

INTRODUCTION TO SECTION II.

Goal E: Finding a Job Matching Skills and Preferences

Contrary to what you may think about placement and job development, the activities for this goal do not begin when assessment ends—they begin while the person is completing the “Testing Choices” internships. Relationship building and learning about the worker’s performance and preference characteristics must occur before job development begins.

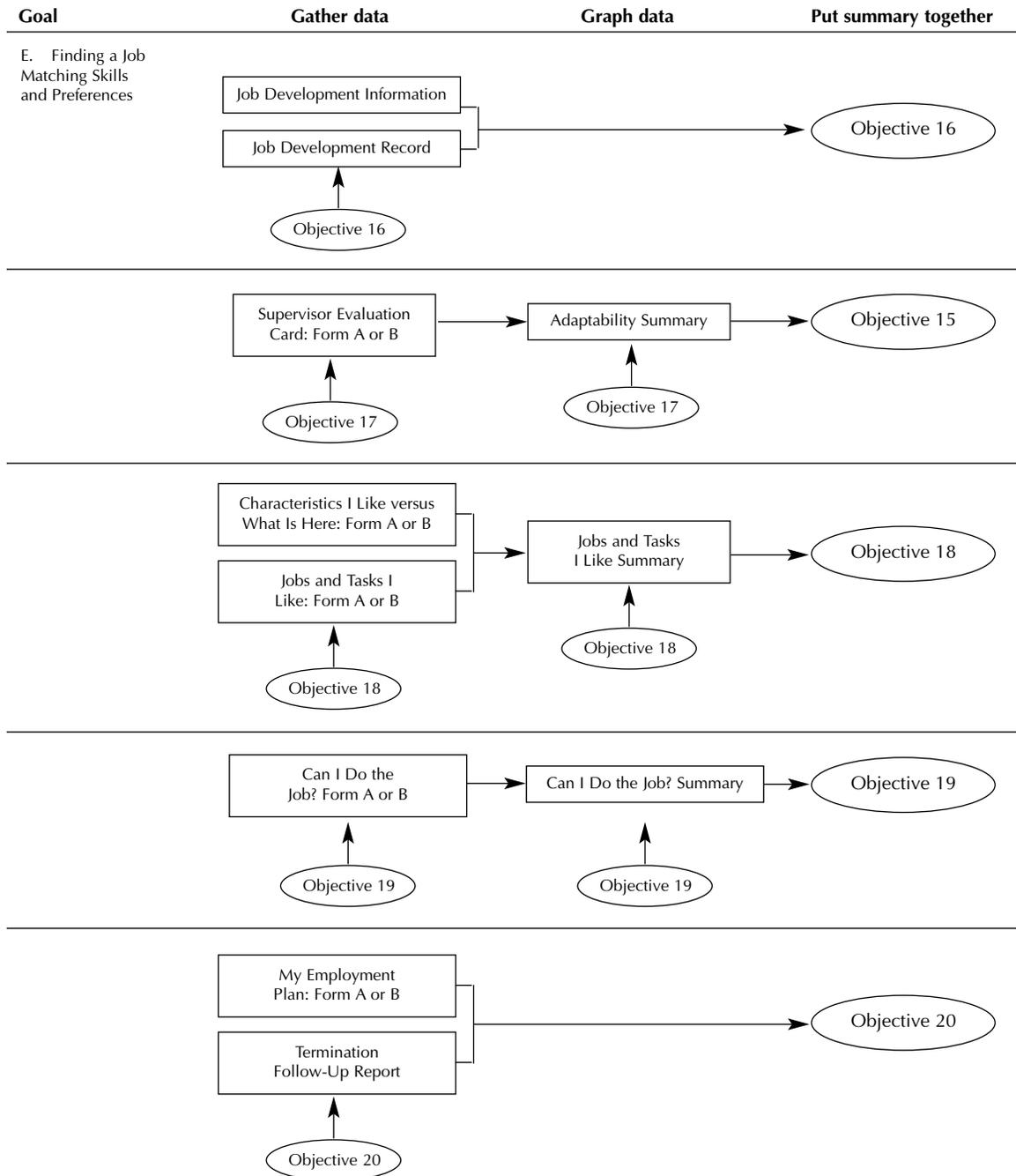
Prior to the beginning of the individual’s job, several steps must be accomplished. First, placement and assessment staff must meet to discuss the individual and transfer records. Second, the assigned employment specialist reviews all written material available, including personal files, assessment logs, and assessment reports. Third, the employment specialist reviews the Job Match Assessment Summary and attends the postassessment staffing. Fourth, within a week of the postassessment staffing, the employment specialist meets with the job seeker to gather information that will assist in writing a Job Development Plan. During this meeting, the employment specialist and the individual deter-

mines the steps each will take to enhance the chances for a successful placement.

Once a job match occurs and employment start-up procedures are accomplished, on-the-job supports steps need to be initiated. First, the supervisor feedback process is introduced. Second, the employment specialist facilitates on-the-job supports and on-site job orientation. Third, the employment specialist and the worker charts supervisor feedback to evaluate progress and to determine if there is a need for a structured problem-solving system. Fourth, the individual determines how well the job requirements match his preferences and skills. After the individual is on the job long enough to know its characteristics and requirements, he or she begins a 2–4 week process comparing job, task, and characteristic preferences with the employment site. Also the individual determines if he or she is meeting the essential job requirements. This information is summarized in an Employment Plan to determine if this particular jobsite is a match. If this site is not a match, then a Job

Termination Follow-Up Report is completed. Within this report, goals, plans, and strategies are developed for the next job. If the job site is a

match, then proceed to the next chapter. You may want to refer to the “Implementation Reference Guide.”



SECTION II. PLACEMENT AND FOLLOW-ALONG: SELF-MANAGEMENT

GOAL E: FINDING A JOB MATCHING SKILLS AND PREFERENCES

Objective 16: Individualizing Job Development

CONTENTS

Match an employment specialist
Review files
Attend postassessment staffing
Review files, including assessment summary
Review Job Match Assessment Summary
Meet with the job seeker
Follow through on the job development plan
Complete employment start-up procedures
Consider internships

MATERIALS NEEDED

Job seeker's file
Employment applications
Tax credit information
Employment benefit forms
Rehabilitation voucher
Preplacement Information (II:E:16:1)
Job Development Information (II:E:16:2)
Job Development Record (II:E:16:3)
Completed:
 Résumé
 Self-Directed Employment Orientation Matrix (I:A:1:1)
 Self-Determined Job Match Summary (I:D:15:6)

PURPOSE

To review assessment information, develop a plan for placement, follow through and assist with employer start-up requirements

LOCATION

Office
Employment site
Internship site

Match an employment specialist

- A. As the individual nears completion of the internship assessment phase (Goal C: Testing Choices), the placement coordinator should meet with the assessment coordinator to review the individual's progress. Usually, this will be 2-3 weeks before the postassessment staffing. Based on the information gathered, assign an employment specialist to lead the placement process.
 - 1. Match the personal style of the employment specialist to the individual.
 - 2. Match the employment specialist's past work experiences and skills to the individual's job preferences.

Review files

Materials Needed

Preplacement Information
Job Development Information

3. If needed and appropriate, assign the employment specialist on the basis of the job seeker's stated or implied gender preference. For instance, the assessment staff may have determined that the presence of a male role model enhances this person's behavior.
- A. The employment specialist should review the individual's files to answer the following questions:
 1. What are the individual's top three job choices?
 2. What are the individual's top two job characteristic preferences?
 3. Where does the individual live?
 4. What means of transportation will be used?
 5. What educational and training experience has the individual had?
 6. What limitations or restrictions might affect the job development process? What physical limitations exist? How does the individual adapt to physical demands?
 7. How much are parents or significant others involved?
 8. How much job coach support is needed or desired?
 - B. While reviewing the files, specific information should be gathered to complete the Preplacement Information and Job Development Information forms. Be sure to find out:
 1. What events or circumstances produce success or failure?
 2. Is the individual taking medications? If so, how might these medications affect specific vocational performance and behavior? When are medications scheduled?
 3. Are there any medical concerns? How might these concerns affect specific vocational performance and behavior?
 4. What interventions or accommodations have worked in the past?
 5. What information does the vocational history offer?
 6. Has the individual worked before? If so, what type of work was performed and for how long?
 7. What success and problems did the individual have during assessment and on past jobs?
 - C. Confer with the individual's rehabilitation counselor to determine Social Security, employer tax credit, and employment training benefit status, if any.

Attend postassessment staffing

A. Attend the postassessment staffing to provide a smooth transition from assessment to the placement phase.

1. Participate in the postassessment staffing with the individual and the other team members present.
2. Clarify questions and verify the results from the assessment findings that may affect placement of the individual in a community job. Take notes.
3. Be sure to schedule a meeting with the individual and significant others to review the placement program and procedures, and to schedule future contacts.

Review files, including assessment summary

A. Review the assessment summary profiles completed during the “Final Choices” phase (see Chapter 7) and any notes taken during the postassessment staffing. You need the individual’s Preplacement Information and a Job Development Information form to record the required information. If you have any questions or need clarification, consult the assessment staff. Collect sufficient information to identify job possibilities. Discussions should include these considerations:

1. The individual’s preferences, their importance, and any discrepancies you might see
2. The preferred job and any job accommodations applicable
3. Current events affecting the individual’s life such as medication changes, family, or residential dynamics
4. The individual’s vocational history and reinforcers

Materials Needed

Completed:
Assessment Summary

Meet with the job seeker

A. Meet and begin the job development process with the individual and his or her significant others. You should use the Preplacement Information and Job Development Information forms to guide your efforts (see pp. 337–340).

B. Let the individual and his or her family know what to expect in the placement phase. Reintroduce the Self-Directed Employment Orientation Matrix (see p. 285). Give an overview of the placement procedures and time lines.

1. Establish rapport and common ground. Share events of *your* vocational life.
2. Review your agency’s supported employment program’s placement success data. Include an account of the number of placements, long-term successful placements, career advancement placements, and barriers to success.
3. Ask the individual about preferences for specific job settings.

Materials Needed

Preplacement Information
Job Development Information

Completed:
Self-Directed Employment
Orientation Matrix
Résumé

Follow through on the job
development plan

Materials Needed
Job Development Record

4. Review the individual's résumé and letters of recommendation. Update the résumé, if necessary.
 5. Discuss the availability of jobs in your community and how job availability may affect specific placement requests. If certain desired job choices will more than likely take longer to get, make sure the individual, parents, and significant others understand your local economy and job market. If the individual wants to pursue a job that is typically hard to find, ask how long he or she is willing to wait. Determine second and third job choices, if necessary.
- C. Discuss subjective factors observed by personnel in assessment, including
1. Motivation
 2. Work persistence
 3. Attendance and punctuality
 4. Willingness to work at jobs that match preferences
 5. Learning time, independence, and speed
- D. Discuss how the individual will get to work (e.g., car, bus, friend, agency-provided transportation).
- E. Ask if the job seeker has a picture identification and Social Security card. If not, facilitate getting them. These items are required in order to obtain a job.
- F. Check whether you have all the information needed for the completion of the Job Development Information and the Pre-placement Information forms. If there is incomplete information, now is the time to discuss discrepancies and collect the needed information.
1. Verify preferred hours and work days.
 2. Verify transportation needs and skills.
 3. Verify needed accommodations.
- G. Summarize your meeting. Ask the individual if there are any more questions you could answer.
- A. Begin prospecting by phone, networking, cold calls, newspaper leads, Job Service bulletins, and so forth to develop a job leads list. Individualize your efforts by using the Job Development Record (see pp. 341–342). The record can also document the time and strategies you used to secure the placement.
- B. Identify potential employers and locations that match individual skills, preferences, and requests for specified work. Emphasize valued job settings.

Complete employment
start-up procedures

Materials Needed
Preplacement Information
Job Development Information

- C. Set appointments with employers to find out the employment needs of their businesses.
 - D. Sell your unique employment program and the job seeker's skills. Demonstrate how your job seeker can meet the needs of this business.
 - 1. Target shared or similar positions that exist within the work place. Incorporate overlapping or intersecting tasks with other co-workers as much as possible.
 - 2. Allow for flexibility of job duties with other co-workers to facilitate communication.
 - E. Assist the job seeker to fill out applications and meet résumé requirements.
 - F. Set a date for an interview.
 - G. Negotiate working internships or the start date of the job with employers. Emphasize the abilities of your job seeker, not his or her disability. If possible, attempt to fill a position without offering benefit packages (e.g., the vocational rehabilitation office paying for half of the individual's wage for the first 4 weeks) or monetary perks (e.g., a tax credit) to the employer as incentives to get the job.
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- A. Establish placement parameters with the business. Be sure to include the job seeker in this process. Review the Preplacement Information and Job Development Information forms to assist with upcoming decisions regarding the individual's placement. Answers to the following questions will help with this process.
 - 1. Who will provide the training: the business, the job coach, or a combination of both?
 - 2. What is the role of the job coach? How will the business train the job coach?
 - 3. What type and how much initial and long-term support will be needed?
 - 4. What is the frequency of supervisor feedback that will be needed by the job seeker? How often will the supervisor be able to provide feedback?
 - 5. What problem-solving procedures need to be followed by the employer and the job seeker?
 - 6. Who will conduct any needed task or job analyses?
 - B. Determine the specific pre-employment requirements. These might include:
 - 1. Drug screening test or other testing

Consider internships

2. Employment training and benefits (e.g., tax credit, job salary support, special accommodations)
 3. Special license or certification
 4. Employee back-ground check
 5. Others as requested
- C. If appropriate, help the individual with the initial employment procedures, including:
1. Filling out a W-4 and I-9
 2. Reading the employer handbook
 3. Fitting or picking up a uniform
 4. Procuring special equipment
- D. Facilitate transportation arrangements, including bus training, if necessary.
- E. Contact the job seeker's rehabilitation counselor and significant others to inform them of the following information:
1. Jobsite and location
 2. Job titles and duties
 3. Job start date
 4. Scheduled weekly work hours, pay and benefits, and on-the-job support arrangements
 5. Employment training benefit arrangements to employer, if any
- A. Some individuals can enhance their opportunities for employment by participating in an internship process. Consider an internship for individuals who
1. Have little or no work or community experience and need more experiences before placement is possible
 2. Have not been successful in previous employment experiences
 3. Have a history of poor attendance
 4. Have questionable work tolerance or endurance
 5. Have a history of severe behavior problems
 6. Have a history of very poor socialization skills
 7. Could use an internship to try out needed accommodations or adaptations
 8. Need internships to reconfirm their job choice

B. When considering internships, follow these steps:

1. Determine the type and how much support will be provided.
2. Determine who will pay for the individual's wages and cover liability.
3. Determine who will provide the training: the business, the job coach, or a combination of both.
4. Determine whether a short-term or long-term internship is appropriate.
5. Initiate the self-determination procedures described in objectives found later in the next objective.

C. A *short-term internship* can last from 1 day to 2 weeks.

1. When prospecting, try for immediate employment. If the business is hesitant or leaning towards not hiring, offer a short 1- or 2-day internship. Internships are great marketing tools. They provide the employer and the individual with an opportunity to mutually preview possible long-term employment commitments.
2. After the agreed internship period, meet to decide whether the employer is ready to hire or additional internship time is needed. If additional time is needed or requested, offer another day or two. If the individual can benefit from an extended period of internship, arrange more time, up to 2 weeks.
3. During the internship period, determine if this site is working out. If the anticipated outcome is placement, discuss employment with the manager. Find out specifics, and address them. Confirm that the job matches the individual's job choice. Get the individual employed, or move on to another site.

D. A *long-term internship* can last from several weeks to several months.

1. Specifically prospect businesses who will facilitate a long-term internship. Inform them that your program will pay the individual's wages and cover liability.
2. Determine who will provide the training: the business, the job coach, or a combination of both.
3. Review the information found in the Preplacement Information and the Job Development Information forms. Offer suggestions to the business that will support the individual during the internship. Get the business involved. At least initially, the job coach will more than likely take the role of the supervisor to facilitate problem solving. However, try to get co-workers involved. You will want your efforts to fade at some point during the internship and natural supports to occur.

4. Complete the same procedures, contracts, and forms when doing internships as you would if the individual was employed in a job.

Objective 16: What If?

What if, after job developing, you discover that the top-ranked job choice is not readily available in your community?

Discuss the facts found as a result of your job development and let the individual know that finding the top-ranked job choice may take longer than anticipated, or it is not possible to find this job. Ask the individual to look at other choices. Let the individual know that you will still monitor the availability of his or her top-ranked choice.

What if, after developing a preferred job, you discover that there is strong competition from more experienced and more qualified individuals?

Discuss the facts found as a result of your job development and let the individual know that finding the top-ranked job choice may take longer than anticipated, and the individual may not be qualified for this position.

- *Offer agency job coaching and support, internships, and an employment benefits package (e.g., tax credits) to the employer.*
- *Try to carve out some tasks that will be cost effective to the employer.*
- *Suggest to the individual that this particular job area should be viewed as a career choice instead of an immediate job choice. If the individual agrees, begin working with him or her toward meeting needed qualifications. This could involve more work experience, training, and education. Look at the individual's second and third choices.*

What if you find the job of choice for the individual, but there is a transportation barrier?

Check the following possibilities:

- *What is the schedules of your local public transportation? Be sure to include city bus, independent vans or buses, or ride finders.*
- *Is co-worker carpooling available?*
- *Is the job close enough to ride a bike or walk?*
- *How about rides from family or friends?*
- *Can the individual take a taxi cab?*
- *If social security eligible, a Plan for Achieving Self-Support (PASS) or Impairment Related Work Expense (IRWE) will help subsidize the cost for transportation.*

What if you find that the individual does not seem interested in any of the jobs you find in his or her choice areas, or the individual performs poorly during interviews?

The individual may be anxious about work in general and may need some internship experience to overcome this fear.

What if the individual has a poor work record and history of employment?

If the employer is unsure about the individual's performance, perhaps an internship will offer an opportunity to alleviate any concerns.

What if you review the assessment summary with the assessment staff and discover that the individual wants a job in an area that is highly competitive and the individual does not have the needed qualifications?

Suggest that additional assessment time will be needed to discover the individual's other preferences and skills. Or refer the individual back to the rehabilitation counselor to arrange additional education.

What if the individual and the parents are unrealistic about the initial job placement? For example, the individual has worked in produce during high school and demands a similar job placement with full-time hours and benefits. Local grocery stores require new employees to start as part-time courtesy clerks and provide no benefits.

Discuss the reality of job market and the requirements to get a job in a grocery store. Work toward achieving the long-term goal, but realize that entry-level requirements exist. Work to discover the individual's major requirements. Is it the specific job, the hours worked, or the benefits that are most important? Perhaps all would be available in another type of store.

SECTION II. PLACEMENT AND FOLLOW-ALONG: SELF-MANAGEMENT GOAL E: FINDING A JOB MATCHING SKILLS AND PREFERENCES

Objective 17: Collecting and Evaluating Supervisor Feedback

CONTENTS

Introduce
Develop supports
Develop baseline

MATERIALS NEEDED

Supervisor Evaluation Cards: Form A
(II:E:17:1) and B (II:E:17:2)
Monitor Supervisor Feedback Graph
(II:E:17:3)

PURPOSE

To provide a process for honest written feedback from the supervisor and to develop supports for the new employee

LOCATION

Employment site
Office

Introduce

Materials Needed

Supervisor Evaluation Card:
Forms A and B

- A. Introduce the Supervisor Evaluation Cards, and begin to establish support parameters the first day the individual starts the job. Two formats are available (see pp. 343–344). Present both to the individual, and have him or her choose which format to use. An example of a completed Supervisor Evaluation Cards: Form A is available on page 174.
 - 1. Find a way to make the evaluation convenient and useful to the employer and the individual. Determine who will evaluate the individual. This can be the supervisor, a co-worker, or the job coach. Determine the best time for the evaluation to take place.
 - 2. Discuss each section of the evaluation in detail. Make sure the evaluator is clear on its use. The evaluator should use the card to evaluate if the individual’s daily performance met the minimum requirements of the job. Ask the evaluator to circle the appropriate answers in the work, social and personal categories of the “Requirements” section. *Note:* Emphasize the need to evaluate on the same criteria used to evaluate other employees.

Supervisor's Evaluation
 Name: Pat Sample Date: June 7, 2002

Category	Requirements	Concern
Work	Yes No	Very good dry mopping today
Social	Yes No	Did not empty trash when told to do so. Needs to work on not being so stubborn and follow directions.
Personal	Yes No	

Supervisor's Evaluation
 Name: _____ Date: _____

Category	Requirements	Concern
Work	Yes No	
Social	Yes No	
Personal	Yes No	

Supervisor's Evaluation
 Name: _____ Date: _____

Category	Requirements	Concern
Work	Yes No	
Social	Yes No	
Personal	Yes No	

Supervisor's Evaluation
 Name: _____ Date: _____

Category	Requirements	Concern
Work	Yes No	
Social	Yes No	
Personal	Yes No	

Develop supports

3. The evaluator should note positive and negative comments in the corresponding “Comment” (Form B) or “Concern” (Form A) space. Encourage the evaluator to note concerns that may not be a problem now but may cause a problem in the future. Positive comments are encouraged, too.
- B. Instruct the individual to ask for the Supervisor Feedback Card on a daily basis. Instruct the evaluator to complete and give the card to the individual at the end of the work shift. Also, daily verbal feedback from the supervisor and the employment specialist is encouraged. If there is no one at the business available to complete the feedback card daily, then the job coach should evaluate the individual based on verbal feedback from the supervisor or co-workers. If a phone call to the supervisor works best, then fill out the evaluation card yourself. In some instances, the individual may be able to self-evaluate accurately and complete the card him- or herself.
 - C. Encourage the individual to ask the immediate supervisor for daily verbal feedback regarding job performance (e.g., “How did I do today? Is there something I need to do better?”).
 - D. Some individuals may require feedback more often than once a day. In this case, devise a feedback schedule that is synchronized with the natural rhythms of the workplace.
- A. The employment specialist should adopt a consulting role. Assist the individual to establish lines of support. The use of the daily feedback cards are a good tool to help facilitate employee and employer interactions in a structured and accommodating manner. We found that use of the daily Supervisor Evaluation Cards is an excellent tool to help establish natural on-the-job supports and effective communication. The following points will help you establish a consulting relationship.
 1. Find out who the key individuals are and who has been there the longest that know the informal but crucial rules. Use these people to determine the formal and informal norms and how do they operate in this work culture.
 2. Use the existing social networks within the organization. Enlist the help of co-workers for orientation and training. Establish lines of supervision to report problems or ask for help.
 3. Observe conversations. Find out the subjects of typical conversations that take place in gathering places.
 4. Encourage the individual to get information from co-workers. The individual should ask co-workers for information or suggestions that will help them do the job easier, better, or faster. Encourage individuals to use their break time to get to know who they are working with and

Develop baseline

Materials Needed
Monitor Supervisor Feedback
Graph

something about each co-worker. Make a friend for yourself and facilitate the same for the new employee.

- A. Develop the Monitor Supervisor Feedback Graph to chart the Supervisor Feedback Cards over time. Sit down with the individual and plot supervisor feedback received daily.
1. If the individual receives three consistent “No”s in the “Requirements” section or a combination of “No”s and “Yes”s with negative concerns in the “Comments” section over three days in the work, social, or personal categories, an intervention is needed.
 2. If the negative evaluations are received because the individual is inconsistent in performance or behavior, start the individual on an appropriate problem-solving contract as discussed in Goal F: Objectives 21 and 22.

Note: A “Yes” in the “Requirements” section should be considered a negative answer if the evaluator wrote a negative concern in the “Comments” section.

Objective 17: What If?

What if the individual has been doing well but receives a negative evaluation with an immediate, job-threatening concern?

Do not wait for three negatives. Immediately introduce an appropriate problem-solving contract with the individual and develop intervention strategies that address the problem.

What if the business does not understand the importance of the self-determination process that the individual is trying to learn?

Explain that providing the new employee with timely and honest feedback will enhance that person's immediate and long-term success. When supervisor feedback is given promptly and there is a problem on the job, you will be able to provide immediate problem-solving systems and strategies for continued success.

What if the supervisor is not being honest in the feedback because he or she does not want to hurt the new employee's feelings?

Explain to the supervisor that not being honest is unfair and actually harms the employee. Without honest and timely feedback, the individual does not know what improvements to make or how to make the improvement, nor can he or she make the adjustments to his or her work performance that are needed to stay employed.

SECTION II. PLACEMENT AND FOLLOW-ALONG: SELF-MANAGEMENT

GOAL E: FINDING A JOB MATCHING SKILLS AND PREFERENCES

Objective 18: Completing the Do I Have the Job I Like? Forms

CONTENTS

Characteristics I like versus What Is Here:
Form A or B: Schedule
Characteristics I like versus What Is Here:
Form A or B: Match
Jobs and Tasks I Like: Form A or B: Schedule
Jobs and Tasks I Like: Form A or B: Match
Summarize the data

PURPOSE

To provide an opportunity for the employee to determine whether this is a job that matches his or her preferred job, site characteristics, and tasks

MATERIALS NEEDED

Characteristics I Like versus What Is Here:
Form A (II:E:18:1) and Form B (II:E:18:1)
Jobs and Tasks I Like: Form A (II:E:18:3) and
Form B (II:E:18:4)
Do I Have the Job I Like? Summary (II:E:18:5)

LOCATION

Office
Employment site
Community setting

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

Materials Needed
Characteristics I Like versus
What Is Here: Forms A and B

A. Initiate the Characteristics I Like versus What Is Here form after 1 week of employment or when the individual is familiar enough with the job and its surroundings.

Note: Alternate the introduction of Objective 18: Completing the Do I Have the Job I Like? Forms with the introduction of Objective 19: Completing the Can I Do This Job? Forms.

B. Explain that the purpose of the Characteristics I Like versus What Is Here Form is to provide an opportunity to determine actual jobsite characteristics and match them to the employee’s stated preferences.

C. Present the Characteristics I Like versus What Is Here: Form A or B (see pp. 346–348).

1. Ask the employee who has prior community job experience to complete the form twice a week for a 2–3 week period. Collect at least 3–5 days of data or continue until the preference scores become consistent.

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

2. Ask the employee who has no or limited community job experience to complete the form every other day. Collect at least 5 days of data or continue until the preference scores become consistent.
- A. Complete the “What I like (Before)” section with the individual.
 1. The items are presented as contrasting pairs. Instruct the individual to choose a preferred item out of each pair.
 2. Individuals may or may not be able to complete this form independently. If appropriate, read and briefly explain each item of the “What I like” section.
 3. Teach this form by verbally instructing the choice for the first few pairs.
 4. If the individual is undecided about the item to choose, ask him or her to circle the item liked the most. If both are still chosen, then instruct him or her to circle both.
 5. If the individual doesn’t choose or says, “It doesn’t matter,” explain that a good job match depends on his or her ability to make a choice.
 - B. If needed, assist the individual to draw a star beside 10 of the most important characteristics from the circled characteristics in the “★” column. Some individuals may want to skip this step and check the top-ranked four characteristics immediately. That is great! Instruct the individual to check the four most preferred characteristics they would like to have in a job in the section labeled “✓”.
 - C. Once again, discuss the final four characteristics chosen by asking the individual the meaning of each selected item.
 - D. Instruct the individual to complete the “What is here (After)” section. Instruct the individual to circle the characteristics that actually exist on the job. If necessary, instruct the individual to ask the supervisor to help identify characteristics that exist on the job.
 - E. Instruct the individual to complete the match by comparing preferred jobsite characteristics to actual jobsite characteristics. Circle “Yes” in the column labeled “Matches” beside each matching pair.
 - F. Discuss the differences between previously stated preferences and actual job characteristics.
 - G. If necessary, help the individual to identify the matches and to calculate the percentage of matches. Point out the number of matches for the individual. Encourage the individual to point out the matches when responding to question regarding the jobsite.

**Jobs and Tasks I Like: Form A
or B: Schedule**

Materials Needed

Jobs and Tasks I Like: Form
A or B

Completed:
Job Match Assessment
Summary

1. Divide the number of matches by the available matches, and multiply this answer by 100. This yields the “Percentage of characteristics match.”
 2. Graph this percentage.
- H. For characteristics that are checked, determine how many exist at this job by looking at the “Matches” column. Calculate the percentage.
1. Count the number of okays, and divide by four. Multiply the answer by 100. This yields the “Percentage of most important characteristics match.”
 2. Graph this percentage.
- A. Initiate the Jobs and Tasks I Like: Form A or B after 1 week of employment or when the individual is familiar enough with the job and its surroundings (see pp. 349–350).
- B. Form A requires reading. Form B requires picture discrimination skills. Form B is designed for individuals whose reading skills are limited or nonexistent. An example of a completed Jobs and Tasks I Like: Form B is shown on page 182.
- C. Using the individual’s top-ranked job and task preferences from the Job Match Assessment Summary, the employment specialist should write the preferences (Form A) or add illustrations (Form B) that depict the individual’s preferences in the “Two top-ranked jobs from assessment” and the “Four top-ranked tasks from assessment” sections. Construct Form B by copying and pasting the illustrations that best match the person’s preferences.
- D. When filling out the form with the individual, first point out the “Two top-ranked jobs from assessment” to the individual. These choices should be considered when completing the “Four jobs I like” section.
- E. If using Form A, the individual can write his or her four top-ranked job choices. If using Form B, ask the individual what four jobs he or she likes most and then choose pictures that represent these choices. Instruct the individual to place these pictures in the blank boxes provided. In the “This job” space, the employment specialist should identify the employee’s present jobsite (Form A) or place an illustration (Form B) depicting the jobsite.
- F. Ask individuals to compare the jobs in “Four jobs I like” section to the job listed in the “This job” section. If “This job” matches one of the preferences, instruct the employee to circle “Yes” in the “Match” section. If it does not, circle “No.”

II:E:18:4

Jobs and Tasks I Like: Form B

Finding a Job

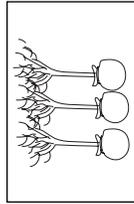
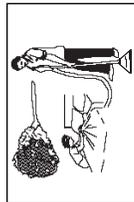
Name: Kelly Sample

Jobsite: Shady Grove Hotel

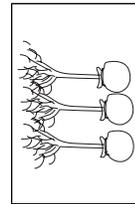
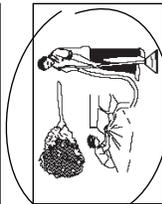
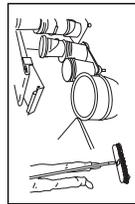
Date: June 24, 2002

Jobs

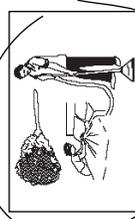
Two top-ranked jobs from assessment:



Four jobs I like



This job



Match

Yes

No

Do I have a job I like?

Yes

No

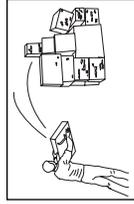
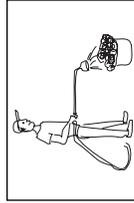
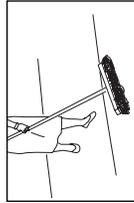
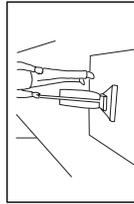
Do I have a job I said I wanted in assessment?

Yes

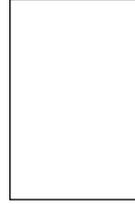
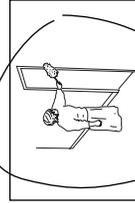
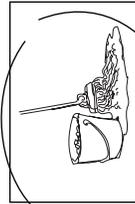
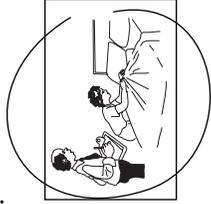
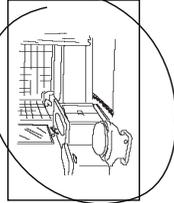
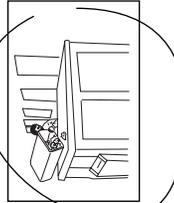
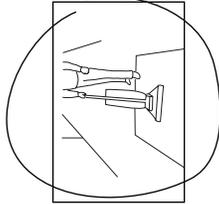
No

Tasks

Four top-ranked tasks from assessment:



Tasks that are here (circle the ones you like):

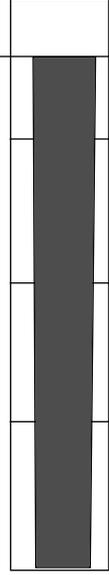


Tasks I like: $\frac{6}{7} = .86 \times 100 = 86\%$

Percentage of tasks I like

Tasks at this job: 7

Not a match 0% Poor match 25% Okay match 50% Good match 75% 100%



Do I like most of the tasks here?

Yes No

1. Verify the job preference by instructing the employee to ask him- or herself, "Do I have a job I like?" Ask the individual to circle the corresponding answer.
 2. Referring to the "Two top-ranked jobs from assessment" section, verify the employee's job preference from assessment by instructing the employee to ask him- or herself, "Do I have the job I said I wanted in assessment?" Circle the corresponding answer.
- G. Ask the employee to identify at least four important tasks that are performed on a typical work day in the "Tasks at this job" section. Encourage the individual to talk to the supervisor if he or she cannot identify four tasks. Involve the individual in the preparation process. Get him or her to write down the tasks or place the illustrations depicting the tasks.
- H. For each task listed, ask the employee to circle "Yes" or "No" in the "Do I like this task?" column (Form A) or circle the picture of the tasks he or she likes (Form B). If necessary, assist the individual with this process. Discuss the results of the preferences.
- I. Calculate the "Percentage of tasks I like" by adding the yeses (Form A) or the number of circles (Form B) and dividing the total by the number of tasks identified in the "Tasks at this job" section. Multiply the answer by 100. Write this percentage in the space provided.
- J. Help the individual to mark the graph at the bottom of the page. If the score falls within the 50% to 100% range (i.e., okay or good match), ask the employee to circle "Yes" in the statement "Do I like most of the tasks here?" If the score is less than 50%, the individual should circle "No."

Summarize the data

Materials Needed

Do I Have the Job I Like?

Summary

Completed:

Characteristics I Like versus

What Is Here: Forms A or B

Jobs and Tasks I Like: Forms A
or B

- A. After 3–5 days of data have been collected, gather all Characteristics I Like versus What Is Here forms and the Jobs and Tasks I Like forms. Group the forms by title to evaluate.
- B. Arrange a meeting with each individual before or after work. Assist the individual to record the dates and match scores for each item as indicated on the Do I Have the Job I Like? Summary (see p. 351). Calculate the average match score across the Characteristics I Like versus What Is Here forms and the Jobs and Tasks I Like forms and place them in the spaces provided. An example of a completed Do I Have the Job I Like? Summary is shown on page 184.
1. Use the average scores from the boxes to calculate the individual's "Average percentage of preference for this job," located in the second section of this form.
 2. Assist the individual to mark the preference percentage for this job on the scale.

Do I Have the Job I Like? Summary

Name: Kelly Sample

Jobsite: Motel 7

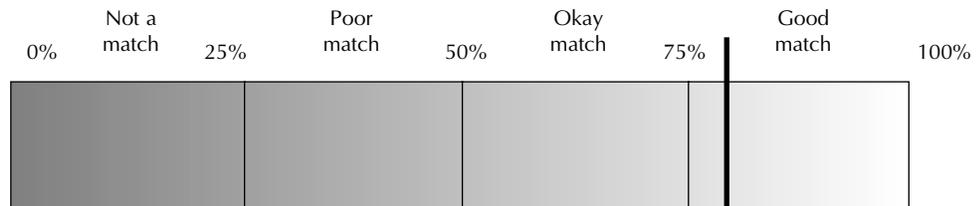
Date: April 25, 2002

Characteristics I like versus what is here	Job I like	Tasks I like
Percentage of characteristics match <u>75%</u> Date of match <u>4/6/02</u>	Percentage of jobs I like (100 or 0) <u>100%</u> Date of score <u>4/6/02</u>	Percentage of tasks I like <u>75%</u> Date of match <u>4/6/02</u>
<u>79</u> <u>4/8/02</u>	<u>100</u> <u>4/8/02</u>	<u>75</u> <u>4/8/02</u>
<u>75</u> <u>4/10/02</u>	<u>0</u> <u>4/10/02</u>	<u>63</u> <u>4/10/02</u>
<u>84</u> <u>4/13/02</u>	<u>100</u> <u>4/13/02</u>	<u>75</u> <u>4/13/02</u>
<u>75</u> <u>4/14/02</u>	<u>100</u> <u>4/14/02</u>	<u>75</u> <u>4/14/02</u>
Total score Number of days = 78 % Average percentage of characteristics match	Total score Number of days = 80 % Average percentage of jobs I like	Total score Number of days: = 73 % Average percentage of tasks I like

Preference for this job

<u>78</u>		<u>80</u>		<u>73</u>		<u>231</u>
Average percentage of characteristics match	+	Average percentage of jobs I like	+	Average percentage of tasks I like	=	Total average percentage

Total average percentage: $\frac{231}{3} = \mathbf{77\%}$ Average percentage of preference for this job



Do I have the job I like?

Yes

No

(Circle "Yes" for a score of 50% or higher.)

C. Discuss the findings and encourage feedback.

1. Discuss outcomes of the choices made by the individual.
2. Ask the individual to circle “Yes” or “No” to answer the question, “Do I have the job I like?”

Objective 18: What If?

What if the individual is trying to get a “good” score rather than being honest with him- or herself when completing the Characteristics I Like versus What Is Here form?

Explain that you are not concerned with high scores. Emphasize the importance of honest responses. They will provide needed information to determine if the current job matches work preferences. Your responsibility is to assist the individual to find a job that matches his or her preferences.

What if, after completing 5 days of the preference forms, the individual’s preference scores are low?

Monitor the scores over the 5-day period. You may want to extend the number of days. Talk with the individual about his or her job, and review the characteristics that the individual does not prefer. Find out if he or she likes the overall job. If the individual likes the job, ask if he or she can tolerate specific characteristics in order to keep the job. There are realistic trade-offs that should be considered. For example, if the individual does not like to work weekends, but working in a store requires this, the person may need to choose a different job choice or tolerate working weekends.

What if, after completing 5 days of preference forms, the individual’s scores are inconsistent?

Monitor the scores over the 5-day period, and consider collecting more data. Most likely the individual needs more time to determine his or her preferences. Talk with the individual about the job, and review the characteristics that the individual does not prefer. Try to find out if the individual understands how to complete the form and whether the format is appropriate.

SECTION II. PLACEMENT AND FOLLOW-ALONG:
SELF-MANAGEMENT
GOAL E: FINDING A JOB MATCHING
SKILLS AND PREFERENCES

Objective 19: Completing the Can I Do This Job? Forms

CONTENTS

Preparation
Action
Monitor and assist

MATERIALS NEEDED

Can I Do This Job? Form A (II:E:19:1) and
Form B (II:E:19:2)
Can I Do This Job? Summary (II:E:19:3)

PURPOSE

To provide an opportunity for individuals to determine their skill strengths and weaknesses on-the-job and whether the requirements of the job can be met

LOCATION

Office
Employment site

Preparation

Materials Needed
Can I Do This Job? Forms A
and B

A. Initiate the Can I Do This Job? Form A or B after 1 week of employment or when the individual is familiar enough with the job and job surroundings (see pp. 352–353).

Note: Alternate the introduction of Objective 18 with the introduction of Objective 19.

1. Ask the employee who has prior community job experience to complete the form once or twice per week over a 2–3 week period. At least 5 days of data need to be collected. The individual needs to score 80% or higher on 4 out of 5 days.
2. Ask the employee who has no or limited community job experience to complete the form every other day. Five days of data need to be collected. The individual needs to score 80% or higher on 4 out of 5 days.

B. Can I Do This Job? Forms A and B provide individuals with the opportunity to determine whether the job requirements can be met and whether any weaknesses in job performance need improvement.

	<p>C. Cooperatively, the job coach, the individual, and the supervisor (when available) select a sample of key job requirements that are needed to maintain the job. These should be items essential to successful long-term employment. Determine the requirements that are <i>most</i> important for the individual to evaluate.</p> <p>D. Present the individual with Can I Do This Job? Forms A and B. Form A requires reading. Form B requires picture discrimination skills. It is designed for individuals whose reading skills are limited or nonexistent.</p> <p>E. Prepare the appropriate form, and present it to the individual prior to his or her shift. Explain to the individual that he or she will need to evaluate him- or herself in the “My evaluation” section and then have the supervisor or job coach evaluate him or her on each requirement in the “Supervisor’s evaluation” section.</p>
Action	<p>A. Instruct the individual to evaluate each requirement honestly. The supervisor or job coach also needs to evaluate how the individual is doing on each requirement. Assist with this process, if appropriate.</p> <p>B. After all responses are circled, it is best to talk through and review each requirement and response with the individual. An explanation should be given of each requirement and reasons discussed for the evaluation given. Encourage discussion.</p> <p>C. Review the completed Can I Do This Job? Form with the individual. Discuss strengths and areas that may need improvement. Engage the individual in his or her evaluation of strengths and needs. Often individuals may evaluate themselves with a “No” and find that the supervisor will give them a “Yes.” Praise the individual on the requirements that received a “Yes” from the supervisor.</p> <p>D. Discuss with the individual what actions can be taken to meet the requirements of the job.</p>
<p>Monitor and assist</p> <p>Materials Needed</p> <p>Can I Do This Job? Summary</p>	<p>A. Add the number of “Yes”s the individual gave him- or herself. Write this number in the second column.</p> <p>B. If necessary, help the individual to determine the number of supervisor “Yes”s. Write number in the third column.</p> <p>C. If necessary, help the individual to determine the number of matches between his or her evaluation and the supervisor’s evaluation. Write this number in the last column.</p> <p>D. The individual will need to get at least seven matches in order to give him- or herself a “Yes” on the final evaluation “Can I do this job?”</p>

-
- E. Record each day's performance results on the Can I Do This Job? Summary to evaluate the 5 days of work.
1. Follow the directions for the calculation fields at the bottom of the page.
 2. Assist the individual to mark the graph according to the scores obtained. Place an "M" on the graph to represent the percentage of matches and a "P" on the graph to represent the percentage of positive answers.
- F. If the individual scores less than 75% on 4 out of the 5 days recorded, the process should be extended for another 5 days. If the individual is still not meeting criterion, the employment specialist should consider carving the job in order to appropriately match required tasks with the individual's skill, or use procedures suggested in Objective 20.

Objective 19: What If?

What if, after 5 days, the individual is not able to meet the requirements of the job?

Check Supervisor Feedback Cards to look into how immediate or serious concerns are. If concerns are not immediate or serious, the individual might just need more time to learn or refine the skills required for the job. Assist the individual to improve skills in the needed area. You may also want to talk to the supervisor about accommodations or adaptations, changes in the job description, or carve the job into skills the individual can learn quickly. Finally, there is a possibility that this job may not match the individual's skills, and another placement may be most appropriate.

What if the individual is not matching the supervisor's evaluations on the Can I Do This Job? form?

It is important that the individual is able to recognize his or her skills and to match them realistically with the supervisor's evaluation. Perhaps the evaluator needs to be more specific in his or her explanation of negative evaluations. Provide specific examples for improvement. Explain to the individual that it is important to recognize and not ignore supervisor feedback and expectations.

What if the individual completing Form B does not understand the meaning of the picture?

Physically demonstrate each requirement that is pictured. Ask the individual to evaluate him- or herself for each task demonstrated, model completing the form, then coach form completion.

SECTION II. PLACEMENT AND FOLLOW-ALONG:
SELF-MANAGEMENT
GOAL E: FINDING A JOB MATCHING
SKILLS AND PREFERENCES

Objective 20: Completing the My Employment Plan

CONTENTS

Introduction
Use the plan
Monitor and assist with new plan
Determine the next step if the job ends

MATERIALS NEEDED

My Employment Plan: Form A (II:E:20:1) and
Form B (II:E:20:2)
Job Termination Follow-Up Report (II:E:20:3)
Completed:
Do I Have the Job I Like? Summary
(II:E:18:5)
Can I Do This Job? Summary (II:E:19:3)

PURPOSE

To provide an opportunity to review individual preferences and skills, to identify problem areas on the job, and to make job choice changes or to reaffirm the match at the current job

LOCATION

Office
Community jobsite

Introduce

Materials Needed

My Employment Plan: Forms A and B

- A. My Employment Plan: Forms A and B offer the individual a format to review preferences and skills, to identify problem areas on a job, to make job choice changes, or to reaffirm the match of a current job (see pp. 355–357). My Employment Plan is found to be most effective when:
 1. The individual is experiencing problems on the job that may be preference- or skill-related.
 2. Inconsistent or subtle changes on the preference forms in Objective 18 or low scores on the skill forms in Objective 19 signaled the employment specialist that the individual may have a questionable job match.
 3. The individual has lost his or her first job, and the employment specialist wants to investigate individual preferences further.

Use the plan

Materials Needed

My Employment Plan: Form A or B

Completed:

Characteristics I Like versus What Is Here: Forms A or B
Do I Have the Job I Like? Summary

Jobs and Tasks I Like: Forms A or B

Can I Do This Job? Forms A or B

Supervisor Feedback Card: Forms A or B

Monitor Supervisor Feedback Graph

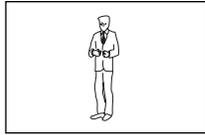
- A. You will need the preference and skill information obtained in Objectives 18 and 19. My Employment Plan should be used concurrently with the Job Termination Follow-Up Report. An example of a completed My Employment Plan: Form B is on pages 193–194.
- B. Review the information from the completed Characteristics I Like versus What Is Here forms and the Do I Have the Job I Like? Summary from Objective 18. Ask individuals to choose his or her 10 most preferred characteristics and write them in the “Characteristics I like” section of My Employment Plan: Form A. For My Employment Plan: Form B, use illustrations. Discuss each choice and assist the individual, if necessary, to circle his or her four most important characteristics.
 1. If the individual is employed, ask him or her to check the box next to each characteristic that exists on the job.
 2. If the individual is not employed, ask him or her to check the box next to each characteristic that he or she would want on a job.
 3. Count the number of matches (the number of checkmarks), and divide by the number of characteristics listed. Multiply the answer by 100. This yields the “Percentage of characteristics matches.”
- C. Ask the individual to choose his or her preferred tasks, and write them in the “Tasks I like” section of My Employment Plan: Form A. For My Employment Plan: Form B, use pictures. Discuss each choice. Some individuals may need to review the Jobs and Tasks I Like forms and the Do I Have the Job I Like? Summary completed in Objective 18.
 1. If the individual is employed, ask him or her to check the box next to each characteristic that exists on the job.
 2. If the individual is not employed, ask him or her to check the box next to each characteristic that he or she would want on a job.
 3. Count the number of matches (the number of checkmarks), and divide by the number of characteristics listed. Multiply the answer by 100. This yields the “Percentage of tasks matches.”
- D. Ask the individual to choose his or her preferred job or jobs and write them in the “Jobs I like” section of My Employment Plan: Form A. For My Employment Plan: Form B, use pictures. Discuss each choice. Some individuals may need to review the Jobs and Tasks I Like: Forms A or B and the Do I Have the Job I Like? Summary completed in Objective 18.
 1. If the individual is employed, ask him or her to check the box next to each characteristic that exists on the job.

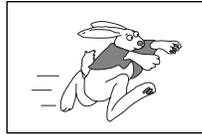
Name: Pat Sample Jobsite: Carla's Date: June 25, 2002

If employed, check what's here and determine the match. If unemployed, check the boxes for the items that you want in your next job.

Characteristics I like

S	M	Tu	W	Th	F	S
X	✓	✓	✓	✓	✓	X





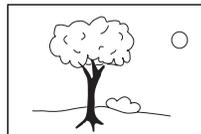


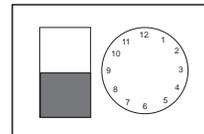












Matches: $\frac{5}{10} = .50 \times 100 = 50\%$ Percentage of characteristics matches

Tasks I like





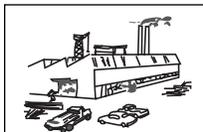




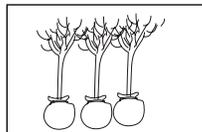


Matches: $\frac{3}{5} = .60 \times 100 = 60\%$ Percentage of tasks matches

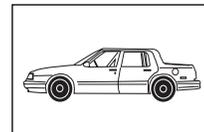
Jobs I like





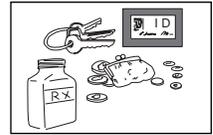






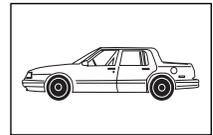
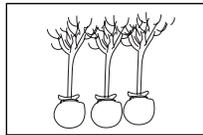
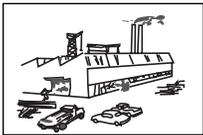
Matches: $\frac{3}{5} = .60 \times 100 = 60\%$ Percentage of job matches

Skills I need to improve: Write a Y in the box for each skill you can improve.



$$\frac{\text{Y's: } 4}{\text{Skills } 5} = \underline{.80} \times 100 = \underline{80\%} \text{ Percentage of skills matches}$$

My job choice



$$\frac{\text{Sum of matches: } 250}{4} = \underline{63\%} \text{ Average percentage of matches}$$

Signature: Pat Sample

Date: June 25, 2002

Monitor and assist with new plan

2. If the individual is not employed, ask him or her to check the box next to each characteristic that he or she would want on a job.
 3. Count the number of matches (the number of checkmarks), and divide by the number of characteristics listed. Multiply the answer by 100. This yields the "Percentage of job matches."
- E. With the individual, determine the work, social, and personal problems that exist on the job, and write or place pictures of these in the "Skills I need to improve" section. It may be helpful to review specific Can I Do This Job? Forms along with the Can I Do This Job? Summary completed in Objective 19. Also the Supervisor Evaluation Cards: Forms A or B along with the Monitor Supervisor Feedback Graph will provide valuable information.
1. Ask the individual whether he or she thinks he or she can improve the listed problems. Write "Y" in the box next to the skill that the individual thinks he or she can improve.
 2. Count the number of "Y"s and divide by the number of skills listed. Multiply the answer by 100 to get the "Percentage of skills matches."
- F. Perform the calculations in the box to determine the average percentage of matches.
1. Add the "Percentage of characteristics matches," the "Percentage of tasks matches," the "Percentage of job matches," and the "Percentage of skills matches." Divide this sum by 4. This yields the "Average percentage of matches."
- G. Ask the person to indicate his or her three top-ranked job choices in the "My job choice" section. Instruct the individual to circle his or her most preferred job choice. If the individual is employed, instruct him or her to circle the job he or she currently has, and then check the box next to the top-ranked job choice. If the individual is not employed, ask him or her to circle only the job he or she wants.
- H. Instruct the individual to sign and date My Employment Plan if it represents his or her plans for employment. Individuals are making a contract with themselves, not with the employment specialist.
- A. After the original presentation of My Employment Plan, follow up at least once per week with a new one. Explore each response with the individual in detail. Check for consistent responses in each section over time. After each plan is completed, ask yourself:

Determine the next step if
the job ends

Materials Needed
Job Termination Follow-Up
Report

1. Does the individual know the areas that need improvement?
 2. Does the individual know his or her job choice?
 3. Does the individual want to change his or her job?
- A. If the job does not work out, then arrange a meeting with the individual within 2 weeks. Revise this form or use pictures, if appropriate (see p. 358). An example of the Job Termination Follow-Up Report is shown on pages 197–198. It is important that individuals know that the employment specialist is not going to immediately go out and find them another job. Employment specialists should not reinforce “job hopping” behavior.
1. In the “Why did I lose my job?” and the “Tasks I didn’t do” sections, offer a menu of applicable choices that are consistent with the reason behind the actual job loss. When listing the reasons for job loss, be sure to offer additional responses that are not related to the job loss but may match the individual’s beliefs.
 2. Instruct individuals to check one or more reasons for the job loss. Discuss each choice with the individual. Discuss other items on the menu that were not chosen. If the individual’s choices are not accurate, do not try to persuade the individual to make a different choice at this time.
 3. Find out if the individual still wants a job in the community. Perhaps a change of mind has taken place as a result of the termination experience. Find out what the person is thinking.
 4. Find out if the individual still wants to participate in supported employment. Perhaps there is a personality conflict and the individual does not want to work with a particular employment specialist. If this is a possibility, arrange for a different staff member to support him or her at the next job.
 5. Instruct the individual to check an area of work that is preferred in the “Kinds of jobs I would like to have” questions. Revise the job choices as needed to fit your community. Is it the same or different from the last job? Discuss the job choice.
- B. Continue to present the first page of the Job Termination Report on a frequent basis until consistent choices are made over time. Based on the responses, some individuals may need to complete this procedure weekly while others may benefit from completing it once every other week.
- C. After the individual has given honest answers and has made consistent choices over time, introduce the second page. The

Name: Pat SampleDate: May 5, 2002

Why did I lose my job?

- | | |
|---|---|
| <input type="checkbox"/> Job was too hard | <input checked="" type="checkbox"/> Boss was unfair |
| <input type="checkbox"/> Not the job area for me | <input type="checkbox"/> Did not like co-workers |
| <input type="checkbox"/> Bored | <input type="checkbox"/> Supervisor expected too much |
| <input type="checkbox"/> I couldn't do the tasks | <input checked="" type="checkbox"/> I was disrespectful |
| <input checked="" type="checkbox"/> I didn't do the tasks | <input type="checkbox"/> I only did what I wanted |

Tasks I didn't do

- | | |
|--|--|
| <input checked="" type="checkbox"/> I avoided price checks | <input checked="" type="checkbox"/> I avoided clean-up |
| <input checked="" type="checkbox"/> I didn't keep carts filled | <input checked="" type="checkbox"/> I avoided take-backs |

Important questions

Do I want a job in the community?

 Yes No

Do I want to participate in supported employment?

 Yes No

Kinds of jobs I would like to have:

- | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------|
| <input checked="" type="checkbox"/> Store | <input type="checkbox"/> Food service | <input type="checkbox"/> Janitorial | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Laundry | <input type="checkbox"/> Factory | <input type="checkbox"/> Maid service | |

Work issues I need to address in order to maintain a job in the community

Problem: I avoid the tasks I do not like to do.

Solution: Do all the tasks I was hired to do.

Problem: I blame the boss when I get caught

Solution: Take responsibility for my actions by admitting my mistakes.

Name: Pat Sample

Date: May 5, 2002

Social issues I need to address in order to maintain a job in the community

Problem: I need to do what is expected of me and not blame others when I don't do the task

Solution: Make a list of all the things I need to do, then do them daily.

Problem: _____

Solution: _____

Personal issues I need to address in order to maintain a job in the community

Problem: _____

Solution: _____

Problem: _____

Solution: _____

Personal contract

I will work hard to do all I can to maintain my next job opportunity in the community.

Yes No

Signature: Pat Sample

Date: 6/19/02

second page addresses work, social and personal problems that need to be addressed to maintain a job in the community. Discuss actual problems and solutions for each problem identified in the work, social, or personal areas. If there are no issues in any of these areas, disregard them. Often, concerns surface that should be resolved before attempting the next job (e.g. medical issues, family dynamics, abuse of alcohol or other drugs). Assist the individual to

1. Identify all concerns or problems
 2. Discuss possible solutions
 3. Develop an action plan with a time line
 4. Take action to resolve concerns
 5. Review success and make adjustments, if needed
 6. Find and start the new job only after the concerns are resolved
- D. Ask the individual to sign the contract at the bottom of the page. The contract is with the individual him- or herself to work hard to maintain the next job. A “No” response is also available. Encourage the individual to be honest in responding. If the individual chooses to stop the supported employment program, call the team together to decide what next steps should be taken.

Objective 20: What If?

What if the individual completes the Job Termination Follow-Up Report but never admits to what actually happened that cost him or her the job?

Review the events that led up to the termination and the reasons given by the supervisor for the termination. Some individuals may need more internship experiences to enhance their problem-solving skills. Others may not want to work at this time.

What if the individual completes the Job Termination Follow-Up Report honestly and accurately but keeps losing jobs?

Try a different format for the report, or discuss events and reasons given in detail, and determine if the individual really wants to work. Consider internships as an appropriate method to try out intervention strategies. You may need to back track and repeat the job match process.