break down of a task into its component parts. A task analysis is completed by observing a competent person perform the particular task in question and recording each step in sequential order.

Task analytic assessment/Task analytic approach; use of a task analysis to determine a client's level of independent performance. The steps of a TA are recorded on a data sheet and the client asked to perform a job task; a symbol for either correct or incorrect performance is recorded by each step.

Transitional employment; a temporary paid employment, usually in competitive settings with some degree of OJT (on the job training) or even a limited amount of professional staff assistance at the job site initially.

Transitional employment services; services which are time-limited; that is, the structured job placement and job site training provided to disabled clients is gradually stopped as the client becomes independent. No on-going assessment or follow-along is usually provided.

Work production rate; the speed at which a particular job duty is performed based on an average or standard rate of production by non-handicapped workers performing the same job.



Resource Guide

On the following pages we have provided a list of written and audio/visual materials related to the Virginia Commonwealth University Rehabilitation Research and Training Center's supported work approach to competitive employment. This resource list will be updated quarterly as new materials are generated.

Due to the overwhelming number of requests we receive, we regret that we are unable to forward requested materials at no cost.

In addition, monographs which were produced under Project Employability can be ordered through ERIC (Educational Resources Information Center). We have included abstracts of the monographs, as well as a sample order form.

I. --BOOKS AND CHAPTERS

- Hill, J.W. (1982). Vocational Training. In L. Sternberg & G. L. Adams (Eds.), Educating severely and profoundly handicapped students. (pp.269-312). Rockville, MD: Aspen, Inc.
- Hill, M. & Schalock, R.L. (in press). Monitoring and evaluating employment services. In W. Kiernan & J. Stark (Eds.). Pathways to Employment for Developmentally Disabled Adults. Baltimore: Paul H. Brookes, Inc.
- Shafer, M. (in press). Providing follow-up services after placement: The utilization of co-workers. In F. R. Rusch (Ed.), Competitive employment: Service delivery models, methods, and issues. Baltimore: Paul H. Brookes, Inc.
- Wehman, P. (in press). Competitive employment in Virginia. In F. R. Rusch (Ed.) Competitive employment: Service delivery models, methods, and issues. Baltimore: Paul H. Brookes, Inc.
- Wehman, P. (1983). Use of behavior modification in competitive employment. In R. Lassiter, et. al. (Eds.), Work adjustment and independent living for severely disabled people, (pp.189-207). Springfield: Charles C. Thomas.
- Wehman, P. (1981). Competitive employment: New horizons for severely disabled individuals. Baltimore: Paul H. Brookes, Inc.
- Wehman, P., Bates, P., & Renzaglia, A. (in press). Functional living skills for moderately and severely handicapped individuals. Austin: Pro-Education, Inc.
- Wehman, P., & Hill, J.W. (Eds.), (in press). Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.
- Wehman, P., Kregel, J. & Barcus, M. (in press). Vocational transition of developmentally disabled youth. In W. Kiernan & J. Stark (Eds.). Pathways to Employment for Developmentally Disabled Adults. Baltimore: Paul H. Brookes, Inc.

* These are available directly from the publisher.



II. RECENT JOURNAL PUBLICATIONS

- Goodall, P., Wehman, P., & Cleveland, P. (1983). Job placement for mentally retarded individuals. Education and Training of the Mentally Retarded, 18(A), 271-278.
- Hill, J., Wehman, P., Pentecost, J. (1980). Developing job interview skills in mentally retarded adults. Education and Training of the Mentally Retarded. 15(3), 179-186.
- Hill, J.W., Wehman, P., & Kochany, L. (1979). Development of a community based pre-employment program for moderately and severely retarded adults. Rehabilitation Literature, 40 (11-12), 330-334..
- Hill, M., & Wehman, P. (1983). Cost benefit analysis of placing moderately and severely handicapped individuals into competitive employment. The Journal of the Association for Persons with Severe Handicaps, 8, 30-38.
- Hill, M. & Wehman, P. (1979). Employer and non-handicapped coworker perceptions of moderately and severely retarded workers. Journal of Contemporary Business. 8(4), 107-112.
- Revell, W.G., Wehman, P., & Arnold, S. (1984). Supported work model of employment for persons with mental retardation: Implications for rehabilitative services. Journal of Rehabilitation, 50(4), 33-38.
- Revell, W.G. & Wehman, P. (1978). Vocational evaluation of severely and profoundly retarded clients. Rehabilitation Literature, 39(8), 226-231.
- Wehman, P. & Hill, J. (1984). Integrating severely handicapped students in community activities. Teaching Exceptional Children, 16(2), 142-145.
- Wehman, P. (1983). Toward the employability of severely handicapped children and youth. Teaching Exceptional Children, 25(4), 220-225.
- Wehman, P. & Pentecost, J. (1983). Facilitating employment for moderately and severely handicapped youth. Education and Treatment of Children, 6(1), 69-80.
- Wehman, P. & Hill, J. (1982). Preparing severely handicapped youth for less restrictive environments. The Journal of the Association for the Severely Handicapped. 7, 33-39.
- Wehman, P., Hill, M., Goodall, P., Cleveland, P., Brooke, V., & Pentecost, J. (1982). Job placement and follow-up of moderately and severely handicapped individuals after three years. The Journal of the Association for Persons with Severe Handicaps, 7, 5-16.
- Wehman, P. & Hill, J. (1981). Competitive employment for moderately and severely handicapped individuals. Exceptional Children, 47(5), 338-345.

Wehman, P., Hill, J., & Koehler, F. (1979). Helping severely handicapped persons enter competitive employment. AAESPH Review, 4(3), 274--290.

Wehman, P., Hill, J.W., & Koehler, F. (1979). Placement of developmentally disabled individuals into competitive employment: Three case studies. Education and Training of the Mentally Retarded, 14(2), 269-276.

III. CURRENT PAPERS SUBMITTED FOR PUBLICATION OR IN PRESS

Brooke, V., Hill, J., & Ponder, C. A demonstration of the acceptability of applied behavior analysis in a natural job environment. Manuscript submitted for publication.

Hill, J.W., Hill, M., Wehman, P., Banks, P.D., Pendleton, P., & Britt, C. (in press). Demographic analyses related to successful job retention for competitively employed persons who are mentally retarded. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Hill, J.W., Seyfarth, J., Orelove, F., Wehman, P., & Banks, P.D. (in press). Parent/guardian attitudes toward the working conditions of their mentally retarded children. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Hill, J.W., Wehman, P., Hill, M., & Goodall, P. (in press). Differential reasons for job separation of previously employed mentally retarded persons across measured intelligence levels. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Hill, M., Hill, J.W., & Wehman, P. (in press). An analysis of monetary and nonmonetary outcomes associated with competitive employment of mentally retarded persons. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Hill, M., Hill, J.W., Wehman, P., Revell, G., Dickerson, A. & Noble, J. (in press). Time limited training and supported employment: A model for redistributing existing resources for persons with severe disabilities. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.



- Kregel, J., Wehman, P., & Seyfarth, J. (in press). Community integration of young adults with mental retardation: Transition from school to adulthood. Competitive employment for persons with mental retardation; From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.
- Moon, M.S., Orelove, F.P., Beale, A. (in press). Competitive employment for moderately and severely mentally retarded persons: Test yourself on issues and realities. Journal of Employment Counseling.
- Moon, M.S., Beale, A.V. (in press). Helping your child with severe developmental disabilities receive vocational training and employment: Guidelines for parents. The Exceptional Parent.
- Pietruski, W., Goodwyn, R., Hill, M., & Wehman, P. (in press). Teaching entry level computer use skills to multi-handicapped students. Education and Treatment of Children.
- Seyfarth, J., Hill, J.W., Orelove, F., McMillan, J., & Wehman, P. (in press). Factors influencing parents' vocational aspirations for their mentally retarded children. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.
- Shafer, M., & Brooke, V. The development of punctuality in a mentally retarded worker through self-recording. Manuscript submitted for publication.
- Shafer, M., Brooke, V., & Wehman, P. Developing appropriate social-interpersonal skills in a mentally retarded worker. Manuscript submitted for publication.
- Shafer, M.S., Eller, R., Inge, K., & Worden, S. (in press). Assessment of parental concerns regarding the skill deficits of their competitively employed child. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.
- Shafer, M.S., Inge, K., & Hill, J.W. (in press). The development of automated banking services for mentally retarded persons: A pilot study. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol.1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.
- Wehman, P. (in press). Toward the employability of severely handicapped children and youth. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Wehman, P., Hill, M., Hill, J., Brooke, V., Pentecost, J., Pendleton, P. (in press). Competitive employment for persons with mental retardation: A follow-up six years later. Mental Retardation.

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Wehman, P., Kregel, J., & Barcus, J.M. (in press). From school to work: A vocational transition model for handicapped students. Exceptional Children.

Wehman, P., Kregel, J. & Seyfarth, J. (in press). What is the employment outlook for young adults with mental retardation after leaving school? Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Wehman, P., & Barcus, J.M. (in press). Unemployment among handicapped youth: What is the role of the public schools? Career Development for Exceptional Individuals.

Wehman, P. & Moon, M.S. (in press). Critical values in employment programs for persons with developmental disabilities. Competitive employment for persons with mental retardation: From research to practice. (Monograph Vol. 1). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.



IV. TRAINING MATERIAL

*Competitive employment - 8-page topical report - January, 1984.

*You, your child and competitive employment - 8-page topical report - March, 1984..

**RRTC Training Division Production. (1983). The Supported Work Model of Competitive Employment for Individuals Who are Mentally Retarded. [Slide/tape]. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

**RRTC Training Division Production. (1983). Competitive Employment for Individuals Who are Mentally Retarded; A Parental Perspective. [Videotape]. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

**RRTC Training Division Production. (1984). Competitive Employment for Individuals Who are Mentally Retarded: An Employer Perspective. [Videotape]. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

*These are available directly from the VCU-RRTC.

**These are available directly from the VCU-RRTC for a fee.

Dear Colleague:

We are pleased that our monographs titled Vocational Training and Placement of Severely Disabled Persons, Volume I, Volume II, and Volume III have been selected for inclusion in the Educational Resources Information Center (ERIC) data base. Abstracts of these documents are attached to this letter.

Microfiche or paper copies may be ordered from ERIC by sending the enclosed order form and personal check for cost of reproduction and postage. Please indicate on the order form the document you desire:

Vol. I ED No. 176,110, 229 pages
Vol. II ED No. 195,070, 198 pages
Vol. III ED No. 218,864, 221 pages

and mail to: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

Please note that prices may have changed since the order form was published. To be certain of correct prices, you may call ERIC at the number given on the order form.

Again, thank you for your interest. Your name has been added to our mailing list. If we can be of further assistance, please feel free to contact us.

Sincerely,

Patricia A. Goodall,
Training Associate
Rehabilitation Research &
Training Center

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PAG:PW/sw

enclosure

