

# INTRODUCTION TO SECTION II.

## Goal F: Solving On-The-Job Problems

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The Self-Directed Employment (SDE) approach supports the idea that teaching self-management and problem-solving empowers the individual and is a cost-effective and efficient method for enhancing long-term employment success. Most individuals with severe disabilities, however, seldom use self-management and problem-solving skills. This chapter describes a straightforward and easy-to-follow approach to teach on-the-job self-management and problem solving. The individual with a severe disability needs assistance, support, time, and practice to learn these skills.

### **MATCH CONTRACT**

Self-evaluation, the ability to record or report one's performance and compare it with a standard, is the first self-management skill introduced. It is the foundational concept for the on-the-job problem-solving system. Workers who need to improve their self-evaluation skills use a Match Contract. Various Match Contract for-

mats are provided to meet the unique learning needs of different workers. All Match Contract formats provide a simple method for the individual to:

1. Self-evaluate work, social, and personal performance
2. Obtain daily performance standard feedback from the supervisor
3. Match his or her self-evaluations to the supervisor's evaluation
4. Plan adjustments for the next day's performance based on today's self-evaluation and feedback

### **IMPROVEMENT CONTRACT**

Individuals who can accurately self-evaluate use Improvement Contracts to learn on-the-job problem-solving skills. Like the Match Contract, several different Improvement Contract formats

are available. Choose a format that matches the individual. All formats provide a simple method for the individual to:

1. Solicit supervisor feedback
2. Identify problems
3. Identify solutions
4. Replace a work problem with a work solution
5. Replace a social problem with a social solution
6. Replace a personal problem with a personal solution
7. Follow through on adjustments

### MY CHANGE PLAN

My Change Plan is a strategy to enhance long-term employment and career advancement. My Change Plan offers a systematic procedure for individuals to periodically evaluate themselves and their vocational environment. With this information they can set goals, make plans, act on their plans, evaluate the results of their actions, and make needed adjustments in order to meet their stated goals. Complete My Change Plan at least every 6 months or when sudden changes in attitude, motivation, performance, or behavior occurs.

### ROLE SUMMARY

Using the SDE approach, both the worker with a severe disability and the employment specialist have specific duties and roles. The worker must:

- Become proficient in using an effective problem-solving method
- Continue to seek out honest and timely supervisor feedback
- Learn to make adjustments independently

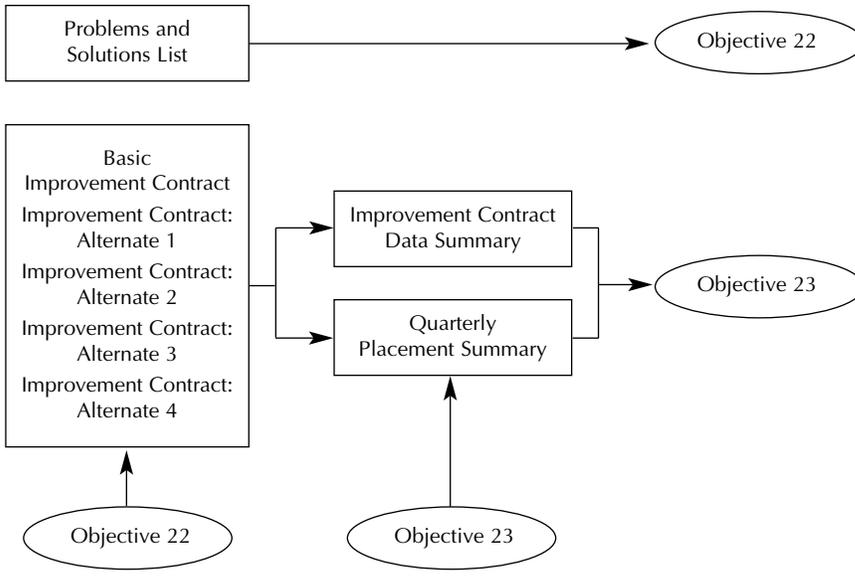
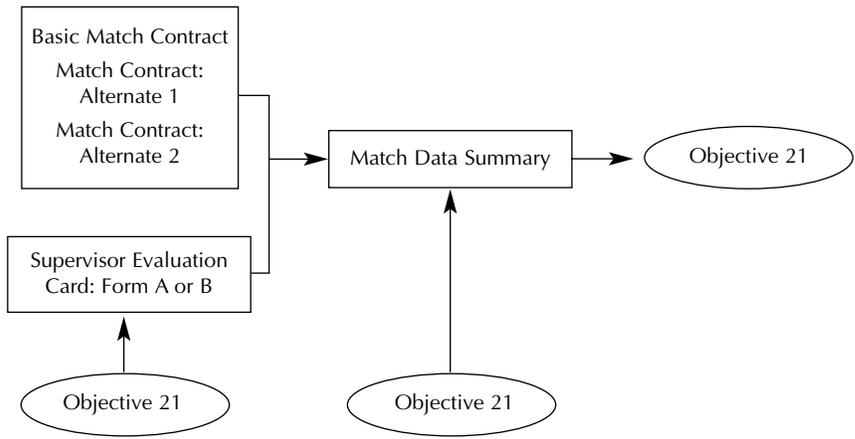
The employment specialist will need to:

- Establish a long-term visitation schedule with the supervisor
- Keep in close contact with the individual's family or residential staff
- Determine with the individual whether a problem-solving format change is needed
- Help the individual to develop and implement intervention strategies
- Support the individual in monitoring performance and behavior
- Be aware of changes in the employment setting and monitor the need for re-training, advancement, or job change
- Facilitate natural on-the-job supports
- Serve as a technical resource for career planning, transportation concerns, education/training, and social security and other benefit issues

The following table is a graphic organizational tool that will assist and guide you through the placement and follow-along process found in this chapter and book section. You may also want to refer to the Implementation Reference Guide.

Goal	Gather data	Graph data	Put summary together
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F. Solving On-the-Job Problems



# SECTION II. PLACEMENT AND FOLLOW-ALONG: SELF-MANAGEMENT GOAL F: SOLVING ON-THE-JOB PROBLEMS

## Objective 21: Checking Supervisor Match

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**MATERIALS NEEDED**

Basic Match Contract (II:F:21:1)  
Match Contract: Alternate 1 (II:F:21:2) and  
Alternate 2 (II:F:21:3)  
Supervisor Evaluation Card: Form A (II:E:17:1)  
Match Data Summary (II:E:21:4)

**PURPOSE**

To provide a process for individuals to make honest self-evaluations based on timely and accurate supervisor feedback

**LOCATION**

Office  
Employment Site

Introduction

A. Self-evaluation is a powerful, yet simple, self-management strategy that can often improve behavior just by itself. If, however, more specific antecedent or consequent interventions are needed, Objective 21 will show you how to use an effective problem solving system.

Determine need

- A. Based on the individual’s matching skills evaluated in assessment, determine if there is a need for the person to learn to match his or her self-evaluations with the supervisor’s evaluations. To do this, answer the questions:
1. Did the individual realistically evaluate his or her work performance?
  2. Did the individual realistically evaluate his or her work, social, and personal behaviors?
  3. Did the individual consistently match supervisor evaluations 75% to 80% of the time?

Performance evaluation  
introduction

*Note:* If your answer is yes to *all three questions*, then go to Objective 22. Otherwise, continue to follow the procedures in this objective.

A. Explain performance evaluation to the individual and why it is important:

1. Stress that it is important for a person to understand how well he or she is doing on the job.
2. Suggest to individual to check the differences and similarities between his or her evaluation and the supervisor's.
3. The formal paper-and-pencil supervisor evaluation process is used to formalize what is often unspoken co-worker or supervisor judgments.

B. Several different match contracts are provided to teach the individual the performance evaluation process. Choose a format that will best fit the individual. All match contract formats presented provide a simple method for the individual to:

1. Self-evaluate the work day. It teaches the individual to be honest about how he or she feels he or she is doing on-the-job and helps him or her realize the importance of self-evaluation.
2. Seek daily feedback from the supervisor. It teaches the individual to secure feedback often.
3. Match his or her self-evaluations to the supervisor's evaluations. Matching teaches the individual how to discover supervisor expectations.
4. Demonstrate realistic on-the-job self-evaluations.
5. Make the adjustments needed for the next day's performance.

Teach Basic Match Contract

Materials Needed  
Basic Match Contract

A. The Basic Match Contract is designed for individuals who need a method to match their performance evaluations with their supervisor's (see p. 360). You can also insert illustrations for individuals who have been using the Form B format throughout this process. Prepare the form to meet the skills of the individual. An example of a completed form is on page 206.

B. Before beginning the day's work, sit down with the individual, and explain the purpose of the form.

1. Have the supervisor present it the first day, if possible. If not, the employment specialist may need to fill in temporarily as the supervisor.

II:F:21:1

Basic Match Contract

Solving On-the-Job Problems

Name: Kelly Sample Date: September 7, 2002

Goal	My evaluation	Supervisor's evaluation	Match	Comment	Next goal
Work Empty all trash cans. Don't miss any.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Missed trash cans in rooms 102 and 105	Empty all trash cans. Don't miss any.
Social Keep hands to self.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Great!	
Personal Take shower before work.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Body odor: Needs to take a shower before work, wash uniform, and use deodorant	Good hygiene

2. Specific concerns of the job will need to be addressed in the work, social, or personal areas. Discuss them with the individual. Decide with the individual if there are any concerns that need immediate attention. These concerns can be pictured or written in the boxes labeled under the “Goal” column.
  3. Each goal box is labeled with an area: work, social, or personal. Explain to the individual that he or she will be evaluated in all areas, regardless of the goal.
- C. For each work day, instruct the individual to choose the goal he or she would like to work on by checking the box located to the right of each goal. The individual can choose more than one. Model the process for the individual and the supervisor, if necessary.
- D. The individual should evaluate his or her performance at the end of the shift in the work, social, and personal areas, even if there is no goal checked. The individual should consider how he or she performed overall for each goal listed. Does the individual think that the requirements of the job were met? Instruct the individual to circle the appropriate answer in the section labeled “My evaluation.”
- E. After performing the self-evaluation, instruct the individual to ask the supervisor to evaluate his or her performance. As the supervisor completes each “Supervisor’s evaluation” box, make sure an explanation is given for each response in the “Comment” column. It is very important for the individual to understand why a supervisor’s “Yes” or “No” is circled.
- F. Sit down in a quiet place with the individual to discuss the match between the individual’s self-evaluation, and the supervisor evaluation. Assist the individual with the match process. Ask the individual to explain the reasoning for his or her self-evaluation, the supervisor’s evaluation, and the match (or mismatch). Assist the individual, if appropriate, to circle “Yes” or “No” in the “Match” column.
- G. If the individual receives a negative evaluation, ask the individual what he or she would like to work on the next day. Suggest to the individual that it may be a good idea to work on goals that have been negatively evaluated again. If so, have him or her check the box on the right side of the “Next goal” column. If individual met the requirement of the job in the work, social or personal areas, he or she may choose the same goal or opt to work on another goal. The individual may opt *not* to choose a goal at all. That’s okay! The person will be evaluated in all the goal areas for that day.
- H. The individual needs to attain, independently, a match on at least 75% of all sections of the contract over a 10-day period. This will be summarized in the Match Data Summary form discussed in the next part of this objective.

Teach Match Contract:  
Alternate 1

Materials Needed  
Match Contract: Alternate 1

- I. The next time the individual is scheduled to work, for the first few days or until the process is learned, refer to the “Next goal” section from the prior day’s work. Show the individual the items he or she set as a next goal. Instruct the individual to check the same items in the “Goal” section of their new contract. If needed, review the prior day’s contract.
  - J. If necessary, simplify the form so that the individual is able to learn and perform this process with little or no help. The idea is to get the individual to be able to operationalize the match contract independently. If not, you may need to look at some of the alternate match contracts and determine which one might work better.
- A. The Match Contract: Alternate 1 is designed for individuals whose reading skills are limited or nonexistent and who need a simple method to match their evaluations with their supervisors’ evaluations (see p. 361).
  - B. Before beginning the day’s work, sit down with the individual and explain the purpose and how this form works.
    1. Have the supervisor present if possible on the first day. If not, the job coach will need to fill in temporarily as the supervisor.
    2. If specific items of concern need to be addressed in the work, social, or personal areas, these items can be pictured or written into the corresponding box. You can download pictures from [www.brookespublishing.com/picturebank](http://www.brookespublishing.com/picturebank).
    3. The Match Contract: Alternate 1 can also be adapted to list specific work tasks or a schedule that the individual must perform daily.
  - C. The individual should evaluate him- or herself at the end of the shift in the work, social, and personal areas. The person should consider daily how he or she performed across each area. Does the person think he or she met the requirements of the job? Have the person circle “Yes” or “No” in the “My evaluation” column.
  - D. After performing the self-evaluation, the individual should take the contract to his or her supervisor. As the supervisor completes each section, make sure an explanation is given to the worker. It is very important for the individual to understand why a “Yes” or a “No” is being given.
  - E. Sit down in a quiet place with the individual to discuss the results.

Teach Match Contract:  
Alternate 2

Materials Needed

Match Contract: Alternate 2  
Supervisor Evaluation Card:  
Form A

1. Discuss the match between the individual's self-evaluation and the supervisor's evaluation. Assist the individual with the match process. Ask the individual to explain the reasoning for his or her self-evaluation, the supervisor's evaluation, and the match. Instruct the worker to circle the corresponding "Yes" or "No" in the "Match" section.
  2. Based on the day's performance, determine the work, social, or personal performance categories the individual needs to work on the next day. Check the corresponding "Next goal" section.
- F. Model the process for the individual and supervisor, if appropriate.
- G. The individual should attain, independently, a match on at least 75% of all sections of the contract over a 10-day period. If not, continue the process. You may need to reevaluate the effectiveness of this form. Are there some revisions that would help? Is there another format that might work better?
- A. The Match Contract: Alternate 2 should only be used with individuals who
1. Are comfortable using their reading and writing skills
  2. Have the skill to develop their own daily goals without a checklist
  3. Need to learn to match their self-evaluations with the supervisor's evaluations and need the opportunity to begin simple problem solving
- B. The Supervisor Evaluation Card: Form A should be used along with the Match Contract: Alternate 2 (see pp. 343 and 362).
- C. The individual should decide which performance areas he or she needs to improve: work, social, or personal. Individuals can choose to work in one, two, or all of these areas. Prior to starting work, ask the worker to write what he or she would like to improve in the work, social, and personal blanks. Also, make sure the individual has provided the supervisor with a Supervisor Evaluation Card: Form A.
- D. After work,
1. The individual needs to self-evaluate his or her own performance. Teach the person to circle "Yes" or "No" to answer the question "Did I meet the requirements of the job?"
  2. Instruct the individual how to collect the Supervisor Evaluation Cards. Emphasize courtesy when picking up the card.

### Monitor progress

#### Materials Needed

Match Data Summary

Completed:

Basic Match Contract

or Match Contract: Alternates 1  
or 2

3. The individual should decide if his or her evaluation matches the supervisor's evaluation and answer the question "Does this match the supervisor's evaluations?" by circling "Yes" or "No." The supervisor should have given *all* "Yes"s on the Supervisor Evaluation Card in order for the individual to meet the requirements of the job.
- E. If the individual's evaluation did not match the supervisor's evaluation, instruct him or her to write the concern in the "Next time I need to improve" section. Eventually, this process should be performed independently. If individual met the requirements of the job, he or she may choose to improve in the same areas or choose new ones.
  - F. The individuals needs to attain, independently, at least 80% of all sections of the contract over a 10-day period.
- A. To monitor individual match contracts, use the Match Data Summary. For each contract, transfer the information from the Match Contract to the Match Data Summary (see p. 363).
    1. *Set Goal*: Does the individual set his or her goal based on the previous day's supervisor evaluation and "Next goal"? Enter 1 for "Yes" and 0 for "No."
    2. *Solicited supervisor feedback*: Does the individual give the supervisor his or her form or evaluation card independently? Enter 1 for "Yes" and 0 for "No."
    3. *Self-evaluated*: Does the individual independently complete his or her self-evaluation? Enter 1 for "Yes" and 0 for "No."
    4. *Evaluated matches*: Does the individual's evaluation match the supervisor's evaluation? Enter 1 for "Yes" and 0 for "No."
    5. *Followed through on adjustment*: Look at the day's supervisor evaluation. Does the individual's "Next goal" match the supervisor's evaluation? Enter 1 for "Yes" and 0 for "No."
  - B. After 2 weeks or 10 consecutive days of work, add the scores for each section of the Match Data Summary. Divide by the total number of possible entries in that section to obtain a percentage score for that section.
    1. Review each section's percentage score with the individual. Scores can be used for Individual Program Plan development.
    2. If the individual is maintaining an 80% match, introduce the Improvement Contract (see Objective 22).

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- C. If the individual's evaluations are not matching with his or her supervisor's evaluations and he or she is not able to reach the 80% criterion on the Match Contract, consider the following:
1. If the individual seems to understand the format used, perhaps he or she just needs more time working at the job and using the Match Contract.
  2. The individual is not drawing honest or realistic conclusions about his or her skills and performance. Perhaps the format is not working or being understood by the individual. Explain the format to the individual again using more modeling or physical prompting. Extend the period of instruction until the resulting match takes place. Use another format or create an individualized one. For example, an audiotape cassette can be very effective with some individuals.
  3. The supervisor may not be giving honest or fair feedback in his or her evaluations. The individual, with the employment specialist's assistance, needs to decide if he or she wants to discuss any concerns with the supervisor or think about moving on to a new job.

Objective 21: What If?

What if, after an extended period of time, the individual's evaluations are still not consistently matching the supervisor's because the individual is constantly giving him- or herself negative self-evaluations?

*More time needs to be spent going over the reasons for the supervisor's positive evaluations. A structured reinforcement program might assist the individual to build confidence and self-esteem. Use a concrete approach when having the individual self-evaluate. Say, for example, "Did you come to work on time today? Did you do what you were told quickly? Did you put your supplies away before you punched out?" Using an Improvement Contract may empower the individual to build confidence because he or she can see his or her plans working (see Objective 22).*

What if, after an extended period of time, the individual's evaluations are still not consistently matching the supervisor's evaluations? The individual gives him- or herself positive evaluations despite the negative evaluations of the supervisor.

*Self-evaluation by itself is not a powerful enough strategy to change his or her behavior. Implement the Improvement Contract described in Objective 22.*

# SECTION II. PLACEMENT AND FOLLOW-ALONG: SELF-MANAGEMENT GOAL F: SOLVING ON-THE-JOB PROBLEMS

## Objective 22: Teaching a Problem-Solving System

**CONTENTS**

Advance to a system of structured problem solving  
Introduce Basic Improvement Contract  
Develop a written format  
Develop a picture format  
Develop Improvement Contract: Alternates 1, 2, 3, and 4

**MATERIALS NEEDED**

Problems and Solutions List (II:F:22:1)  
Basic Improvement Contract (II:F:22:2)  
Improvement Contract: Alternates 1 (II:F:22:3), 2 (II:F:22:4), 3 (II:F:22:5), and 4 (II:F:22:6)  
Completed:  
Supervisor Feedback Card: Forms A (II:E:17:1)  
Can I Do This Job? Forms A (II:E:19:1) or Form B (II:E:19:2)  
Basic Match Contract (II:F:21:1)

**PURPOSE**

To provide a process for the individual to problem solve and make adjustments at work by using supervisor feedback and self-determined strategies

**LOCATION**

Office  
Employment Site

Advance to a system of structured problem solving

Materials Needed  
Problems and Solutions List  
Completed:  
Can I Do this Job? Form  
Supervisor Feedback Cards  
Match Contracts

- A. There are two ways to arrive at this objective:
  1. Objective 17: Establishing Supervisor Feedback and Support referred you here because the individual is receiving consistent negative supervisor evaluations in the work, social, or personal areas.
  2. The individual completed Objective 21: Teaching Supervisor Match and needs to move to the next step of problem solving. If problems occur later, you should refer again to this objective and implement an improvement contract.

*Note:* If an individual consistently receives positive supervisor evaluations, continue to collect Supervisor Feedback Cards on a weekly basis. There is no need to use an improvement contract at this time. The improvement contract is driven by negative evaluations. It is useful only if a structured problem-solving system is needed to change negative evaluations into positive ones.

### Introduce Basic Improvement Contract

### Develop a written format

#### Materials Needed

Improvement Contract  
Problems and Solutions List

Completed:  
Can I Do This Job? Forms  
Supervisor Evaluation Cards  
Match Contracts

- B. Individuals who demonstrate poor problem-solving skills and have reading skills that are limited or nonexistent will benefit from forms that have pictures or illustrations. The individual must have picture discrimination skills. Add word descriptions under each picture.
- C. Develop with the individual one to three goals or problems that he or she would like to improve. Discuss any problems he or she is experiencing in the work, social, and personal areas. If needed, review the behaviors associated with the work, social, and personal skill areas.
- D. If the individual does not set improvement goals or struggles identifying problems, develop a Problems and Solutions List (see p. 364).
1. Review completed Can I Do This Job? forms, Supervisor Feedback Cards, and Match Contracts, if applicable. Are there any behaviors listed that could be improved?
  2. Identify reoccurring on-the-job problems. Assist to find three possible solutions to each problem.
  3. Meet with the supervisor to identify and discuss strengths and weaknesses.
  4. Using the Problems and Solutions List as a guide, prompt the individual to choose several problems and the solution to each that would work the best. Allow the individual to choose his or her own solutions. Review possible consequences for each solution. Allow the individual to make the final choices. Illustrate problems and solutions using pictures downloaded from [www.brookespublishing.com/picturebank](http://www.brookespublishing.com/picturebank). You may also add your own photographs or drawings.
- A. The Improvement Contract provides a flexible instructional tool to learn and practice problem solving (see pp. 365–369). Explain that problem solving provides a method to achieve job success. It allows individuals to set goals and make plans to achieve their chosen goals. Several different improvement contracts are provided to teach the individual a problem-solving system. Choose a format that will best fit the individual. Present one of the following formats that the individual can use independently.
- A. Individuals who demonstrate good reading and writing skills may want to design their Improvement Contract using an open-ended methodology. An open-ended contract allows individuals to develop and change their plans and solutions to address their own concerns or the concerns of the supervisor on a daily basis.

- B. The column labeled “Goal” is the problem statement section of the contract. Develop with the goals or problems that the individual would like to improve. Discuss any problems that the individual might be experiencing in the work, social, and personal areas of the job. If necessary, review the behaviors associated with the work, social, and personal areas. Instruct the individual to decide on one or more goals, problems, or concerns that he or she would like to work on. Instruct the individual to define each item as a work, social, or personal goal. Write the item in the corresponding goal box.
- C. If the individual does not set goals or struggles identifying problems, develop a Problems and Solutions List.
1. Review the completed Can I Do This Job? forms, Supervisor Evaluation Cards, and Match Contracts, if applicable. Are there any behaviors listed that could be improved?
  2. Identify reoccurring on-the-job problems. Assist to find three possible solutions to each problem. Allow the individual to choose his or her own solutions. Review possible consequences for each solution. Allow the individual to make the final choices.
  3. Meet with the supervisor to identify and discuss worker strength and weaknesses.
  4. Using the Problems and Solutions List as a guide, prompt the individual to write in the problems discussed. If specific solutions were suggested by the supervisor, write them in the “Solutions” section.
- D. Discuss with the employee one to three actions that, when demonstrated, could solve the problem. Use the Problems and Solutions List that was just developed, if necessary. Discuss what action the individual plans to demonstrate in order to accomplish the daily goal. In the “Plan” section, the individual should write in how he or she is going to work on each stated goal.
- F. After completing the “Goal” and “Plan” sections of the Improvement Contract, the individual should begin his or her shift and concentrate on achieving the stated goals. At the end of the work shift, follow these steps:
1. For each goal, instruct the individual to evaluate him- or herself and determine if the goal was accomplished. Instruct the individual to indicate whether the goal was accomplished in the “My evaluation” column.
  2. Instruct the individual to give the Improvement Contract to the supervisor for an evaluation of the day’s performance. The supervisor should respond by indicating whether he or she thinks the goal was met in the “Supervisor’s eval-

uation” column. Have the supervisor explain each evaluation in the column labeled “Comments” Discuss the completed evaluation with the supervisor.

3. Instruct the individual to determine if the answers in the “Supervisor’s evaluation” matches those in “My evaluation,” and circle the corresponding response in the “Match” column.

G. Adjustments to evaluations can be made by writing them into the corresponding boxes in the column labeled “Next goal.”

*Note:* Individuals may discover from supervisor feedback that the goals they are setting are appropriate but find that the solutions proposed to meet the goals are not working. If so, you may need to refer back to the Problems and Solutions List to look at new solutions to the goals. The individual should determine what solution will lead to a positive evaluation and use it on the next day’s Improvement Contract.

H. Encourage the individual to think about how long to keep the same goal and when to move on to a new goal. The individual also needs to determine whether his or her solutions are working. Encourage the individual to give solutions enough time to work.

I. For the next day, instruct the individual to refer to the “Next goal” section from the previous day’s Improvement Contract to set his or her goals for the new working day in the section labeled “Goal.”

J. The individual should attain independent matches for at least 80% for all components of the Improvement Contract over the 10-day period. It is important that Improvement Contracts are updated periodically with the individual. Problem solving is an ongoing process that addresses current job demands. Do not allow the process to stagnate. As the individual becomes successful, assure new goals are set for job improvement at least every 2 weeks.

#### Develop a picture format

##### Materials Needed

Basic Improvement Contract

##### Completed:

Problems and Solutions List

A. For individuals needing an illustrated Improvement Contract, attach pictures that best illustrate the individual’s job improvement needs in the column labeled “Goals.” Place improvement needs in the appropriate work, social or personal goal boxes. A completed example of an illustrated Basic Improvement Contract is on page 217.

B. With the employee, develop one to three actions that if demonstrated could solve the identified problem in the “Goal” boxes. Use the Problems and Solutions List, if necessary. Place the chosen solutions in the column labeled “Plan.”

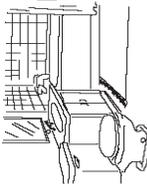
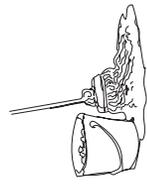
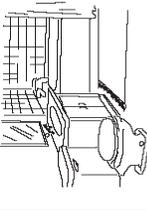
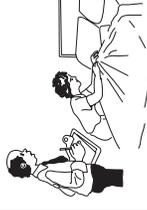
II:F:22:2

Basic Improvement Contract

Solving On-the-Job Problems

Name: Pat Sample

Date: July 21, 2003

Goal	Plan	My evaluation	Supervisor's evaluation	Match	Comments	Next goal
<input checked="" type="checkbox"/>  Clean restrooms	<input checked="" type="checkbox"/>  Mop well	Yes (circled)    No	Yes (circled)    No	Yes (circled)    No	 Floor was dry mopped  Floor was too wet	<input checked="" type="checkbox"/>  Clean restrooms
<input checked="" type="checkbox"/>  Follow directions	<input checked="" type="checkbox"/>  Check to see if I'm being stubborn	Yes (circled)    No	Yes (circled)    No	Yes (circled)    No	 Asked boss  Checked list  Refused directions	<input checked="" type="checkbox"/>  Follow directions
<input type="checkbox"/>	<input type="checkbox"/>	Yes    No	Yes    No	Yes    No		<input type="checkbox"/>

- 
- C. For positive supervisor evaluations, copy and place the pictures from the “Plan” column into the “Comments” column. Add one or two new pictures that the individual could choose from that illustrate possible negative outcomes.
- D. Copy and place the picture from the “Goals” column into the “Next goal” column. Develop these with the individual, and add one or two new pictures from which the individual can choose.
- E. Explain and model the procedures of the Improvement Contract.
1. Choose goals to work on for the day by circling the corresponding pictures in the boxes of the “Goals” column. Write in keywords that best describe the problem under the picture.
  2. Circle the picture that best illustrates how the chosen goal will be accomplished in the shaded column labeled “Plan.” Write in keywords that best describe the pictured item.
  3. After work, the individual should evaluate his or her performance for each goal by circling “Yes” or “No” in the corresponding box in the column labeled “My evaluation.”
  4. Instruct the employee to give the contract to the supervisor. Ask the supervisor to circle “Yes” or “No” in the “Supervisor’s evaluation” column. Ask the supervisor to explain the positive or negative evaluation for each goal circled in the “Goal” column. Write the information in the “Comments” column. Convert to illustrations.
  5. For each goal circled, compare the “My evaluation” section to the “Supervisor’s evaluation” section. Evaluate if they are the same or different and circle “Yes” or “No” response in the “Comments” column.
  6. Determine why the evaluation matched or did not match by circling the picture in the “Comments” column that best describes the reasoning.
- F. If the individual received a “No” from the supervisor, instruct him or her to repeat the goal by checking the box in the section labeled “Next goal” in the corresponding work, social, or personal area of the contract. If the individual met the requirements of the job and received a “Yes,” he or she may choose the same next goal or opt for a new one.
- G. Assist the individual through the process as much as needed or until the individual can perform the process independently.

Develop Improvement  
Contract: Alternates 1, 2, 3,  
and 4

Materials Needed

Improvement Contract:  
Alternates 1, 2, 3, and 4

Completed:  
Supervisor Evaluation Card:  
Form A.

- H. Determine whether the individual understands the format and can productively use it. Individuals must independently meet the 80% problem-solving criterion over a 10-day period.
- I. It is important that the Improvement Contract be updated periodically with the individual. This should be an ongoing working process for the individual that addresses current job demands. Do not allow the process to stagnate.
- J. The employment specialist should encourage the individual to become as independent as possible, assisting only when needed.
- A. Samples of some alternative improvement contracts are included that can be used to individualize the decision-making and problem-solving processes (see pp. 366–369). These are only a few of the many adaptations that can be made. A few individuals may choose to use an audiotape recorder or some other media instead of a pictorial or written format. No matter what form or method is used, be sure to include the choose, manage, evaluate, and adjust model. Remember some individuals may need to develop a Problems and Solutions List.
- B. Improvement Contract: Alternates 1 and 2 are very similar in design. Start by developing the problems and solutions. Pictures can be used to illustrate the “Goal” (i.e., the problem) and “Plan” (i.e., the solution) sections, or they can be written in. The individual checks the box that identifies the problem and the solution he or she chooses to work on. One or more can be chosen daily.
1. Improvement Contract: Alternate 1 allows for only one problem that can be chosen in the work, social, and personal areas. Improvement Contract: Alternate 2 allows for two problems for each work, social, and personal area.
  2. Improvement Contract: Alternates 1 and 2 request the supervisor to write in any concerns that may be developing. Concerns typically are not about requirements of the job but about things that may be bothering the supervisor that may, if not corrected, affect the individual’s job.
  3. Ask the employee to choose the goal and plan for the day by checking the specified work, social, and personal box. Picture or written formats can be used. The “Next time” adjustment section requires individuals to make a plan for the next day based on the supervisor’s feedback for the day and to check the box indicating his or her choice.
- C. Improvement Contract: Alternate 3 is a written form that should be used *with* the Supervisor Evaluation Card: Form A. This contract does not have the self-evaluation component.

1. The contract should be shared with the supervisor so that he or she knows specifically what the employee is working toward.
  2. Once the Supervisor Evaluation Card: Form A is returned to the employee, he or she needs to determine if he or she met the goals and what goals will be needed for the next day's work.
  3. Individuals who become good problem solvers may learn to use this contract on a weekly basis.
- D. Improvement Contract: Alternate 4 is designed for use with individuals who find that their emotions may get in the way of their employment success. The contract relates performance to positive and negative feelings the person is experiencing. This is an open-ended format for individuals who also demonstrate good writing skills.
1. Each time you use this contract, assist the individual through the process as much as needed or until the individual can perform the process independently.
  2. To determine if the individual understands and can productively use this format, he or she must meet the 80% problem-solving criterion over a 10-day period. If the criterion is not met, change the format or use another form.
- E. It is important that improvement contracts be updated periodically with the individual. This should be an ongoing process for the individual that addresses current needs.
- F. Do not allow the process to stagnate. As the individual becomes successful, make sure that new goals are set for job improvement at least every 2 weeks.

## Objective 22: What If?

What if the individual is using an illustrated improvement contract and is unable to meet the criterion of 80% matches?

*The individual may not understand the process or may need additional modeling or more time to practice using the contract or a new format. If the individual's evaluation consistently fails to match his or her supervisor's evaluation, the individual may need to return to the match contract. If the individual is having difficulty with checking appropriate goals, then reduce the number of items from five to three or from three to two. Consider other possible formats other than paper and pencil. Perhaps an audiotape or verbal methodology would work better.*

What if the individual is having difficulty with developing problems and solutions for his or her improvement contract?

*Use the Problems and Solutions List. This form offers a method to develop a general list of problems and solutions for the individual to refer to at any time. Each form has space for one problem and several positive and negative solutions. Allow the individual to determine his or her own problems and solutions to choose from. If the employment specialist finds some solution inappropriate, do not intervene. Let the individual learn from his or her own mistakes. Update the list on a regular basis.*

What if the individual keeps choosing the same problems and solutions?

*As long as the supervisor's evaluations continue to be positive, that's okay. Some individuals may need to choose these goals time and again. You can challenge the individual to try something new that might help him or her advance. Work on developing a new Problems and Solutions List. Be careful not to disrupt the individual's system if it seems to be working.*

What if new problems have surfaced from the supervisor's evaluations, but the individual keeps choosing the same problems and solutions?

*Review the supervisor's evaluations with the individual. Develop a new Problems and Solutions List. If needed, complete some new Can I Do This Job? forms.*

What if the individual is having difficulty with developing problems and solutions for his or her improvement contract?

*Use the Problems and Solutions List. This form offers a method to develop a general list of problems and solutions for the individual to refer to at any time. Each form has space for one problem and several positive and negative solutions. Allow the individual to determine his or her own problems and solutions to choose from. If the employment specialist finds some solution inappropriate, do not intervene. Let the individual learn from his or her own mistakes. Update the list on a regular basis.*

SECTION II. PLACEMENT AND FOLLOW-ALONG:  
SELF-MANAGEMENT  
GOAL F: SOLVE ON-THE-JOB PROBLEMS

Objective 23: Teaching Ongoing Adjustments

**CONTENTS**

Monitor progress  
Facilitate adjustments  
Modify specific problems and solutions

**MATERIALS NEEDED**

Improvement Contract Data Summary (II:F:23:1)  
Quarterly Placement Summary (II:F:23:2)  
Completed:  
Problems and Solutions List (II:F:22:1)  
Improvement Contracts (II:F:22:2-6)

**PURPOSE**

To provide a method for individuals to monitor their progress overtime on a periodic basis

**LOCATION**

Office  
Employment Site

Monitor progress

Materials Needed  
Improvement Contract Data Summary

- A. To monitor individual’s Improvement Contracts use the Improvement Contract Data Summary. Gather the Improvement Contracts used by the individual for the week. For each contract date, transfer the information to the Improvement Contract Data Summary (see p. 370).
  1. *Solicited supervisor feedback.* Does the individual get the evaluation section or card filled out by the supervisor? Enter 1 for “Yes” and 0 for “No.”
  2. *Identified problems.* Is there a goal or problem listed in this section? If the supervisor gave a “No” on the last evaluation, there needs to be a goal or problem listed. If the supervisor gave a “Yes,” the individual may list a goal or problem of his or her own, but it is not required. The individual receives feedback in three areas: work, social, and personal. Give partial credit (.33, .50, or 1, depending on how many goals were set to be worked on) in each area for listing a needed goal or problem or if the individual received a “Yes” in that area in the previous evaluation. Concerns listed by the supervisor should be treated as a “No.”

3. *Identified solutions.* Is there a plan or solution listed? If the supervisor gave a “No” on the last evaluation or if a goal or problem is listed, there should be a plan or solution listed. Give partial credit (.33, .50, or 1) depending on how many goals were set to be worked on) for each section.
  4. *Replaced work problems with work solutions.* Does the individual get or maintain an improved “Yes” evaluation in the work section? Score 1 for “Yes” and 0 for “No.” Concerns listed by the supervisor should be treated as a “No.”
  5. *Replaced social problems with social solutions.* Does the individual get or maintain an improved “Yes” evaluation in the social section? Score 1 for “Yes” and 0 for “No.” Concerns listed by the supervisor should be treated as a “No.”
  6. *Replaced personal problems with personal solutions.* Does the individual get or maintain an improved “Yes” evaluation in the personal section? Score 1 for “Yes” and 0 for “No.” Concerns listed by the supervisor should be treated as a “No.”
  7. *Followed through on adjustment.* Does the individual have a “Next time” goal in the work, social, or personal area where he or she received a “No” or a “Concern” for that day? Give partial credit (.33, .50, or 1, depending on how many goals were set to be worked on) for each work, social and personal section. Give partial credit (.33, .50, or 1, depending on how many goals were set to be worked on) in each area for listing a needed goal or problem or if the individual received a “Yes” in that area in the previous evaluation.
- B. Data entry on a weekly basis is preferable. Monitor progress toward meeting the criterion of 80% matches for all components of the contract that were used. Identify any problems.
  - C. If the individual is only receiving Supervisor Feedback Cards, record the data for columns 3, 4, and 5 only.
  - D. Every 2 weeks, add the entries for each section of the Improvement Contract Data Summary. Divide by the total number of entries to obtain a percentage score for that section.
  - E. Gather all the Improvement Contract Data Summary Forms, and summarize weekly progress on the Quarterly Placement Summary. Calculate the total averages for the quarter. Review the Quarterly Placement Summary with the individual. Progress information can be used for planning and development of an annual Individual Program Plan or Individual Written Rehabilitation Plan. An example of a completed Quarterly Placement Summary is shown on page 225.

II:F:23:2

**Quarterly Placement Summary**

Solving  
On-the-Job Problems

Name: Pat Sample Jobsite: Do Drop Inn Start date: 3/15/2003

Week	Date	Percentage of days per week feed-back was required	Percentage of days per week feed-back was provided	Minimum feedback provided	Percentage of days per week the goal matched the supervisor's previous evaluation	Percentage of days per week individual's next day's plan matched the next day's goal	Followed through on adjustment
1	4/8	100%	100%	(Yes) No	100%	100%	0%
2	4/13	100%	100%	(Yes) No	100%	95%	60%
3	4/20	100%	100%	(Yes) No	100%	90%	60%
4	4/27	100%	100%	(Yes) No	100%	90%	60%
5	5/3	100%	100%	(Yes) No	100%	90%	60%
6	5/10	100%	100%	(Yes) No	100%	90%	65%
7	5/17	100%	100%	(Yes) No	100%	85%	65%
8	5/24	100%	100%	(Yes) No	100%	85%	65%
9	6/1	80%	80%	(Yes) No	100%	75%	65%
10	6/8	80%	80%	(Yes) No	100%	75%	70%
11	6/15	80%	80%	(Yes) No	100%	85%	70%
12	6/22	80%	80%	(Yes) No	100%	85%	70%
13	6/29	80%	80%	(Yes) No	100%	85%	70%
Total averages		92%	92%	100%	100%	87%	60%

## Facilitate adjustments

- A. Emphasize on a regular basis that the individual has a way of controlling his or her daily performance by using a problem-solving system. It is up to him or her to get control of his or her job and follow through.
  - 1. Individualize the Improvement Contract so that the individual can use it as independently as possible. He or she needs to be able to stay in control and advance later in the job.
  - 2. When the individual is not following his or her plan, discuss the “Plan” section of the Improvement Contract until he or she realizes this fact.
  - 3. If the individual is getting “No”s and continues to choose the same problems and solutions, begin every day with a review. Have the individual come up with new possible problems and solutions. Have the individual review his or her current Problems and Solutions List.
- B. During the beginning or early stages of problem solving, work with the individual to write down problems and solutions he or she is struggling with on the Problems and Solutions List. The individual needs to build up a list of consistent and appropriate problems and solutions.

## Modify specific problems and solutions

- A. Monitor Improvement Contracts and the Improvement Contract Data Summary on a regular basis.
- B. If the individual is getting “No” responses or items of concern written by the supervisor for 3 or more days, or if the individual lists the same goals and plans on a regular basis that are no longer concerns or does not list goals at all, here are some solutions:
  - 1. Develop a new Problems and Solutions List with the individual by using Improvement Contracts that have been completed in the past. Identify strengths and needs.
  - 2. Identify recurring on-the-job problems with the individual and assist him or her in finding three possible solutions to each problem identified.
  - 3. Meet with the supervisor to identify and discuss strong areas and areas that need improvement.
  - 4. Problems and Solution Lists can be illustrated using pictures, if appropriate.
- C. If the individual is successful with the Improvement Contract but seems to be getting bored with the format he or she is using, develop new formats for the individual to demonstrate his or her problem-solving skill.

1. Set up an audiotape recorder for the individual so that he or she can state his or her goals, plans, evaluation, and adjustment.
2. Set up a journal format for the individual.
3. DayTimers or weekly planners can be useful to the individual to track his or her daily progress and determine his or her needs and plans.

II:F:23

Objective 23: What If?

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What if the individual did not have an opportunity to complete one part of the contract?

*When recording data, write "N/A" (i.e., not applicable) in the blank section of the Improvement Contract Data Summary.*

# SECTION II. PLACEMENT AND FOLLOW-ALONG: SELF-MANAGEMENT GOAL F: SOLVING ON-THE-JOB PROBLEMS

## Objective 24: Monitoring Changes and Adjustments

**CONTENTS**

On-going support procedures  
Introduce My Change Plan  
Determine time lines and supports  
Implement plan  
Outcomes and adjustments

**MATERIALS NEEDED**

My Change Plan: Form A (II:F:24:1) and Form B (II:F:24:2)  
Completed:  
Improvement Contracts (II:F: 22:2-6)  
Improvement Contract Data Summary (II:F: 23:1)  
Quarterly Placement Summary (II:F:23:2)

**PURPOSE**

To provide a method for individuals to use their own continuous choices, develop their own methods of self-evaluation and problem solving, and implement their own interventions

**LOCATION**

Employment Site  
Office  
Community

On-going support procedures

Materials Needed

Completed:  
Improvement Contracts  
Improvement Contract Data Summary  
Quarterly Placement Summary

- A. As individuals successfully maintain their employment status they must:
  - 1. Become proficient in using an effective problem-solving method
  - 2. Schedule supervisor evaluation feedback on a daily, weekly, or bimonthly basis
  - 3. Make needed adjustments independently
- B. The employment specialist must establish a long-term visitation schedule with the supervisor.
  - 1. Monitor individual-directed procedures for problem solving.
  - 2. Serve as a liaison for the supervisor, coworkers, and individual.
  - 3. Serve as a liaison for home or residential staff.
  - 4. Establish and maintain a system of natural supports.

- 
- C. The employment specialist must periodically determine if a change in Improvement Contracts is appropriate. Work with the individual to develop simple procedures for adapting his or her own method of problem solving and on-the-job evaluations.
  - D. The employment specialist must, when necessary, implement an intervention strategies package and assist the individual to develop his or her own interventions.
  - E. The employment specialist must continue to maintain a database through the use of the Improvement Contract Data Summary form and the Quarterly Placement Summary.
  - F. The employment specialist must look at changes in the business setting and monitor the need for retraining, advancement, or growth.
  - G. The employment specialist must 1) teach the business to respect the new employee's input and respect him or her as much as other employees, 2) teach co-workers any necessary intervention procedures, and 2) teach the employee to the point of independence and then fade and support the employer.
    - 1. Structure the sacred principals of problem solving (i.e., self-set goals, self-developed plans, supervisor feedback, self-evaluation, self-directed adjustment) to fit the needs of the employer.
    - 2. Be an on-call resource for the individual and the business. Teach the supervisor and co-workers to distinguish problems and concerns. Teach the supervisor and the individual to use the list of concerns by plugging concerns into the Improvement Contract.
    - 3. Work with new supervisors to establish rapport, and educate them about problem solving. Teach them the flexibility and simplicity of the model.
    - 4. Establish natural supports when necessary so that support is provided by co-workers and not always by the job coach.
    - 5. Serve as a technical resource for the individual (e.g., transportation, schooling, Social Security).
    - 6. Continue to work with the individual on career planning and possible future career moves.
  - H. When meeting with the individual, be productive.
    - 1. Set up a comfortable atmosphere. Meet for lunch, ice cream, or some other relaxed occasion. Routine meetings at the jobsite may not be the best place nor the most natural environment for someone to talk about him- or herself openly.
-

## Introduce the My Change Plan

### Materials Needed

My Change Plan: Form A or B

2. Share something that has happened in your life since the last time you met. Inquire how things are going for the individual.
  3. Discuss how things are going at work, such as any changes that have taken place and how are these changes affecting him or her.
  4. Reinforce positive statements and discuss concerns.
  5. Complete or go over the Improvement Contracts. Discuss goals as they relate to career or life advancement. Discuss plans as they relate to the goals. Listen to evaluations, and use many positive comments. Note, without reprimand, any concerns that are discussed. Acknowledge any necessary adjustment statements. Reinforce the recognition of the supervisor's concerns and the individual's efforts to correct or work on them.
  6. Be aware and look for signs of boredom regarding the completion of the Improvement Contract. Discuss the format and timeline, and find out if new goals are needed.
  7. Periodically check the hours worked and money earned. Note any sudden change in hours worked and how it is affecting the individual.
- A. As the individual becomes proficient in his or her problem-solving skills, My Change Plan should be introduced as a long-term strategy for successful employment maintenance and as a vehicle for career advancement (see pp. 372–373).
  - B. My Change Plan offers a systematic procedure for the individual to periodically evaluate him- or herself and the environment in which he or she works. It affords the individual a further opportunity to evaluate his or her current needs, set goals, make plans, act on plans, evaluate the results of his or her actions, and make needed adjustments in order to meet stated goals. My Change Plan should be completed at least every 6 months or when sudden changes in attitude, motivation, performance, or behavior are noticed.
  - C. Form A is open ended. Individuals who choose to use this form should have some writing skills. Pictures should be used to illustrate individual preferences and outcomes when using Form B (see [www.brookespublishing.com/picturebank](http://www.brookespublishing.com/picturebank)). An example of a completed My Change Plan: Form A is shown on page 232.
  - D. Discuss each work, social, personal, schedule, wages, and education category in depth. Find out which existing demand areas are okay or any factors the individual may want to change. If the individual wants to make a goal change, help him or her to record the new goals in the section labeled "Goal." If the individual feels that there are no changes, then suggest they write "Okay." Accept the individual's response.

II:F:24:1

## My Change Plan: Form A

Solving  
On-the-Job ProblemsName: Kelly SampleDate: September 15, 2003

	Work	Social	Personal	Schedule	Wages	Education
Goal	Work in an office	okay	okay	okay	okay	Improve my reading
Plan	Ask my boss					Ask Mom for help
By what month?	November					January
My results	My boss said I have to improve my reading					Mom helps me two times per week
Month	November					January
Next goal	I still want to work in an office.					I still want to work in an office.

Determine time lines and supports

E. If a goal is chosen, help the individual to develop several possible actions that may lead to realizing the new goal. The individual should choose one solution or plan. Place the phrase or picture representing the phrase in the section labeled "Plan."

A. For each "Goal" section in which a change is identified, assist the individual to determine realistic timelines that will be needed for successful change. Discuss support needs or resources the individual may use to help accomplish the written plan in the "Plan" section. Write the month the goal will be accomplished in the "By what month?" section.

Implement the plan

A. Individuals should implement the plan stating the supports needed to accomplish the goal by the date written in the row labeled "Month." The employment specialist should periodically monitor how the individual is progressing. If barriers are identified, assistance may be needed so the individual can remove them if possible.

1. Provide a copy of My Change Plan for the individual to refer to during the implementation period.
2. Initiate frequent contact and take an interest in the progress of each goal.

Outcomes and adjustments

A. Assist the individual to record the outcomes of his or her actions in the "My results" section of the plan. When using Form A, indicate the month that the action took place. When using Form B, circle the appropriate picture. When talking about the progress, the individual should determine if there is a match to the month chosen in the "My results" section. No notation of the match should be made on the form.

B. Based on the outcomes stated in the "My results" section, explore all possible adjustments that could be made to meet the goal set by the individual in the "My goals" section. Assist the individual to record his or her adjustment statement (use pictures when using Form B) in the section labeled "Next goal." Use the adjustment statements to develop a new My Change Plan, and repeat the process for the next 6 months with a new My Change Plan.

## Objective 24: What If?

What if, after several opportunities to complete My Change Plan, the individual continues to state that everything is fine and no changes are needed?

*Don't push too hard. The individual may be very happy, satisfied, and successful. However, make sure the individual understands that change is possible. You might want to develop a list of possible changes for each section of the plan for him or her to think about. Make sure you develop a plan list to support the items on the proposed change list. Some individuals may feel they do not have the control or ability to make the suggested changes. Assure them that they do.*