



# 6

## INTRODUCTION TO SECTION I.

### Goal C: Testing Choices

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Goal C continues the process covered in the previous chapters. From the Shadowing Summary Graph, identify several jobs for the individual to test during an internship. Then, arrange internships for each top-ranked job preference. The procedures outlined in Goal C provide the individual with an opportunity to spend 3–4 hours per day to test preferences and skills for a 3-day period. Internships are typically fully supervised by the assessment staff and insured by the local vocational rehabilitation agency. Interns are paid at least minimum wage for the work performed at each internship site. In some cases, we have found internships to be a good marketing tool for placement, if used wisely.

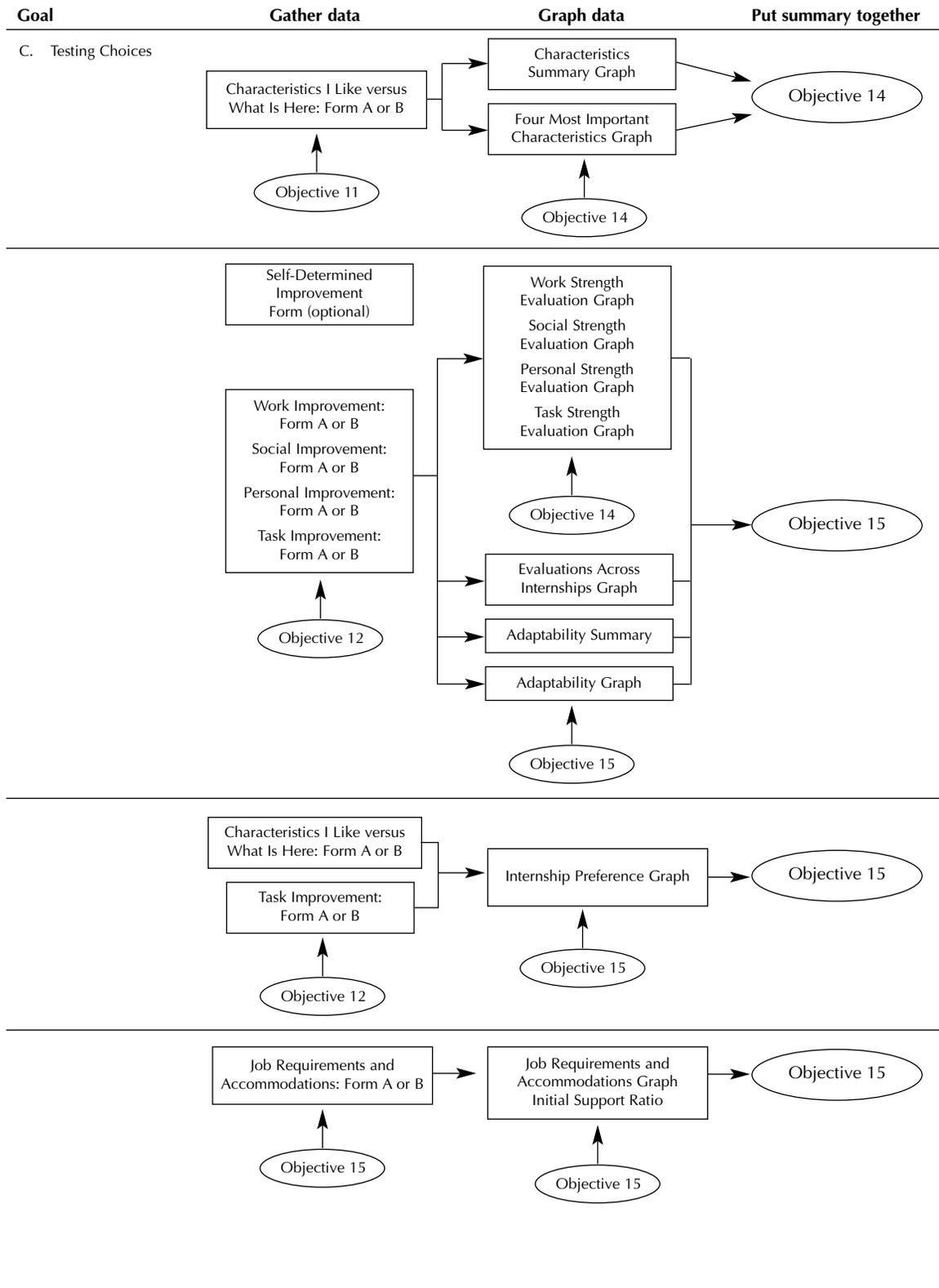
For each internship site, the individual determines his or her work, social, personal, and task strengths and weaknesses. Goals and plans are set for those items that the individual would like to improve. The intern performs the assigned tasks and then evaluates his or her own

performance. For each work, social, personal, or task item, the intern determines if his or her evaluation matches the assessment staff's evaluation. After determining a match, the intern decides what adjustment is needed the next time the job is performed and whether the characteristics at the internship site match his or her preferences. On the last day of each internship, the intern identifies the major job requirements, whether he or she can meet those requirements, and what, if any, accommodations need to be made in order to have a job similar to the internship.

Assessment personnel support, supervise, and evaluate the individual. All interns should receive the same training normally given to new first-day employees. If necessary, provide individualized assistance. If assistance beyond the normal training is given, evaluate the individual accordingly: Did you model the task? Did you give verbal prompts? Did you need to physically prompt the intern? Did you correct some of the work performed?

Internships afford opportunities to sample many different job environments. Individuals need enough internships to develop their choice-making skills and to determine their first and sec-

ond job choices. At the end of this phase, prepare a summary analysis of preferences and choices for each internship site. You may want to refer to the Implementation Reference Guide (Table 3.3).



# SECTION I. ASSESSMENT: CHOICE MANAGEMENT

## GOAL C: TESTING CHOICES

### Objective 10: Facilitating Internships

#### CONTENTS

Review information  
Prospect sites

#### PURPOSE

To obtain an opportunity for the individual to try out a job and determine the match between his or her preferred job, skills, and work conditions

#### MATERIALS NEEDED

Completed:  
Job reference sources  
Assessment Event Organizer (I:B:6:1)  
Shadowing Summary Graph (I:B:9:1)

#### LOCATION

Office  
Internship site

#### Review information

#### Materials Needed

Completed:  
Job reference sources  
Assessment Event Organizer  
Shadowing Summary Graph

- A. Review the completed Shadowing Summary Graph with the individual to determine preferred internship sites.
- B. Determine what type of internship is needed.
  1. If the individual has no work experience in a field that matches his or her preferences and self-assessed skills or has had unsuccessful work experiences, then set up two or three internships matching the top-ranked choices—some people may need four or more internships to acquire sufficient information in order to make decisions.
  2. If the individual possesses some experience in an employment area that matches his or her choices and is very sure about this job choice, then seek internships that provide the possibility of employment.
  3. If the individual has substantial work experience, then he or she should explore his or her choices further or go to an immediate job opening matching past work experiences.
  4. Arrange an internship at a business with a job opening if the individual has a firm understanding of his or her preferences and skills, worked in the job before, and wants to go to work quickly.

Prospect sites

- C. Find potential internship sites.
  1. Gather job reference sources from newspaper classified ads, phone books, Chamber of Commerce publications, and so forth. Do not forget friends, family, and past employers.
  2. List internship sites that match an individual's preferences and skills.
  3. Involve the individual in this process. Ask him or her to look at the newspaper with you and to talk to his or her friends about job openings.
- D. Use the Assessment Event Organizer to organize each individual's internship events (see p. 300). Schedule each internship for at least 3 hours per day during 3 consecutive days. Schedule the work experience during hours that are best for the employer. Usually, this will be a time when there may be work to do but the employer is not overwhelmed by a busy period.
  - A. Contact prospects by phone or in person. Introduce your organization to the employer.
    1. Tell the employer that the individual you are working with is interested in determining whether his or her skills match a job at the employer's site.
    2. Indicate to the employer that an internship allows the individual to determine whether his or her skills match the job. The internship also provides an opportunity for the employer to prescreen a potential employee. However, make sure the employer realizes that, at this point, the individual is not asking for a job.
    3. Explain that the intern will receive wages from your program for each hour he or she works at the site. We recommend that you pay the minimum wage or more for each hour the individual works—this will ensure compliance with all labor laws. See Simon and Halloran (1994) and Martin and Husch (1987) for discussions of labor laws and employment experiences.
    4. Be prepared to answer questions from the employer about liability and workman's compensation insurance. If your program is paying the internship wages, assure the employer that your insurance will cover these items. Explain your agency's insurance coverage. The employer may require proof of insurance. Also check with your local or state vocational rehabilitation agency. Many provide on-the-jobsite insurance coverage for clients.

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- B. Set an appointment for the employer to meet the intern.
1. The employer may want to interview the individual before scheduling internship dates. Expect the dates and times to match the employer's schedule—not yours.
  2. If the individual is inexperienced at work or there are doubts about the individual's productivity, make sure the employer understands that the intern is an extra worker rather than an integral part of the business for that day. Keep productivity expectations to a minimum.
  3. Schedule one internship at a time. If the individual does well during the first internship, it may turn into a job.

Objective 10: What If?

What if the individual demands an immediate job because of dire financial conditions, even though previous experiences do not match present choices?

*Contact your local rehabilitation counselor to assist in acquiring short-term financial aid. Proceed with the internship experiences. If the individual is sure about what he or she wants to do and you think it is a good match, arrange an internship that could turn into a job.*

What if an employer wants to know who will supervise the intern?

*This should be discussed with the employer. In some cases, they may want this responsibility. In most cases, your program will assume full supervisory responsibilities. You will need to be there to assist the individual to complete the internship learning process.*

What if the individual and his or her parents expect an internship to be an actual long-term paid job?

*Clarify with the individual and parents that internships are established for assessment purposes. The individual will be paid by the agency for the productive time spent doing tasks during the internship. The employer does not pay the individual for his or her work time, nor is the intern an employee of the business.*

# SECTION I. ASSESSMENT: CHOICE MANAGEMENT

## GOAL C: TESTING CHOICES

### Objective 11: Completing the Characteristics I Like versus What Is Here: Form A or B

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Choose characteristics  
Determine match  
Characteristics I Like versus What Is Here  
Form: Calculations  
Summarize characteristics most often chosen  
Summarize the four most important characteristics

#### PURPOSE

To determine the match between the characteristics that the individual likes and the characteristics that are available at different internship sites

#### MATERIALS NEEDED

Characteristics I Like versus What Is Here:  
Form A (I:B:7:1) or Form B (I:B:7:2)  
Completed:  
Characteristics Summary Graph (I:A:4:3)  
Four Most Important Characteristics Graph  
(I:A:4:4)

#### LOCATION

Office  
Internship site

#### Choose characteristics

#### Materials Needed

Characteristics I Like versus  
What Is Here: Form A or  
Form B

- A. The Characteristics I Like versus What Is Here form was also used in Objectives 6 and 7. Use blank forms for this objective (see pp. 304–306). Review with the individual the purpose of the Characteristics I Like versus What Is Here form:
  1. To further explore characteristic preferences
  2. To identify characteristics that exist at the internship site
  3. To compare the chosen characteristics with those that exist at the internship site
- B. Choose the form format that will meet the needs of the individual. The individual is likely to use the format he or she used in Objectives 6 and 7.
  1. Form A requires reading skills.
  2. Form B requires picture discrimination skills. It is designed for individuals whose reading skills are limited or nonexistent.
- C. Circle “Testing Choices” on the form (in the upper right-hand corner) to indicate that it corresponds with Objective 11. The items on this form are presented as contrasting pairs. Instruct the individual to circle the preferred item out of each pair.

1. Teach this form by reading the choices and then asking the person to choose one. Repeat this for the first two or three pairs.
2. Some individuals may be able to complete this form independently. Give them the opportunity to do so. If help is needed, read and briefly explain each item.
3. If the individual cannot decide which item to choose, ask him or her to circle both or none at all.

D. Before going to the internship site, complete these steps.

1. Ask the individual to circle the preferred items from the “What I like (Before)” section. This is the left column in both forms.
2. Instruct the individual to check the four most important circled characteristics in the column labeled “✓”.
3. If an individual cannot immediately identify his or her four top-ranked characteristics, ask him or her to draw a star beside 10 of the most important characteristics in the column labeled with the “★”. Then, ask the person to identify his or her four top-ranked characteristics by placing a checkmark in the “✓” column.
4. Once again, discuss the final four characteristics chosen by asking the individual to describe the important features of each selected characteristic. Note the answers on the form or in your notes.
5. If the characteristics checked do not match those previously chosen, discuss this with the individual. If the individual wants to change his or her top-ranked characteristics, the final choice must be the individual’s. Do not try to influence this decision.

E. Parallel the introduction of the “What I like” section of the Characteristics I Like versus What Is Here form with the introduction of the internship forms in Objective 12. Go to Objective 12 now.

F. After completing Objective 12, ask the individual to complete the “What is here” section of the Characteristics I Like versus What Is Here form. Instruct the individual to consider the contrasting pairs and circle the characteristics that best describe the internship job.

Determine match

A. Have the individual complete the “Matches” section. Assist the person to determine the match between “What I like (Before)” and “What is here (After)” for each characteristic. For each row, the individual should indicate a match by circling “Yes” in the “Matches” column. If the circled characteristics do not match, circle the “No” to indicate no match.

Characteristics I Like versus  
What Is Here Form:  
Calculations

A. Assist the individual to complete the calculations as directed.

1. Divide the number of “Yes”s by the number of matches available. The total will be a decimal. Write this number in the blank labeled “Characteristics match.” Multiply this number by 100. The answer you get will give you the “Percentage of characteristics match.” Draw a line on the scale to match.
2. For each most preferred characteristic ranked in the “✓” column that matches the “What is here” column, write “okay” beside the “✓”. Divide the total number of “okay”s by four. The total will be a decimal. Multiply this number by 100. The answer you get will give the “Percentage of most important characteristics match.” Write this number in the space provided.
3. Discuss the matches with the individual.

Summarize characteristics  
most often chosen

A. To summarize the characteristics the individual chose most frequently, continue to add the individual’s choices to the Characteristics Summary Graph (see p. 294).

Materials Needed

Completed:  
Characteristics I Like versus  
What Is Here: Form A or  
Form B  
Characteristics Summary Graph

1. In the upper right corner of the Characteristics Summary Graph, circle “Testing Choices” in order to indicate that you have entered the data from the three Characteristics I Like versus What Is Here forms completed in Objective 11.
2. For each characteristic circled for the first day, shade in one box. Leave boxes blank for those characteristics that were not circled. Continue to record the individual’s choices the same way for the second and third day.
3. Use this form as you progress through each goal of the job match assessment process. When all goals have been completed, the Characteristics Summary Graph becomes a part of the individual’s assessment summary.

Summarize the four most  
important characteristics

A. To summarize the four most important characteristics the individual chose most frequently, gather the Characteristics I Like versus What Is Here forms that were completed during the three internships.

Materials Needed

Completed:  
Characteristics I Like versus  
What Is Here: Form A or  
Form B  
Four Most Important  
Characteristics Graph

1. In the upper right corner of the Four Most Important Characteristics Graph, circle “Testing Choices” to indicate that you have entered the data from the three Characteristics I Like versus What Is Here forms completed in Objective 11.
2. Continue to add the individual’s choices to the Four Most Important Characteristics Graph. For each characteristic form completed at the internship, shade in one box for

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each of the four checked items. Leave boxes blank for those characteristics that were not a top-ranked preference. Continue to record the individual's four top-ranked preferred characteristics for the second and third internships. Help the individual to complete the form or complete it yourself, if appropriate.

3. Use this form as you progress through each goal of the job assessment process. When all goals have been completed, the Four Most Important Characteristics Graph becomes a part of the individual's assessment summary.

## Objective 11: What If?

What if the individual says he or she likes to work outside but only in nice weather?

*Instruct the individual to take into account the weather when it is cold and wet. While thinking about the weather conditions over all the seasons, the individual should reconsider whether he or she prefers to work inside or outside.*

What if the individual states that he or she prefers a job where it is required to dress up but thus far the individual has worn jeans and t-shirts?

*Find out how the individual defines “dress up for work.” Clarify definitions. Cite examples of dressing up and environments where dressing up can be found.*

What if the individual becomes agitated over needing to do this form again after seeing it in the shadowing process?

*In order to determine what characteristics of a job the individual really likes, it is necessary to ask the individual many times what his or her choices are. Asking many times allows the individual to change his or her mind as many times as he or she would like. If the person is still agitated after you have tried to explain, a break may be in order. Stop and try again later. Make sure the individual knows that this is an opportunity to tell you exactly what he or she wants in a job.*



# SECTION I. ASSESSMENT: CHOICE MANAGEMENT

## GOAL C: TESTING CHOICES

### Objective 12: Doing the Improvement Forms

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Completing the Work, Social, Personal, and Task Improvement: Forms A: Calculations  
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Completing Self-Determined Improvement Form: Calculations

**PURPOSE**

To evaluate self-directed goal setting, planning, evaluating, and adjusting at the internship site

**MATERIALS NEEDED**

Work Improvement: Form A (I:C:12:1) and Form B (I:C:12:5)  
Social Improvement: Form A (I:C:12:2) and Form B (I:C:12:6)  
Personal Improvement: Form A (I:C:12:3) and Form B (I:C:12:7)  
Task Improvement: Form A (I:C:12:4) and Form B (I:C:12:8)  
Self-Determined Improvement Form (I:C:12:9)

**LOCATION**

Internship sites

Introduction to the Improvement Forms

A. The individual will begin to learn on-the-job decision-making skills. To do this, he or she will evaluate his or her job skills and match them to jobsite demands. You and the individual should review, discuss, and then choose the most appropriate internship forms (see pp. 311–318). Consider the following when deciding which forms to use:

1. Form A is for people with reading and writing skills; it allows for evaluation on a scaled gradient.
2. Form B provides illustrations for those people with limited or no reading and writing skills. Evaluation is concrete—it is done with a positive or negative response chosen from a menu.
3. The Self-Determined Improvement Form is designed for people who can successfully use an open-ended format.
4. Across all formats, the individual will set goals, make plans to meet these goals, evaluate daily performance, match his or her evaluations to yours, and make adjustments to the next day's goals.
5. With the individual's input, pick a format to begin the process. Remember, if this first format does not work, change to another.
6. To complete the improvement forms, the individual needs to arrive at the internship site 20–30 minutes before starting work.

*Note:* The Characteristics I Like versus What Is Here form introduced in Objective 11 is completed simultaneously with the forms introduced in this objective. The two objectives are described separately to aid your understanding.

Completing the Work, Social, Personal, and Task Improvement: Forms A: Before the Job

- A. The individual will complete the Work, Social, Personal, and Task Improvement Forms for 3 days. Three consecutive sessions are preferred to allow familiarity with the internship tasks. An example of a completed Work Improvement: Form A is on page 115.
- B. For each Work, Social, or Personal Improvement form, follow these steps:
  1. Read together the goals listed on the left side of the page. Briefly explain the behaviors associated with each goal.
  2. Ask the individual to circle the goal statements he or she wants to pursue for that day. The person may choose as many or as few goals as he or she wants. Make it clear to the individual that the number of goals chosen is his or her decision, not yours. *Explain that at the end of the work session, evaluations will be completed on all the goal statements.*
  3. For each goal statement circled, ask the individual how he or she might achieve that goal. For example, if the individual chooses the "Follow company rules" goal, write the plan for doing this in the column labeled "Plan." One

I:C:12:1

## Work Improvement: Form A

Testing Choices

Name: Pat Sample Jobsite: Fancy Nursery Date: May 1, 2002 Session: 1

Key: Score a "1" for "great!" ".67" for "okay," ".33" for "needs improvement," and "0" for "poor." 1 and .67 are positive scores; .33 and 0 are negative.

Goal	Plan (How will I do this?)	My evaluation	Job coach evaluation	Comments	Match	Improve next
Follow company rules		1 .67 .33 0	1 .67 .33 0		Yes No	Follow company rules
Come to work		1 .67 .33 0	1 .67 .33 0	Job coach picked me up and drove	Yes No	Come to work
Come to work on time		1 .67 .33 0	1 .67 .33 0	Job coach picked me up and drove	Yes No	Come to work on time
Call if you miss work		1 .67 .33 0	1 .67 .33 0		Yes No	Call if you miss work
Work accurately		1 .67 .33 0	1 .67 .33 0		Yes No	Work accurately
Pay attention to work	I will watch what I'm doing and check my own work	1 .67 .33 0	1 .67 .33 0		Yes No	Pay attention to work
Work at the right pace		1 .67 .33 0	1 .67 .33 0		Yes No	Work at the right pace
Work safely		1 .67 .33 0	1 .67 .33 0	Great job cleaning up!	Yes No	Work safely
Take specified breaks		1 .67 .33 0	1 .67 .33 0		Yes No	Take specified breaks
Listen and use feedback	Ask questions and listen to what the supervisor says	1 .67 .33 0	1 .67 .33 0		Yes No	Listen and use feedback

Number of matches with job coach: 8 x 100 =  
Available matches: 10

80 % Percentage of work matches

Note: Positive scores match as do negative scores.

Number of positive job coach answers: 7 x 100 =  
Available answers: 10

70 % Percentage of positive job coach work answers

Note: Score any evaluation of 1 or .67 as positive.

way to prompt the individual to make a goal is using the word “by” (e.g., “Today I will follow company rules by . . .”).

4. If the individual is not able to think of a plan for each goal, that’s okay! This assessment process evaluates whether the individual can set plans to meet his or her goals.
5. Repeat this process for each of the Work, Social, and Personal Improvement: Forms A.

*Note:* Do not modify an individual’s plan, even if the plan does not seem to be a reasonable way to achieve the goal! What may not seem to be a good plan to you may be a good plan for the individual, or at least a necessary step in his or her reasoning process.

C. Present the Task Improvement: Form A. An example of a completed Task Improvement: Form A is on page 117.

1. Ask the individual to list the job tasks previously arranged with the employer—assist if it is appropriate. If more than four tasks are listed, write them on a second page.
2. Ask the individual to set goals for each task listed by circling “Independence,” “Speed,” or “Quality.” The individual may choose more than one. Explain that at the end of the 3- to 4-hour work period, evaluations will be completed on all measures.
3. For each goal circled, ask the individual how he or she might achieve that goal. For example, if the individual chooses to increase his or her speed, write the plan to do this in the column labeled “Plan.”

*Note:* If the tasks are not determined by the beginning of the first day, list them as they occur. Depending on the internship site, some tasks may change from day to day. Each day, try to find out what tasks will change before starting the job. Arrange to learn the tasks well enough yourself so that you will not need training from the employer. Maximizing benefits to the employer will increase your chance of maintaining this site as an ongoing internship site for the future.

Completing the Work, Social,  
Personal, and Task  
Improvement: Forms A:  
During the Job

A. After deciding the job goals and plans, the individual starts performing the internship tasks.

1. Instruct the intern using the company’s standard procedures when possible. Make an effort to allow the intern to be independent. Modify employer training procedures only if the individual is not learning how to do the tasks.

I:C:12:4

**Task Improvement: Form A**

Testing Choices

Name: Kelly Sample Jobsite: Fancy Nursery Date: June 1, 2002 Session: 1

Goal	Concern	Plan	Criteria	My evaluation	Job coach evaluation	My performance was	Matches	Improve next	Like this task?
Task 1 Fill flats with soil	Independence	by: Keeping up with others	Independence	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Great	Yes <input checked="" type="radio"/> No <input type="radio"/>	Independence	Yes <input checked="" type="radio"/> No <input type="radio"/>
	Speed		Speed	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Okay	Yes <input checked="" type="radio"/> No <input type="radio"/>	Speed	Yes <input checked="" type="radio"/> No <input type="radio"/>
	Quality		Quality	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Not good	Yes <input checked="" type="radio"/> No <input type="radio"/>	Quality	Yes <input checked="" type="radio"/> No <input type="radio"/>
Task 2 Fill pots with soil	Independence	by: Keeping up with others	Independence	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Great	Yes <input checked="" type="radio"/> No <input type="radio"/>	Independence	Yes <input checked="" type="radio"/> No <input type="radio"/>
	Speed		Speed	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Okay	Yes <input checked="" type="radio"/> No <input type="radio"/>	Speed	Yes <input checked="" type="radio"/> No <input type="radio"/>
	Quality		Quality	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Not good	Yes <input checked="" type="radio"/> No <input type="radio"/>	Quality	Yes <input checked="" type="radio"/> No <input type="radio"/>
Task 3 Water plants	Independence	by: Following directions	Independence	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Great	Yes <input checked="" type="radio"/> No <input type="radio"/>	Independence	Yes <input checked="" type="radio"/> No <input type="radio"/>
	Speed		Speed	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Okay	Yes <input checked="" type="radio"/> No <input type="radio"/>	Speed	Yes <input checked="" type="radio"/> No <input type="radio"/>
	Quality		Quality	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Not good	Yes <input checked="" type="radio"/> No <input type="radio"/>	Quality	Yes <input checked="" type="radio"/> No <input type="radio"/>
Task 4 Clean up area	Independence	by: Doing a good sweeping job	Independence	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Great	Yes <input checked="" type="radio"/> No <input type="radio"/>	Independence	Yes <input checked="" type="radio"/> No <input type="radio"/>
	Speed		Speed	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Okay	Yes <input checked="" type="radio"/> No <input type="radio"/>	Speed	Yes <input checked="" type="radio"/> No <input type="radio"/>
	Quality		Quality	Yes <input checked="" type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> No <input type="radio"/>	Not good	Yes <input checked="" type="radio"/> No <input type="radio"/>	Quality	Yes <input checked="" type="radio"/> No <input type="radio"/>

Tasks I like:  $\frac{4}{4} = \frac{1}{1} \times 100 = 100\%$  Percentage of task preference matches (TP)

Matches made:  $\frac{9}{12} = .75 \times 100 = 75\%$  Percentage of task matches (TM)

Positive job coach:  $\frac{4}{12} = .33 \times 100 = 33\%$  Percentage of positive job coach task answers (PA)

Completing the Work, Social,  
Personal, and Task  
Improvement: Forms A:  
After the Job

2. If appropriate, first model the task to be performed. Second, ask the intern to perform it independently. Third, provide additional instruction as needed.
  3. You should *not* do the job for the intern. Working beside the intern is acceptable and can be an effective way to teach required skills.
  4. When coaching, imagine yourself in the role of the manager. How would you want the work to be done?
- A. Find a quiet place to sit down and complete the remaining sections of the Work, Social, and Personal Improvement Forms.
1. In the column labeled “My evaluation,” ask the intern to circle the option that best evaluates his or her performance for each corresponding item in the “Goal” column. Instruct him or her to circle a 1 if his or her performance was great, .67 if it was okay, .33 if he or she needs improvement, and 0 if his or her performance was poor. Ensure that all the goals are evaluated, even if they were not circled for improvement. The intern should evaluate him- or herself on each item listed, not just the items he or she chose as goals. Find out the intern’s reasons for his or her evaluations.
  2. Allow the individual to evaluate him- or herself without interference. For example, if an individual circled a 1 for “Use good grooming skills” on a Personal Improvement Form, but you disagree, allow the individual to circle his or her choice.
  3. Next, complete the “Job coach evaluation” column for all of the forms. Do this for all goal items, not just those the individual circled. As you complete the evaluation, provide specific examples when giving both positive (1 or .67) and negative (.33 or 0) scores on Form A. Indicate your reasons briefly in the “Comments” column.
  4. After your evaluation is finished, ask the individual to determine the match between his or her evaluation and yours. In the “Matches” column, the individual should circle “Yes” if there is a match and “No” if there is not a match. Two positive evaluations match, as do two negatives. For example, evaluations rated 1 and .67 are considered to match. Evaluations of .67 and .33 do not match.
  5. Ask the intern to circle the goals he or she prefers to work on the next time in the column labeled “Improve next.” Again, make sure the individual makes these choices, not you.

B. Now, complete the remaining sections of the Task Improvement Form.

1. In the column labeled “My evaluation,” ask the individual to circle “Yes” or “No” for “Independence,” “Speed,” and “Quality.” Repeat this process for each task. To evaluate his or her performance, the individual should answer the question, “Did I meet the minimum requirements of an entry-level employee for independence? Speed? Quality?”
2. Next, ask the individual to complete the “My performance was” column by deciding how well he or she performed the task. The individual should circle “Not good,” “Okay,” or “Great.” Repeat this process for each task.
3. Next, evaluate how well the individual performed each task in the “Job coach evaluation” column. Evaluate his or her performance as compared with a typical worker beginning that job. Remember that all employees’ work, speed, and quality vary, but also keep in mind that management maintains a starting standard.
4. After your evaluation, have the individual determine whether his or her evaluation matches yours. In the “Matches” column, the individual should circle the appropriate answer. Once again, two positive evaluations match, as do two negatives.
5. Instruct the individual to indicate the goals he or she prefers to work on next time by circling the corresponding goals in the column labeled “Improve next.” Again, ask the individual to make these choices—not you.
6. In the column labeled “Like this task?” instruct the individual to circle the appropriate answer.

Completing the Work, Social, Personal, and Task Improvement: Forms A: Calculations

A. For each Work, Social, Personal, and Task Improvement: Form A, assist the individual to calculate each of the following steps.

1. Calculate the percentage of matches between your responses and the individual’s. Add the total number of matches in the column labeled “Matches.” Write this number in the blank labeled “Number of matches with job coach.” Using the “Matches” column again, count the total matches available and write this number in the blank labeled “Available matches.” Divide the “Available matches” number into the “Number of matches with job coach.” Multiply your answer by 100, and write it in the shaded box labeled “Percentage of work matches.”

2. Calculate the percentage of positive job coach evaluations. Add the total number of positive “Job coach evaluation” answers (i.e., scores of .67 or 1) in the column labeled “Job coach evaluation.” Write this number in the blank labeled “Number of positive job coach answers.” Using the “Job coach evaluation” column again, count the total positive answers available, and write this number in the blank labeled “Available answers.” Divide the “Available answers” number into the “Number of positive job coach answers.” Multiply your answer by 100, and write it in the shaded box labeled “Percentage of positive job coach work answers.”
3. Calculate the “Task preference matches” on the Task Improvement Form by counting the number of “Yes”s in the column labeled “Like this task?” Write this number in the blank labeled “Tasks I like.” In the blank labeled “Tasks I did,” write the total number of tasks performed. Divide the “Tasks I did” into the “Tasks I like.” Your answer will be a decimal number. Write the answer in the blank. Multiply your answer by 100, and write it in the shaded box labeled “Percentage of task preference matches (TP).”
4. On the graph at the bottom right corner of the Task Improvement form, draw a triangle for the “Percentage of task preference matches (TP).” Calculate the “Percentage of task matches (TM)” and the “Percentage of positive job coach task answers (PA)” as on previous improvement forms. Write “TM” for the “Percentage of task matches (TM)” and “PA” for the “Percentage of positive job coach task answers (PA).” Show the individual the results on the scale. Discuss positive and negative performance issues. In general, scores above 75% are considered a good match.

Completing the Work, Social,  
Personal, and Task  
Improvement: Forms B

- A. If Form B was used in “Making Choices” or if the individual chooses an illustrated form, then introduce Form B. Form B is an illustrated format and should be used with individuals who demonstrate limited or no reading and writing skills. Form B evaluations are simpler. The individual chooses “Yes” or “No.” An example of a completed Work Improvement: Form B is on page 121.

Completing the Work, Social,  
Personal and Task  
Improvement: Forms B:  
Before the Job

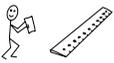
- A. Have the individual complete Work, Social, and Personal Improvement: Forms B for the 3-day internship experience. Use the following directions to complete each form.
1. Describe the illustrations in the “Goal” column, located on the left side of the page. Point to each illustration, and provide sample behaviors associated with each goal.
  2. Ask the individual to circle the illustrated goal statements he or she wants to improve. The person may choose as

I:C:12:5

## Work Improvement: Form B

Testing Choices

Name: Pat Sample Jobsite: Motel 7 Date: May 2, 2002 Session: 1

Goal	Plan	Evaluation	Great	Match	Next																														
 Follow company rules		I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input checked="" type="checkbox"/> Follow company rules <input type="checkbox"/> Break company rules	<input checked="" type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No																															
<table border="1" data-bbox="170 535 316 619"> <tr><td>M</td><td>Tu</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> </table> Come to work	M	Tu	W	Th	F	✓	✓	✓	✓	✓		I think <input checked="" type="checkbox"/> <table border="1" data-bbox="690 535 836 619"> <tr><td>M</td><td>Tu</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> </table> <input type="checkbox"/> <table border="1" data-bbox="868 535 1015 619"> <tr><td>M</td><td>Tu</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td>✓</td><td>X</td><td>✓</td><td>X</td><td>X</td></tr> </table> Job coach thinks <input checked="" type="checkbox"/> Come to work <input type="checkbox"/> Miss work	M	Tu	W	Th	F	✓	✓	✓	✓	✓	M	Tu	W	Th	F	✓	X	✓	X	X	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	
M	Tu	W	Th	F																															
✓	✓	✓	✓	✓																															
M	Tu	W	Th	F																															
✓	✓	✓	✓	✓																															
M	Tu	W	Th	F																															
✓	X	✓	X	X																															
 Come to work on time		I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input checked="" type="checkbox"/> Come to work on time <input type="checkbox"/> Come to work late	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No																															
 Call if you miss work		I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input checked="" type="checkbox"/> Call if you miss work <input type="checkbox"/> Miss work without calling	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No																															
 Work accurately		I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input type="checkbox"/> Work accurately <input checked="" type="checkbox"/> Make mistakes	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="checkbox"/>																														
 Pay attention to work	Do task I am told to do	I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input checked="" type="checkbox"/> Pay attention to work <input type="checkbox"/> Pay little attention	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No																															
 Work at the right pace	Keep up with coworkers	I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input checked="" type="checkbox"/> Work at the right pace <input type="checkbox"/> Work too fast or too slow	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No																															
 Work safely		I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input checked="" type="checkbox"/> Work safely <input type="checkbox"/> Work unsafely	<input checked="" type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No																															
 Take specified breaks		I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input checked="" type="checkbox"/> Take specified breaks <input type="checkbox"/> Take too many breaks	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No																															
 Listen and use feedback		I think <input checked="" type="checkbox"/>  <input type="checkbox"/>  Job coach thinks <input checked="" type="checkbox"/> Listen and use feedback <input type="checkbox"/> Reject feedback	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No																															

Number of matches:  $\frac{9}{10} = .90 \times 100 = 90\%$   
 Available matches: 10  
 Percentage of work matches

Number of positive job coach answers:  $\frac{9}{10} = .90 \times 100 = 90\%$   
 Available answers: 10  
 Percentage of positive job coach work answers

many goals as he or she likes, but at least one needs to be chosen. Explain to the individual that at the end of the work period, evaluations will be completed for all goal areas.

3. For each goal circled, ask how he or she might achieve that goal. For example, if he or she chooses to follow company rules, write the plan to do this in the column labeled "Plan."
  4. If the individual is not able to think of a plan for each goal, that is okay! One of the skills that the assessment process evaluates is whether the individual can set plans to meet his or her goals.
  5. Repeat this process for each of the Work, Social, and Personal Improvement Forms.
- B. Present the Task Improvement: Form B. At the beginning of the internship, consult with the employer to determine the tasks that the individual will do.
1. Before the internship begins, place pictures of the predetermined tasks in the column labeled "Task." If more than two tasks are performed, use an additional page. Illustrations can be found on the Paul H. Brookes Publishing Company web site at [www.brookespublishing.com/picturebank](http://www.brookespublishing.com/picturebank).
  2. Before starting work, ask the individual to circle the tasks he or she wants to improve. Next, ask him or her to set goals by circling the pictures for "Independence," "Speed," or "Quality." The intern may choose more than one.
  3. For each goal circled, ask the individual how he or she might achieve that goal. For example, if the individual chooses to increase his or her speed, write the person's plan, not your suggestion, in the column labeled "Plan." If he or she does not have a plan, leave the plan blank. Do not try to influence the individual.
  4. Review with the intern the task he or she chose to improve; whether he or she is going to improve independence, quality, or speed; and his or her plan for improving the task.
- A. After deciding the job goals and plans, the individual will start performing the internship tasks.
1. Train the intern to perform the tasks by using the company's standard procedures when possible. Allow the intern to be as independent as possible. Modify employer training procedures only if the individual is not learning how to do the tasks.

Completing the Work, Social,  
Personal, and Task  
Improvement: Forms B:  
During the Job

Completing the Work, Social, Personal, and Task Improvement: Forms B: After the Job

2. If appropriate, first model the task to be performed. Second, ask the intern to perform it independently. Third, provide additional instruction as needed.
  3. You should not do the job for the intern. However, working beside the intern is acceptable and can be an effective way to teach required skills.
- A. Find a quiet place to sit down and complete the remaining sections of the Work, Social, and Personal Improvement: Forms B.
1. In the column labeled "Evaluation," ask the intern to choose the pictures that best describe his or her behavior for that day. For example, on Personal Improvement: Form B, if an individual believes he or she has good grooming, he or she should mark the "I think" box next to the picture of the person looking in the mirror. Individuals should evaluate themselves on each item listed, *not* just the items they circled as goals to improve.
  2. Allow the individual to evaluate him- or herself without interference. Even if, for example, an individual marked the box for good grooming and you disagree, allow the individual to mark his or her choice. Your evaluation will come later.
  3. Next, mark the boxes next to the picture in the boxes labeled "Job coach thinks." Talk about specific examples to illustrate your positive and negative evaluations.
  4. If the intern performed particularly well, check the "Great" column for that item. Tell the individual why he or she did so well.
  5. Next, ask the intern to determine the match between his or her evaluation and yours. In the "Matches" column, tell the intern to circle the appropriate answer. Two positive evaluations match, as well as two negatives. You may need to prompt the intern by pointing to the marked boxes.
  6. Last, the intern should indicate the goals he or she prefers to work on next time by circling the corresponding goals in the column labeled "Next." Make sure the individual makes these choices.
- B. Now, complete the remaining sections of the Task Improvement: Form B.
1. In the column labeled "My evaluation," ask the intern to evaluate his or her performance for each task by circling a "Yes" or a "No" for "Independence," "Speed," and "Quality." Provide a brief explanation of each term. The individual should determine the right answer by asking

him- or herself, “Did I meet the entry-level requirements for doing this task today?”

2. Next, evaluate how well the intern performed each task in the “Job coach evaluation” column. Evaluate the intern’s performance based on the performance of an average beginning worker. Remember that all employees’ work, speed, and quality vary, but also keep in mind that businesses maintain a general performance standard. Did the individual meet or exceed that standard?
3. Ask the intern to determine whether his or her evaluation matches yours. In the “Matches” column, the individual should circle the appropriate answer. Two positive evaluations match, as do two negatives.
4. Ask the intern to indicate his or her next day’s goals by circling the illustrations in the “Improve next” column. Again, make sure the individual makes these choices, not you.
5. Finally, in the column labeled “Like this task?” ask the intern to circle the appropriate answer.

Completing the Work, Social, Personal, and Task Improvement: Forms B: Calculations

A. For each Work, Social, Personal, and Task Improvement: Form B, assist the individual to calculate the results using the following steps.

1. Calculate the percentage of matches between your answers and the individual’s. Add the total number of matches in the column labeled “Matches.” Write this number in the blank labeled “Number of matches.” Using the “Matches” column again, count the total matches available and write this number in the blank labeled “Available matches.” Divide the “Available matches” into the “Number of matches.” Write this decimal number in the blank. Multiply your answer by 100, and write it in the shaded box labeled “Percentage of work matches.”
2. Calculate the percentage of positive job coach evaluations. Add the total number of positive “Job coach evaluation” answers. Write this number in the blank labeled “Number of positive job coach answers.” Using the “Job coach evaluation” column again, count the total number of positive job coach answers available, and write this number in the blank labeled “Available answers.” Divide the “Available answers” number into the “Number of positive job coach answers.” Write this decimal number in the blank. Multiply your answer by 100 and write it in the shaded box labeled “Percentage of positive job coach work answers.”

C. In addition, on the Task Improvement Form, complete the Preference Summary calculation.

1. In the column labeled "Like this task?" count the number of circled "Yes"s. Write this number in the blank labeled "Tasks I like." In the blank labeled "Tasks I did," write the total number of tasks performed.
2. Divide the "Tasks I did" into the "Tasks I like." Your answer will be a decimal number. Write the answer in the blank provided. Multiply your answer by 100, and write it in the shaded box labeled "Percentage of task preference match."
3. On the graph, write "TP" to represent the percentage of task preference matches. Show the individual his or her results on the scale. Discuss the individual's overall preference rating.

*Note:* Go back and complete Objective 11 if you have not done so already.

Completing the Self-Determined Improvement Form: Before the Job

A. The Self-Determined Improvement Form is designed for individuals who have had successful work experiences (see p. 319). This form provides open-ended goal choices rather than a fixed menu. From our experience, some interns find the Improvement: Forms A too simple. The open-ended format of the Self-Determined Improvement Form provides these individuals with a more challenging format. An example of a completed Self-Determined Improvement Form is on page 126.

B. The first column is labeled "Goals." It is divided into categories of work, social, personal, and task-related behaviors.

1. On the first day of the internship, ask the intern to identify and list the most important work-related, social, personal, and task-related behaviors to improve. If more space is needed, use an additional form. Some individuals may do this independently, and others may need some prompting.
2. Have the individual select his or her goals by circling the behavior he or she chooses to improve that day.
3. Ask the intern to write how he or she plans to accomplish each behavior in the column labeled "Plan."
4. The Task Improvement Form can be used with the Self-Determined Improvement Form. If some tasks at the internship site do not lend themselves to the Task Improvement Form, build the appropriate set of forms based on the individuality of the jobsite and the intern.

**Self-Determined Improvement Form**

Name: Kelly Sample      Jobsite: Bud's Jewelry      Date: June 7, 2002      Session: 2

Goal: List the behaviors you want to improve	Plan	My evaluation	Job coach evaluation	Matches	Improve next
Work behavior Setting a work schedule	Get into a routine.	Great 1 Okay .50 Not at all 0	Great 1 Okay .50 Not at all 0	Yes No	
Work behavior Avoiding mistakes	Don't rush to get the job done.	Great 1 Okay .50 Not at all 0	Great 1 Okay .50 Not at all 0	Yes No	✓
Social behavior		Great 1 Okay .50 Not at all 0	Great 1 Okay .50 Not at all 0	Yes No	
Social behavior		Great 1 Okay .50 Not at all 0	Great 1 Okay .50 Not at all 0	Yes No	
Personal behavior Motivating myself to get things done on time	The job coach will call with a reminder.	Great 1 Okay .50 Not at all 0	Great 1 Okay .50 Not at all 0	Yes No	
Personal behavior Making sure I have things for work	Use self-reminders.	Great 1 Okay .50 Not at all 0	Great 1 Okay .50 Not at all 0	Yes No	
Task-related behavior		Great 1 Okay .50 Not at all 0	Great 1 Okay .50 Not at all 0	Yes No	
Task-related behavior		Great 1 Okay .50 Not at all 0	Great 1 Okay .50 Not at all 0	Yes No	

Matches made:  $\frac{4}{4} = 1 \times 100 = 100\%$  Percentage of task matches (TM)

Available matches: 4

Positive job coach answers:  $\frac{3}{4} = .75 \times 100 = 75\%$  Percentage of positive job coach task answers (PA)

Available answers: 4

Good match 75%      Okay match 50%      Poor match 25%      Not a match 0%

TM      PA

Completing the Self-Determined Improvement Form: During the Job

- A. Remind the intern to think about his or her goals and plans.
- B. The intern who uses the Self-Determined Improvement Form may sometimes not need job coaching that is as intensive as others may need, and some may find it demeaning to have you looking over their shoulders. If the intern does not need intensive job coaching and a supervisor on the job is willing to give honest performance feedback, let the intern work with the supervisor.
- C. Review the goals and plans with the supervisor if you have arranged with the employer to leave the site.

Completing the Self-Determined Improvement Form: After the Job

- A. After the work is done, ask the intern to evaluate his or her performance. In the column labeled “My evaluation,” request the intern to evaluate *all* behaviors listed in the “Goals” column regardless of whether he or she chose the behavior for a goal. Ask the intern to circle “Great,” “Okay,” or “Not at all” for each behavior.
- B. Complete the “Job coach evaluation” section. If you left the site, base the evaluation on the supervisor’s feedback.
- C. In the column labeled “Matches,” ask the intern to write in the appropriate answer: “Yes” if the two evaluation answers match, “No” if they do not. Two positive evaluations match, as do two negatives. For items that do not match, discuss discrepancies with the intern. Come to an agreement about what an appropriate evaluation would include.
- D. In the “Improve next” column, instruct the intern to check the boxes corresponding to the behaviors he or she will work on the next day.

Completing the Self-Determined Improvement Form: Calculations

- A. Count the number of “Yes”s in the “Matches” column. Write this number in the blank labeled “Matches made.” Add the total matches available from the “Matches” column, and write this number in the blank labeled “Available matches.” Divide the “Available matches” into “Matches made.” Write the decimal number in the space provided. Multiply your answer by 100, and write the percentage in the shaded box labeled “Percentage of task matches (TM).”
- B. Count the number of items marked “Great” or “Okay” in the “Job coach evaluation” column. Write this number in the blank labeled “Positive job coach answers.” Determine the positive answers available by counting the number of behaviors evaluated. Write this number in the blank labeled “Available answers.” Divide the “Available answers” into “Positive job coach answers.” Write the decimal number in the blank. Multiply it by 100, and put the percentage in the shaded box labeled “Percentage of positive job coach task answers (PA).”

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C. At the bottom right of the page, find the graph and write “TM” to represent the “Percentage of task matches.” Write “PA” on the graph to correspond with the “Percentage of positive job coach task answers.” Discuss the evaluation ratings with the intern.

## Objective 12: What if?

What if the internship includes working on an assembly line, and the job coach models the task and gives instruction, but the individual is not able to do the task to company standards?

*The intern must not hinder other workers. Provide whatever assistance is needed to reach correct production levels. Circle "No" when evaluating independence and speed on the Task Improvement Form. If your combined efforts are not enough to get the job done, terminate the internship quickly.*

What if a work, social, or personal item does not apply to the internship site?

*When calculating the percentage of matches or positive answers, subtract these items from the total matches possible.*

What if you discover behaviors that are important to the success of the internship, but these are not listed in the goal section of the Improvement Form?

*Add the item to the goal list.*

What if the individual does not choose a daily goal or a goal for next time?

*Prompt one time. If a goal is still not chosen, accept his or her decision.*

What if you are at the internship site the first day and the employer offers a job to the individual?

*Discuss the positive and negative attributes of the job with the individual. Ask the employer if 2 more days of the internship could be finished before a decision is made. If the individual really likes the job and it is a good match, the individual should take the job. Be sure to finish the next 2 days of internship while the individual is working for the employer.*

What if the individual works at the internship site for 30 minutes and then quits? Or if he or she becomes agitated and will not complete any more tasks?

*Try to find out what the problems is. Tasks may need to be modified or different tasks arranged. If the situation escalates, leave the internship site immediately.*

What if the individual has high expectations and feels the tasks that have been arranged are beneath him or her?

*Explain that these tasks are part of an internship, and they may differ from those found at other jobsites. Remind the individual that one purpose of internship is to observe someone's work habits and that no matter what job title he or she ends up with, most entry-level employees will be required to do at least some entry-level tasks.*

What if the employer is not able to tell you what tasks the intern will do until after the internship starts?

*List the tasks at the end of the day on the improvement form. The intern will not be able to set goals or plans on the improvement form. Make sure the intern completes the rest of the improvement form for each task experience. Arrange with the employer to repeat the same tasks on the second and third day of the internship, if possible.*

<p>What if the tasks change from one day to the next at the internship site?</p>	<p><i>Try to arrange to repeat as many tasks as possible. You want the intern to gain experience with trying to improve his or her performance from one day to the next by repeating tasks. If some tasks change, list the new tasks, and follow the directions for the Task Improvement Form. Some businesses may require frequent task changes from day to day.</i></p>
<p>What if the individual becomes irate as a result of negative job coach evaluations?</p>	<p><i>Stop the evaluation. Remember that nothing productive is gained in an argument. If things start to get out of control, leave the site. You may need to enter your evaluations without the individual present. Schedule a convenient time to review the internship results with the individual.</i></p>
<p>What if the individual sets a goal and then writes an illogical plan?</p>	<p><i>Accept the plan. Evaluate the individual on his or her performance of the task. After the evaluation, ask the individual if the plan worked. When recording the data, give the individual credit for the plan written.</i></p>
<p>What if the individual is having a really hard time with the tasks?</p>	<p><i>Remember that the assessment person is there to evaluate the individual's performance. Try to keep from assuming a job coaching or trainer role. If cues are given, make sure you keep track of them. Keep extensive notes or contact logs that will help you when writing the assessment summary.</i></p>
<p>What if you are confused about whether to circle "Great" or "Okay" when giving the intern a positive evaluation?</p>	<p><i>Circle "Great" unless you see that something is wrong but not significant enough for a negative evaluation. For example, if the individual is on time, then the evaluation should be "Great." The evaluation should be "Okay" for occasions when the individual's performance is not quite what it should be but you do not want to give a negative evaluation. For example, an individual might finish 40 buckles per hour at a helmet factory. This is good for a second day, but regular employees are expected to finish 70 per hour after 14 days of employment. The job coach's evaluation would be "Okay."</i></p>

# SECTION I. ASSESSMENT: CHOICE MANAGEMENT

## GOAL C: TESTING CHOICES

### Objective 13: Completing the Job Requirements and Accommodations: Form A or B

**CONTENTS**

- Job Requirements and Accommodations: Form A
- Job Requirements and Accommodations: Form A: Calculations
- Job Requirements and Accommodations: Form B (Page 1)
- Job Requirements and Accommodations: Form B (Page 1): Calculations
- Job Requirements and Accommodations: Form B (Page 2)
- Job Requirements and Accommodations: Form B (Page 2): Calculations

**MATERIALS NEEDED**

Job Requirements and Accommodations: Form A (I:C:13:1) and Form B (I:C:13:2)

**PURPOSE**

To identify job requirements and accommodations needed to overcome limitations through the use of natural supports

**LOCATIONS**

Office  
Internship site

Job Requirements and Accommodations: Form A

Materials Needed  
Job Requirements and Accommodations: Form A

- A. Individuals who used Improvement: Forms A or the Self-Determined Improvement Form should complete the Job Requirements and Accommodations: Form A (see p. 320). Schedule this form to be completed on the last day of each internship. An example of a completed Job Requirements and Accommodations: Form A is on page 132.
- B. Help the intern to list the requirements of this job in the column labeled “Tasks required at this job.”
- C. After each requirement is listed, ask the individual to circle the appropriate answer in the “Can I do this now?” column.
- D. Next, evaluate the intern’s skills and resources by circling “Yes” or “No” in the column labeled “Job coach evaluation.”
- E. The intern determines the match between his or her evaluation and yours in the column labeled “Matches.” Circle the appropriate answer in the “Matches” column. Discuss any conflicting responses, and attempt to reach an agreement. Both you and the individual are free to change responses. If no agreement can be reached, ask the jobsite manager to resolve the issue.

I:C:13:1

**Job Requirements and Accommodations: Form A**

Testing Choices

Name: Pat Sample Jobsite: Fancy Nursery Date: June 7, 2002 Session: 2

Tasks required at this job	Can I do this now?	Job coach evaluation	Matches	I can change	Plan	Who can help?	Can I do this with changes?
Transportation Can take last city bus	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	The task <u>My skills</u> The tools I use	Learn how to take the bus independently	Job coach	Yes <input checked="" type="radio"/> No
Hours 1:00 to 5:00	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	The task My skills The tools I use			Yes No
Walking or climbing? Walking	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	The task My skills The tools I use			Yes No
Lifting, pushing, or pulling? All	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	The task My skills The tools I use			Yes No
Bending or reaching? All	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	The task My skills The tools I use			Yes No
Standing or sitting? Standing all shift	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	The task My skills The tools I use			Yes No
Find motor skills? Required for planting cuttings	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	Yes <input checked="" type="radio"/> No	The task My skills The tools I use			Yes No
Other?	Yes No	Yes No	Yes No	The task My skills The tools I use			Yes No

$$\frac{6}{\text{Tasks I can do now}} + \frac{1}{\text{Tasks I can do with changes}} = \frac{7}{\text{Tasks I can do}}$$

$$\frac{\text{Tasks I can do: } 7}{\text{Tasks required at this job: } 7} = \frac{1}{1} \times 100 = \frac{100\%}{100\%}$$
 Percentage of job requirements and accommodations match

Job Requirements and  
Accommodations: Form A:  
Calculations

- F. If there is a negative match, ask the intern to choose a response in the “I can change” column. If there is something else that could be changed, write this in the column labeled “Plan.”
- G. Accommodations are adaptations or adjustments that enable the individual to perform required tasks. For any item circled in the “I can change” column, brainstorm possible plans with the individual. Then, ask the individual to identify accommodations or other changes in the column labeled “Plan.”
- H. For any plan written in the “Plan” column, identify who can help meet this requirement in the “Who can help?” column. Emphasize the importance of using supports to meet job requirements.
- I. Finally, in the “Can I do this with changes?” column, ask the individual to reevaluate the requirements assuming that changes can be made. For example, the individual just finished an internship at a store stocking shelves. This type of work is often performed very early in the morning or late at night. The bus that the individual rides to work is not available during these hours. The individual and job coach decide that the intern should change “Tools I use,” and they plan for the individual to carpool with a co-worker. The name of the co-worker should be listed in the “Who can help?” column. If the strategy works, the transportation requirement can be met.
- A. Perform the calculations.
1. Count the number of “Yes”s in the column labeled “Can I do this now?”
  2. Write that number in the blank at the bottom left-hand side of the page labeled “Tasks I can do now.”
  3. Count up the number of “Yes”s in the column labeled “Can I do this with changes?” Put the total number of “Yes”s in the blank labeled “Tasks I can do with accommodations.”
  4. Add the two sums together and put the answer in the blank labeled “Tasks I can do.”
  5. Copy the “Tasks I can do” number into the next calculation field. Divide the “Tasks I can do” by the number of “Tasks required at this job.” Write the answer in the blank provided.
  6. Multiply your answer by 100, and write this answer in the shaded box labeled “Percentage of job requirements and accommodations match.”

Requirements and  
Accommodations: Form B

Materials Needed  
Job Requirements and  
Accommodations: Form B

- A. Individuals who used Improvement: Forms B should complete the Job Requirements and Accommodations: Form B (see pp. 321–322). Schedule the individual to complete the form on the last day of the internship.
- B. The purpose of Job Requirements and Accommodations: Form B is to enable individuals who cannot read or write to evaluate their skills compared with on-the-job requirements.
- C. In the left column labeled “Required tasks,” circle the pictured job requirements. For example, if the job requires a lot of bending and reaching, circle the corresponding picture.
- D. For the column labeled “Can I do this now?” help the individual to circle the appropriate answer.
- E. Next, evaluate the individual by circling “Yes” or “No” for the circled items you think the individual can or cannot do in the column labeled “Job coach evaluation.”
- F. Assist the individual to circle yes or no in the column labeled “Matches” when there is a match between your evaluation and the individual’s evaluations.

Job Requirements and  
Accommodations: Form B  
(Page 1): Calculations

- A. In the column labeled “Can I do this now?” count the circled “Yes”s. Write this number in the blank labeled “Tasks I can do now.” In the column labeled “Required tasks,” add the number of items circled, and write this number in the blank. Divide the number of “Tasks I can do now” by the number of “Tasks required at this job,” and write this number in the blank provided. Multiply the result by 100, and write the answer in the shaded box labeled “Percentage of tasks I can do now.” Draw a star beside the corresponding percentage on the graph below. Discuss the results with the intern.

Job Requirements and  
Accommodations: Form B  
(Page 2)

- A. In the column labeled “Tasks I can’t do now,” you or the individual should circle all pictures evaluated with a “No” from the “Job coach evaluation” column on the first page.
- B. Accommodations are adaptations or adjustments that enable the individual to perform required tasks. Discuss with the individual the accommodations needed to meet the job requirements. For instance, to overcome a lifting limitation, the individual may trade tasks with a co-worker or use an adaptive lifting device (e.g., a hand truck). If the individual thinks he or she can meet a requirement with some changes, help him or her to circle “Yes” in the column labeled “Can I do this with changes?” If not, help the individual to circle “No.”

Job Requirements and  
Accommodations: Form B  
(Page 2): Calculations

C. In the column labeled “Who can help?” help the individual to generate the name of someone who has the authority to modify each requirement or the resources to help overcome the limitation.

A. Complete the calculations.

1. Add the number of “Yes”s circled in the “Can I do this with changes?” column. Write the total in the space labeled “Tasks I can do with accommodations.”
  2. From the first page, copy the number in the blank labeled “Tasks I can do now,” and write that number in the blank with the same label on the second page.
  3. Add the “Tasks I can do with accommodations” and “Tasks I can do now.” Write the “Total number of tasks I can do now and with accommodations” in the blank. Divide this number by the number of “Tasks required at this job.”
  4. Multiply your answer by 100 to get the percentage of tasks the individual can do.
- B. Draw a star beside the corresponding percentage on the graph below. Discuss the results with the intern.

Objective 13: What If?

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What if the internship starts at 10:00 A.M. to do stocking tasks, but if this person would get a stocking job, most would start at 4:00 A.M.?

*This internship was arranged at the convenience of the employer. Working at 4:00 A.M. would probably look a little different and would definitely cause a transportation problem. Indicate this scenario on the Job Requirements and Accommodations: Form A or Form B as a transportation barrier.*