

COMMUNITY-BASED WORK ASSESSMENT AND INSTRUCTIONAL PLAN TEMPLATE

Target Job: With the aid of a career coach, Lisette will intern as a kitchen assistant in a local chain restaurant where her primary responsibilities will be food and surface preparation tasks like washing, chopping, and peeling under the supervision of a prep cook.

Summary of Required Skills/ Considerations (from Situational/ Ecological Analysis)

Social considerations for Lisette include safety around strangers and conversing professionally with authority figures, customers, and coworkers. Cognitive requirements for the job in food service for Lisette will include navigating the bus schedule, recognizing relevant signs, and learning the steps to execute the tasks she is given properly. Physical considerations for Lisette will include safely maneuvering to and from the bus and in slippery restaurant areas. Communication requirements for her desired job include clear and effective communication with other staff members, which may require using a communication device due to her challenges with articulation. Behavioral considerations for Lisette in her employment environment include following safety procedures, including proper uniforms, hand washing, staying safe from hazards, and wearing the proper uniform. She must also learn to manage her time and belongings using schedules and prompts. Culturally, Lisette must learn to advocate for herself when working around people unfamiliar with Down syndrome. She will need to understand and be able to explain the nature of her disability and be prepared to talk openly about her strengths and needs to avoid being dismissed by bosses.

Case Student Strengths, Challenge Areas

Strengths

1. Acquired many age-appropriate behaviors
2. Works 20 hours a week at a pretzel shop
3. Enjoys conversing in social situations
4. Supportive family that values her choices and safety
5. Assistive technology device to aid in articulating her thoughts

Challenges

1. Below-average cognitive and academic functioning (about the third-grade level)
2. Needs support in new settings or when working with new equipment
3. Lacks the confidence to converse with coworkers and needs training on her assistive technology for communication
4. Needs support of a cane to walk and physical therapy to navigate difficult terrain
5. Needs training on safe socialization
6. Needs training to prepare for her daily activities independently

Job-Related Goals:

1. By the end of her internship, Lisette will utilize self-created tasks in Microsoft To-Do on her smartphone, independently prepare herself for her internship each day, and arrive at work with all required items 80% of the time, as monitored by her direct supervisor.

2. By the end of her internship, Lisette will consistently wear nonslip shoes, obey all safety rules, and use her walker to safely board the bus each morning, navigate uneven or slippery surfaces and narrow or highly populated areas using polite verbal requests in 8 out of 10 trials as observed and monitored by a shadowing adult aide.

3. Using her voice output device, Lisette will professionally ask her direct supervisor for instructions and, with the aid of preprogrammed task analysis and set alarms on her smartphone, work diligently and accurately to execute the required task to completion or until her alarm sounds after a 30-minute duration then check in with her supervisor for feedback and further instruction in 7 out of 10 trials as monitored by her direct supervisor.

Readiness Assessments

Goal	Assessment Type	How Assessment will be Used
1- Safe and Independent Mobility	Feedback/ Observation	Lisette and her adult shadow will track her daily performance and ease of completion.
2-Preparedness and Punctuality	Observation/Daily feedback using Trainee Evaluation Form	Her supervisor will observe Lisette creating digital task analyses and lists on directed tasks then rate the effectiveness of her application digital task analysis, lists, and schedule. Success will be achieved by observing a 1-point improvement in each area over the duration of the internship.
3- Safety, Communication, Compliance, Professionalism, and Timeliness	Observation/Daily feedback using Trainee Evaluation Form	Lisette's supervisor will document her understanding of sequencing activities and monitor her communication, pace, and time on task. Success will be achieved by observing a 1-point improvement in each area over the duration of the internship.

Classroom Activity Planning

Goal #1:	By the end of her internship, Lisette will utilize self-created tasks in Microsoft To-Do on her smartphone, independently prepare herself for her internship each day, and arrive at work with all required items 80% of the time, as monitored by her direct supervisor.
Activity #1 Description Role-play and Evaluation	When prompted, Lisette will answer appropriate questions about smartphone care and operation, demonstrate safe storage, proper plug-in, power saving, and shutdown/start-up procedures, and navigate the requested proper application.
Activity #2 Description Independent Task Development	When given pertinent settings and scenarios twice weekly, Lisette will use speech-to-text on her smartphone to create lists of tasks relevant to the proposed situation, revise the list with peer assistance, and independently create a task list in Microsoft To-Do.
Activity #3 Description Creating and Implementing Task Analysis	When prompted, Lisette will create a digital task to prepare herself for school and rehearse the procedure in class, receiving teacher feedback to modify her list where necessary. Then, she will utilize the digital task daily to prepare for school and track her success.
Activity #4 Description Volunteer	Using resources such as bus schedules, job descriptions, and CBIs, Lisette will independently create an agenda and multiple task analyses for assisting at the local soup kitchen pantry. The teacher will assist with appropriate corrections before Lisette volunteers under the supervision and monitoring of her career coach.
Goal #2:	By the end of her internship, Lisette will consistently wear nonslip shoes, obey all safety rules, and use her walker to safely board the bus each morning, navigate uneven or slippery surfaces and narrow or highly populated areas using polite verbal requests in 8 out of 10 trials as observed and monitored by a shadowing adult aide.
Activity #1 Description Role-play for Mobility	To increase her speed and accuracy, Lisette will use a stopwatch to time herself, open her walker, walk through a teacher-made classroom obstacle course, close the walker, and sit in a chair each day.
Activity #2 Description Using AT and Constructing Polite Requests	Lisette will brainstorm polite ways to request help, create flashcards, and match the cards to pictorial representations of scenarios twice weekly. She will also utilize her voice output device to state requests in mock scenarios.
Activity #3 Description Exercising Communication and Advocacy	Lisette will verbally direct a peer in opening her walker, navigating a teacher-made classroom obstacle course that includes people, presenting appropriate requests/greetings, and closing the walker.

<p>Activity #4 Description Planning and practicing for Volunteering</p>	<p>Utilizing Microsoft To-Do, Lisette will independently schedule and plan her route to the local soup kitchen and practice this route with an adult shadow. The teacher will help correct her plan before her initial attempt and after receiving feedback from Lisette and the shadow.</p>
<p>Goal #3:</p>	<p>Using her voice output device, Lisette will professionally ask her direct supervisor for instructions and, with the aid of preprogrammed task analysis and set alarms on her smartphone, work diligently and accurately to execute the required task to completion or until her alarm sounds after a 30-minute duration then check in with her supervisor for feedback and further instruction in 7 out of 10 trials as monitored by her direct supervisor.</p>
<p>Activity #1 Description Independently Programming and Utilizing AT</p>	<p>Lisette will demonstrate setting appropriate alarms for time duration and specific times within the class period, which she will title tasks such as “monitor pace,” “monitor mood,” and “prepare to leave” and apply the individualized class schedule along with duration alarms daily.</p>
<p>Activity #2 Description Logical Task Sequencing Evaluation and Role-play</p>	<p>Lisette will complete worksheet activities to sequence tasks logically, order those tasks in her digital list, and apply that logic daily throughout each 30-minute on-task duration (e.g., when asked to roll silverware, she will first clean hands, clean the surfaces, gather supplies, and then roll silverware). She will also remain on task when presented with distractions.</p>
<p>Activity #3 Description Adjusting to Unfamiliar Situations Professionally</p>	<p>When prompted, Lisette will attempt novel tasks with a peer supervisor (e.g., counting and sorting objects, folding or cleaning new items, and gathering unfamiliar objects) and will demonstrate professional questioning, returning for feedback and instruction within the 30-minute task duration and modifying performance based on feedback.</p>
<p>Activity #4 Description Preparing and Applying AT, Task Analysis, and Professionalism</p>	<p>While volunteering, Lisette will complete tasks for which she has programmed task analysis into her Microsoft To-Do with teacher assistance. She will also independently utilize her 30-minute task timer to check with her soup kitchen supervisor regularly for instruction and feedback.</p>

Work-Based Learning/ Supports/ Assessment

Describe how you will build upon skills learned in the school-based learning environment for further learning in the field-based/ work-based environment. Developmentally connect the school and on-job learning experiences.

The classroom training goals selected for Lisette will lay the foundation for the following necessary workplace skills: safety, preparedness, communication, punctuality, compliance, professionalism, and timeliness. The first goal of preparing herself for school will address preparedness, punctuality, and timeliness skills. The second goal will address safety, communication, timeliness, and punctuality skills. The third goal will address compliance, professionalism, communication, timeliness, and punctuality skills. The created evaluation tool mimics an employee evaluation form to help Lisette become familiar with the employee/supervisor feedback process.

When Lisette learns to prepare herself independently for school by utilizing her resources, she will be able to prepare for work each morning and board the city bus on time. Lisette must be equipped to care for her device, create and program relevant lists/schedules, utilize lists, and make necessary modifications for novel situations to adapt to new expectations within the workplace. Utilizing planning and safety skills under teacher direction and adult shadow supervision will allow her to fine-tune her route and planning process for her volunteer opportunity and, later, the workplace. Lisette must value and apply safety methods when navigating her job and workplace. She must learn to verbally advocate for her needs to stay safe and accomplish tasks in a timely manner. She must become familiar with her assistive technology and use it efficiently to adapt to new landscapes and challenges. She must learn how to quickly, safely, and politely interact with people who may be obstructing her path. She will direct a peer in negotiating obstacles and communicating appropriately to exercise her communication skills and self-advocacy. Often, seeing situations from a different perspective provides value and meaning, so helping a peer navigate safely could help her take her own safety more seriously.

Lisette's final goal pulls together and solidifies much of her earlier learning. The teacher, peers, and soup kitchen volunteers representing Lisette's direct supervisor facilitate a variety of practice simulating everyday work experiences that encourage her to work independently and confidently. She will also learn to logically order tasks to ensure she can follow commands as expected by a supervisor. The activities are structured to increase accurate on-task behaviors and create opportunities for asking clarifying questions professionally. Managing unfamiliar tasks is an important exercise for Lisette to utilize her logic and communication skills. The consistent 30-minute interval between instructions teaches Lisette to monitor her time, communicate effectively, and adapt to new requests. Her final project at the local soup kitchen will allow her to pull together many of the skills she practiced throughout the year in a welcoming environment.

Assessment Tool

Design below an observational assessment tool specific to this case student and the chosen job, taking into account the goals and previous work identified.

Intern - Trainee Evaluation Form	
Trainee Name:	
Job Title:	
Reviewer:	
Review Period:	
Today's Date:	
Ratings by Skill Area	0= Poor/ 1= Fair/ 2= Good/ 3 Excellent
Punctuality	
<i>Comments:</i>	<i>(Ex. Arrive with time to secure belongings and prepare an area for work)</i>
Preparedness	
<i>Comments:</i>	<i>(Ex. Proper uniform, supplies, lists, AT, schedules, and safety equipment)</i>
Safety	
<i>Comments</i>	<i>(Ex. Utilizes proper footwear, handrails, AT, handwashing, surface prep, etc.)</i>
Communication	
<i>Comments:</i>	<i>(Ex. Use of AT, on topic, detailed, appropriate for time and setting, polite)</i>
Compliance	
<i>Comments</i>	<i>(Ex. Requests and applies instruction safely and accurately)</i>
Professionalism	
<i>Comments</i>	<i>(Ex. Engages staff and customers appropriately, respects rules/procedures)</i>
Timeliness	
<i>Comments</i>	<i>(Ex. Begins tasks promptly and returns promptly for appropriate feedback)</i>
Overall Rating	