



PATHWAYS to the **FUTURE**

Presented By



Sample Work Exploration Program
Implementation Manual that can be
customized for West Virginia counties.



Work Exploration Program

Implementation Manual

Table of Contents

SECTION 1: General Guidance 4

| | |
|--|----|
| Work Exploration Program Overview | 4 |
| Work Exploration Timeline | 6 |
| Job Development | 7 |
| Safety | 7 |
| Job Coach Responsibilities | 8 |
| WV Board of Risk and Insurance Management | 9 |
| Assessment, IEP Guidance, Scheduling and Graduation Credit | 10 |
| Self-Determination | 13 |

SECTION 2: Student Evaluation, Grading, and Forms 17

| | |
|---|----|
| Sample Interest Inventory | 18 |
| Evaluation Report Guidelines | 19 |
| Work Exploration Evaluation - Sample Narrative Statements | 20 |
| Work Exploration Evaluations | 21 |
| Jobsite Inventory/Safety Checklist | 24 |
| Sample Work Exploration Program Brochure | 25 |

SECTION 3: Local Education Agency Information/Task Analysis 26

| | |
|---|----|
| Contacts: Work Exploration Staff and Bus Garage | 26 |
| County Job Site List | 26 |
| Samples | |
| Job Site Task Analysis | 27 |
| Office/Clerical | 27 |
| Food Service | 28 |
| Purchasing Department-Hospital | 28 |
| Material Handling/Warehouse | 29 |
| Retail/Receiving | 29 |
| Hotel/Motel | 30 |



PATHWAYS
to the **FUTURE**

Presented By

WEST VIRGINIA DIVISION OF
REHABILITATION SERVICES

SECTION 1: General Guidance



Work Exploration Program Overview

This manual is intended to provide guidance for school districts that wish to start a Work Exploration Program (WEP). WEPs are designed to provide real world unpaid work experience in community-based settings. Business participants may range from small businesses to large institutional settings such as hospitals.

The Work Exploration Programs (WEP) in West Virginia are a special education service designed to complement the secondary high school core curriculum for some youth with disabilities. It is one of multiple transition services options that provides the student with opportunities to develop work related and job specific skills for adulthood in their community, a best practice for implementing secondary transition services. The multi-faceted WEP goals include development of skills in the following areas:

- Career exploration
- Informed choice making
- Communication skills
- Social skills
- Job specific skills
- Job seeking and job keeping skills
- Career decision making, and
- Self-determination and self-advocacy.

School and district staff support students in WEP community settings. Not only does the student gain valuable information to make informed choices about careers, but the teacher gains a deeper understanding for identifying instructional targets for the classroom. The benefit to the student is learning and practice of specific skills in a variety of settings, as well as determining likes and dislikes regarding both jobs and job tasks. Designing classroom instruction to meet the learning needs of each student assures the acquisition of critical adult living skills. Additionally, parent involvement becomes a natural and necessary part of the process at a time when many become less involved in the Individualized Education Plan (IEP) development process.

After developing business partners and training staff, the program occurs during school time and may include morning or afternoon jobsites ranging from 1-2 hours in duration. Students that have greater training needs are supervised on the job by classroom teachers or aides, also identified as job coaches. The job coach has a number of responsibilities (see Job Coach Responsibilities section). Students who possess better work and social skills may work independently with staff check-ins as needed. Quality supervision by the staff is essential including the use of fading techniques as students demonstrate skill acquisition.

Students are routinely placed in two jobsites per year. Over the course of their high school careers they have the opportunity to experience a number of different job settings and to interact with co-workers at each jobsite. This number may vary based on individual student need and jobsite availability.

Participation in a variety of job settings enhances both work and social skills and guides students in making an informed choice on what type of job best matches their interests and aptitude. Participation in vocational opportunities matched to interest are a proven dropout prevention strategy. In addition, feedback from West Virginia Division of Rehabilitation Services (WVDRS) staff strongly indicates that students who have participated in a WEP are better prepared for post-secondary employment and successful DRS case closure.

| General Resources | |
|--|---|
| Title | Link |
| WVDE-OSP-WV Transition Guidance Documents | http://wvde.state.wv.us/osp/Transition/wvguidancedocuments.html |
| Access graphic organizer for transition services from elementary education through adulthood with particular focus on years when transition services are required to be implemented and documented in the IEP. | |
| Pathways WV | http://www.pathwayswv.org/community-rehabilitation-programs.php |
| Community Rehabilitation Programs and Providers | |

This manual will take interested school districts through the step-by-step process of starting and maintaining a WEP. The Timeline that follows is a guide for initializing a WEP at the local or district level.

TIMELINE AND TASKS TO DEVELOP A WORK EXPLORATION PROGRAM

| | |
|-----------------------|---|
| August | Initial contact with district special education director |
| | <ul style="list-style-type: none"> Provide overview of work exploration program and set up to district leadership Identify school level staff |
| September | Initial contact with educators/staff at district and schools |
| | <ul style="list-style-type: none"> Provide overview of work exploration program and set up Determine interest level and identify educators and staff Determine knowledge level for training and other needs |
| September- October | Identify possible students for participation |
| | <ul style="list-style-type: none"> Identify students for participation Review Individualized Education Program (IEP) for needed changes, schedule IEP, and obtain parental consent Discuss interest inventories and administer to students Identify staff to coordinate as lead job coach |
| October | Provide follow up professional development for staff |
| | <ul style="list-style-type: none"> Discuss interests/needs of specific students, job site options, and self-advocacy needs Discuss support level needs for students, grouping options, and staff assignments Discuss evaluation options and report writing |
| October- November | Complete community survey to identify potential businesses and job |
| | <ul style="list-style-type: none"> Identify potential businesses and specific jobs Match student interests to specific businesses for best match |
| November | Provide professional development for staff |
| | <ul style="list-style-type: none"> Train on job development, task analysis, report writing, and workplace safety issues Train regarding West Virginia Board of Risk and Insurance Management (BRIM) registration and student coverage |
| November- December | Recruit businesses |
| | <ul style="list-style-type: none"> Identify specific jobs Complete task analysis of jobs Develop safety plan/procedures for each job site Fine tune all aspects of program start-up |
| December | Visit job sites with teachers |
| | <ul style="list-style-type: none"> Demonstrate job duties using task analysis and refine Train assigned staff at each job site Problem solve and adjust as needed |
| December- January | Initial meeting at job sites with students |
| | <ul style="list-style-type: none"> Introduce students to employer and staff Demonstrate job tasks and answer questions/concerns Provide on-site safety training Student begins work experience at the job site |

Job Development

A variety of challenges exists for all counties as they initiate a WEP. Options for employment are limited in some areas, but there are also fewer students that need a WEP in those localities. Sometimes creativity is required to identify locations for WEP participation. It is vital to examine the labor market in an area, as well as to complete a community survey to identify options for the local WEP. The most effective strategy for developing business partners for a WEP is to talk to the staff at the participating high school. Without fail, especially in smaller communities, the staff will be familiar with all local businesses. Whether it be a family member, an acquaintance or an outside affiliation such as church, the school staff will be able to assist with the procurement of business partners. As experience has shown when approaching a new business, if someone who already knows the business owner or manager has put in a good word for the program it is much easier to “sell” than a stranger making a cold call.

After meeting with the business and getting their agreement to participate it is important that key staff visit the jobsite and understand the specific requirements of that job. This could include time spent job shadowing, going through new employee orientation and actually doing the job prior to the students being placed. A safety review (see Safety section) should also be done at this time.

While performing these activities it is also important to inform the regular employees about the program and answer any questions which may arise. These preliminary activities prior to student placement will ensure that there is a smooth transition from the school to the work setting for program participants.

Safety

While the purpose of the WEP is to assist students in developing both specific work skills and work-related social skills, the most important consideration on any job site is safety. On the first day of each new job site, before work can commence, it is mandatory that the job site safety checklist be reviewed with each student in conjunction with the employer and documented. WEP staff are also required to discuss and review any other safety issues pertaining to each job, such as proper lifting, proper handling of tools and materials, and focusing on hazards peculiar to the job site. Individual safety concerns for the student must also be discussed.

In addition, the Department of Labor has designated certain tools and/or pieces of equipment as hazardous and may not be operated by anyone under 18 years of age. Consultation with the job site supervisor will determine if any such hazards exist. It is the responsibility of the onsite county staff to ensure that the job site rules are understood and followed by participating students.

County school staff must keep a copy of the student's emergency card onsite. Should an accident occur on the job, the parent/guardian must be immediately notified, a company incident report must be filled out, and appropriate paperwork at the student's school must also be completed. Parents need to understand that the WEP is real work in the community. Each can support the student in the ongoing learning process to assure the student maintains a safety mindset.

A safety checklist is necessary for each job site. It should include general safety rules and procedures and those specific to the job task. See the Forms section for a Sample Job Safety Checklist.

Job Coach Responsibilities

- Meet school bus at designated time and place.
- Walk students to job site.
- Introduce yourself to contact person and workers or check-in daily.
- Discuss or review possible safety hazards and ways to prevent accidents.
- Discuss or review rules necessary for job site.
- Perform task analysis of job site.
- Develop routine and teach to students.
- For those students that require constant supervision, stay with students at all times. If students are working in different areas, circulate between areas.
- Provide routine checks of students working independently.
- Check quality and quantity of work produced by students.
- Communicate clearly to business staff without making assumptions.
- Maintain quality standards used by business.
- Keep students busy working and on task.
- Encourage students to establish and maintain appropriate social interactions with employees.
- Complete all assigned work before leaving job site.
- Inform business of the days and times students will be working.
- Notify business if a substitute will be supervising students.
- Telephone business any scheduled work day that you and students will not be working, in advance if possible.
- Telephone bus garage or local transportation if bus needs to be cancelled for any reason.
- At the end of the semester or grading period, complete an Evaluation form (see Forms section). Place one in student's school file and send one home with the report card. Maintain day-to-day notes regarding student progress. If student will earn a grade for the WEP, the supervising teacher shall determine

requirements for course grades and communicate them in advance (see Grading section).

- Notify bus garages and drivers of last day for bus runs, for the semester.
- Document any problems occurring at the job site and notify WEP staff or county/school supervisors as soon as possible.
- Contact WEP staff or county/school supervisors if any questions arise.

WV Board of Risk and Insurance Management

All students and staff who participate in the Work Exploration Program are covered by the WV Board of Risk and Insurance Management (BRIM) insurance policy. It is the responsibility of the County/District WEP staff assigned to each school to collect the following information for each job site:

| Job Site Information | |
|---------------------------------|--------------------------|
| Business Name | |
| Mailing Address | |
| Business Contact Person | |
| Phone Number | |
| Fax Number | |
| Type//Name of School Activity | Work Exploration Program |
| Name of School | |
| School Contact | |
| Date(s) and Time(s) of Activity | |

After this information is compiled, the lead job coach turns all information into BRIM and a Certificate of Insurance is mailed to the participating business. Student placements may not begin until the business has received the insurance certificate.

For clarification issues, concerns or questions, contact:
 Lori D. Bailey, Office Assistant II
 Lori.d.bailey@wv.gov
 WV Board of Risk & Insurance Management
 1124 Smith Street Suite 4300
 Charleston, WV 25301
 Telephone: 304-766-2646
 800-345-4669 Toll Free
 Fax: 304-558-6004

Assessment, IEP Guidance, Scheduling and Graduation Credit

Students are referred to the WEP at the IEP meeting; however, this option should be discussed with the student and/or parent prior to the IEP so the full range of options are considered. This is especially important during the planning phase for transition services. Other options might include classes to prepare students for college, participation in career technical education regular or special programs, in school experiences, volunteer experiences, experiential learning, etc. Decisions for students of transition age that are documented in the IEP are noted throughout the IEP document but most specifically on the Transition Services page. This page reflects the considerations for transition planning, coordination of the school counselor and others that help the student develop the Personalized Education Plan (PEP). It also identifies assessments that were administered; specifies post-secondary goals in the areas of education/training, employment, and adult living; specifies the career cluster and program of study; and identifies activities/linkages on an annual basis. The IEP denotes other individuals representing post school options that should be invited to the next IEP team meeting to assist with decisions about transition services and if the student is working toward a standard or modified diploma. Statements in the Present Levels section of the IEP regarding transition assessments, activities, linkages, experiences and services assist the team to visualize a clear pathway for the transition from school to post school settings.

All students with IEPs must begin receiving transition services at age 15 or earlier if appropriate (IDEA and WVDE Policy 2419) and continue through graduation. Transition services are defined as “coordinated services” that help prepare the student for post school settings of work/training, education and independent living. The IEP document is updated annually and reflects how the student is making progress toward the stated post school goals. Assessment plays a significant role during this time period. Decisions made by the IEP team and documented in the IEP are a result of summative and formative statewide and individualized assessments. Transition planning begins with a plan for ongoing and coordinated formal and informal assessments that reflects student interest and aptitude. Typical assessments for all school age students and those relating to special education eligibility contribute to discussion and decisions regarding transition services, especially those related to decision making about post school options. Other assessments beginning at grade 8 begin to assess student interest and aptitude relating to careers and occupational choices. Additional assessments for transition services are frequently necessary for students with IEPs. After the student is referred to the WEP, it is the responsibility of the WEP staff to administer an Interest Inventory or consult with other school staff responsible for transition services to determine student interest from previously administered instruments. WEP staff will identify possible job sites for participation based on student interests.

WEP participants have periodic work exploration reports that provide valuable assessment information for transition decision making. Reports should be documented and used for present levels development and decisions about services during IEP development. Service location options noted on the Services page of the IEP for WEP participants are most typically noted as Direct General Education Environment, because the WEP occurs in an integrated community-based setting that includes individuals with and without disabilities.

Participating students will be assigned to experience a minimum of two different job sites each school year, except in special circumstances. The placement is made in consultation between the student, school and WEP staff. During the course of the student's program participation it is important that they experience job placements based on the interest and aptitude discerned on the Interest Inventory. It is also important for students to try a number of different jobs. Students often do not know what they are most interested in or good at until they have had a variety of work experiences. WEP is called work "exploration" for a reason.

Logistics for scheduling students is a team effort between both school and WEP staff and vital to credit completion for students working toward a standard diploma. If a student will miss part of another class during a week, provision for missed instruction must be pre-determined or the schedule must provide for required minutes as mandated by Policy 2510. If the WEP is part of the class, no other adjustments are necessary. Counties of varying sizes may have to adjust WEP schedules and coordinate with the transportation office, or local bus services.

WV Policy 2510, Section 5, describes the 24 required credits for graduation with a standard diploma for all WV students. Eighteen of those credits are specifically prescribed while six (6) are identified as "personalized." The development of the Personalized Education Plan (PEP) for a student requires that course work for four (4) credits leads "directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs." The four credits may be designed to include community work experiences through the WEP. Consult the West Virginia Education Information Systems (WVEIS): Course Codes for Scheduling 2016/2017 (or manual for the current year) and county supervisors to assist in determination of the specific courses for the WEP program, Sections 2 and 3 regarding Miscellaneous Instructional courses and guidance for development of local content standards.

A district WEP has several options for designating courses for participating students when the WEP is not embedded as part of an established course (see Career Technical Education course descriptions for examples of community work experiences). In

Sections 2 and 3, Miscellaneous: Instructional, specific courses that might be utilized specifically for WEP include:

- Alternate Process/Workplace Skills,
- Workplace Skills,
- Career Awareness,
- Career Exploration,
- Career Preparation,
- Dropout prevention,
- Work-based Experience.

Courses with these course codes do not require local Content Standards and Objectives (CSOs) to be submitted to WVDE for approval; however, local CSOs must be approved by the local Board of Education. Districts may also elect to submit CSOs for elective courses to the WVDE for approval as another option, also approved by the local Board of Education. The WVDE is in the process of moving from Next Generation Content Standards and Objectives to WV College and Career Readiness Standards as of 2016. Refer to the WVDE website for the most current information regarding guidance for instructional standards.

The courses and credits earned may be designed to cross the secondary grades and credit hours adjusted to meet credits earned, see Policy 2510 Sections 5 and 13. This could mean that a student participates in a WEP placement for fewer than five days per week and for a specified number of hours for longer than a grading period to earn 1 full credit or that the experience is part of the curriculum for that course. Other creative and personalized options may also be designed.

The standards and goals that guide the curriculum for the student working toward a modified diploma and utilizing the Next Generation Essential Elements Alternate Standards (NxGEE) are specified in the IEP. Assessments and postsecondary goals assist the IEP team in identifying the present levels of performance and subsequent services for the student. Although not a requirement, designing standards for this group of students on a course by course basis that allows the IEP team to select from a range of standards or to customize standards for each student demonstrates a level of high expectations for the group of students with the most significant disabilities.

| Internet Resources for topics discussed in this section: | |
|---|---|
| Title of Page | Internet Link |
| WVDE-WVEIS-Support | http://wveis.k12.wv.us/wveis2004/support.htm |
| Access current year Course Code Manual here. Select the link. Find page for Miscellaneous courses in Section 2: Course Codes by Content Area | |
| WVDE-State Board-Policies | http://wvde.state.wv.us/policies/ |
| Access WVDE State Board of Education Policy 2510 here. Find sections for guidance regarding secondary grades and credit hours, Community Readiness Concentration. Find Policy 2315, Comprehensive School Counseling and Guidance, here. | |
| WVDE-School Counseling | http://wvde.state.wv.us/counselors/ |
| Access links to guidance documents and worksheets for developing the PEP here. | |
| WVDE-OSP-Transition Assessments | http://wvde.state.wv.us/osp/Transition/wvguidancedocuments.html |
| Access document to assist in planning and decision making about transition assessment | |

Self-Determination and Self-Advocacy

Community work experiences present opportunities for students with IEPs to develop skills in areas of self-determination and self-advocacy, vital skills for taking control of one's life. Making decisions about the future is a natural part of growing up and becoming an adult; however, it is highly individualized for each student. IDEA specifies that transition services must be based on student needs, interests and preferences. It also requires IEP participation of the student at transition age, even if that means with assistance. Some students have led their own IEP as a result of direct instruction. Self-determination is a process for all individuals where one learns to make choices and decisions, take risks and assume the responsibility for those decisions. This process applies to all facets of life and at all stages of life. It is part of the instructional process for individuals with disabilities.

Adult settings focus on eligibility for specialized services rather than the entitlement of public school settings, creating a need for youth to know and understand changes that arise to obtain needed services for education, training, work and living. Understanding one's disability and having the ability to both talk with others about the disability, as well as to make decisions about disclosure is vital to adulthood. This often requires a more formal and thoughtful approach for the individual with a disability while in school. Staff must be knowledgeable of the array of self-determination skills specific to individuals with disabilities, challenges presented after high school and curricula to assist the development of these skills.

Research (see secondary transition technical assistance centers websites, such as NTACTION, NTTAC, NCSET and various individuals) shows that students with IEPs that demonstrate higher skills in self-determination and self-advocacy while in school,

typically are more successful in the areas of education, training, work and living in the post school setting. Students must be increasingly able to make informed decisions about the future and about disclosure issues as they exit from high school. Real world experiences of a WEP provide these opportunities in a safe learning environment where an individual can learn from taking risks, experiencing success, making mistakes and reflecting on the results to improve skills. Educators can guide and support the individual to identify and set goals for gaining self-determination skills.

The WEP provides excellent opportunity for developing skills in self-determination and self-advocacy. Youth are able to practice target skills daily in community-based settings. Staff can observe, provide direct instruction and opportunities for practice in a safe setting. The WEP is a natural opportunity for youth to identify environments and job characteristics they think they like and later to make informed choices about the same after experiences in several job settings. Additionally, the social skills needed for work, education, training and living are practiced at the job site. Various strategies and instructional materials are available for educators and allow the student to use cues to problem-solve decisions they are making or have made and to self-monitor or observe their progress toward self-determination goals. Adults that come in contact with youth with disabilities have challenges and reservations about allowing youth to make choices, but can learn to be a guide rather than an instructor. Adults naturally want to protect the individual with a disability; however, this safe setting is much better than never allowing the youth to make choices until adulthood. The following are examples of self-determination skills that may be a focus of the WEP.

Readiness for a community work experience:

- Talking to a stranger/to others in an appropriate manner, especially for retail kinds of locations.
- Ask directions to get around community.
- Ask directions within the work site.
- Advocate for self on the job when unsure and the job coach is not there; always ask a business supervisor first (Guide students to understand that making your own decision is not always the best on the job site). Some school staff may not understand from a business perspective.
- Speak up when something is not quite right, and ask for assistance.
- Identify someone at the job site to ask if an issue arises or for work related questions. This could be a job coach or a specific employee or supervisor.

While on the WEP site:

- Greeting others.
 - What to do at break time.
 - Ask for directions, such as:
 - Where is the cafeteria?
 - Where is the vending machine?
 - Where is the restroom?
 - Understand the rules of the business, such as:
 - if purchasing an item from the business, keep the receipt close at hand/in pocket to prove purchase
 - Learn what items that are required for the specific WEP site, such as:
 - clean clothes, uniform, etc.
 - Ask the job coach to assist with needs to make the work experience successful
 - Work etiquette, such as:
 - knowing when and how to call into work if late or sick
 - using acceptable language on the job
 - touch/contact others appropriately on the job
 - cleaning up after yourself
 - how to handle bumping into others
 - not talking too much on the job
- Teach these behaviors explicitly.

Assessments for self-determination are available to assist in identifying the needs of each individual or a simple observation checklist might be developed at the local level. The Zarrow Center at Oklahoma University has two self-determination scales available for free download and use in addition to materials for teaching self-determination.

| Resources for Self-Determination | |
|--|---|
| Title | Link |
| National Technical Assistance Center on Transition-NTACT, formerly National Secondary Transition Technical Assistance Center-NSTTAC | http://transitionta.org |
| Current (2016) national technical assistance site for transition services supported by the US Department of Education, Office of Special Education Programs and Rehabilitation Services. | |
| <p>From the NTACT website: Self-Determination and Youth Leadership Development</p> <ul style="list-style-type: none"> Resources from the Zarrow Center for Learning Enrichment at the University of Oklahoma Zarrow Center SD Resources I'm Determined: http://www.imdetermined.org/ Youthhood: http://www.youthhood.org/index.asp Many States support state-specific resources for students to use as they plan for their futures. Here are a few: <ul style="list-style-type: none"> California: https://www.californiacolleges.edu/#/ Colorado: https://www.collegeincolorado.org/ District of Columbia: http://ossesecondarytransition.org/topic/determination Georgia: https://www.gafutures.org/ Indiana: https://www.iyi.org/index.php/drive-of-your-life Pennsylvania: http://www.secondarytransition.org/ | |
| National Center on Secondary Education and Transition-NCSET | http://ncset.org |
| Early national technical assistance site for transition services supported by the US Department of Education, Office of Special Education Programs. | |
| National Collaborative on Workforce and Disability | http://www.ncwd-youth.info |
| Site to access documents and research about youth development and other topics. | |
| PACER Center-National Parent Center on Transition and Employment | http://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp |
| Technical assistance center from the parent perspective. Materials are free. Videos are quality. | |
| Self-Advocacy Online | http://selfadvocacyonline.org |
| Website where one can learn about self-advocacy and hear stories from self-advocates. | |
| Institute on Community Integration, University of Massachusetts | https://ici.umn.edu/default.html |
| Nationally funded University Center for Excellence in Developmental Disabilities. Videos provide a variety of valuable information and stories from self-advocates. | |
| Beach Center | http://www.beachcenter.org/default.aspx?JScript=1 |
| Zarrow Center at Oklahoma University | http://www.ou.edu/education/centers-and-partnerships/zarrow.html |

SECTION 2: Student Evaluation, Grading, Forms and Samples



Forms

Maintaining records for participants of the WEP is vital to the success of the program and supports the IEP. This section includes guidance, forms and samples for customizing at the district level.

The Work Evaluation form and Interest Inventory are the primary forms of documentation for the WEP. Both are summative kinds of assessments, because they provide a summary of where student growth is at any given time; however, both may also be considered as formative assessment. Each provides the student and other members of the student team with information to plan the next step(s) for the student.

At the beginning of each school year, an interest inventory is completed with each student that is scheduled to participate in the WEP. At the end of each semester, a work evaluation is completed for each participant. Copies of the interest inventory and work evaluation form are included in this section. Also, included are pointers for writing an effective evaluation.

There are multiple interest inventories available through purchase of materials, on the internet or even a customized inventory developed by the district. Pro-Ed, Inc. at www.proedinc.com publishes transition materials, including interest inventories. A simple inventory is a starting point, but there are many factors that influence career decisions. Informal Assessments for Transition: Employment and Career Planning, a Pro-Ed publication, is one resource with multiple informal assessments, including interest inventories. "I Like To ..." is one example of a simple interest inventory from Pro-Ed. The internet is another tool for finding interest inventories. The O*Net Profiler is a comprehensive interest inventory that results in possible career recommendations for the individual to explore. The profiler can be found at <http://www.pathwayswv.org/interest-profiler.php> or <https://www.mynextmove.org/explore/ip> and is sponsored by the U.S. Department of Labor. Some school districts utilize a variety of resources to develop their own customized interest inventory. All of these are valid locations for interest inventories. What is most important is that youth not only identify interests but have a variety of experiences in actual work settings to make informed career choices.

Sample Interest Inventories

| | | | | | |
|--|--|---|---|---|--|
| <h3 style="text-align: center;">Work Exploration Interest Inventory</h3> <p>Student Name: _____ Date: _____</p> <p>Form Completed by: _____</p> <p style="text-align: center;">Skills</p> <p>Directions: Place a check (✓) next to all the things that you do well. Then put a star (*) next to the three things you do best.</p> <p>I'm good at:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Taking care of other people <input type="checkbox"/> Dealing with the public <input type="checkbox"/> Organize things <input type="checkbox"/> Marking change <input type="checkbox"/> Typing/filing <input type="checkbox"/> Answering phones <input type="checkbox"/> Using a computer <input type="checkbox"/> Waiting on tables <input type="checkbox"/> Construction/carpentry <input type="checkbox"/> House painting <input type="checkbox"/> Operating machines or tools <input type="checkbox"/> Fixing machines <input type="checkbox"/> Welding <input type="checkbox"/> Fixing cars <input type="checkbox"/> Logging <input type="checkbox"/> Gardening <input type="checkbox"/> Yard work </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Sports <input type="checkbox"/> Music <input type="checkbox"/> Teaching <input type="checkbox"/> Babysitting <input type="checkbox"/> Cooking <input type="checkbox"/> Sewing or knitting <input type="checkbox"/> Cleaning <input type="checkbox"/> Hairdressing <input type="checkbox"/> Driving <input type="checkbox"/> Farming </td> </tr> </table> | <input type="checkbox"/> Taking care of other people <input type="checkbox"/> Dealing with the public <input type="checkbox"/> Organize things <input type="checkbox"/> Marking change <input type="checkbox"/> Typing/filing <input type="checkbox"/> Answering phones <input type="checkbox"/> Using a computer <input type="checkbox"/> Waiting on tables <input type="checkbox"/> Construction/carpentry <input type="checkbox"/> House painting <input type="checkbox"/> Operating machines or tools <input type="checkbox"/> Fixing machines <input type="checkbox"/> Welding <input type="checkbox"/> Fixing cars <input type="checkbox"/> Logging <input type="checkbox"/> Gardening <input type="checkbox"/> Yard work | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Sports <input type="checkbox"/> Music <input type="checkbox"/> Teaching <input type="checkbox"/> Babysitting <input type="checkbox"/> Cooking <input type="checkbox"/> Sewing or knitting <input type="checkbox"/> Cleaning <input type="checkbox"/> Hairdressing <input type="checkbox"/> Driving <input type="checkbox"/> Farming | <h3 style="text-align: center;">Likes and Dislikes</h3> <p>Directions: Place a check (✓) next to any hobbies, interests, or activities that you like. Write "0" if you do not like the activity. Then put a star (*) next to the three things you like to do the most and three things the most. Place an (X) next to the three things you like the least.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Playing sports <input type="checkbox"/> Camping, hiking <input type="checkbox"/> Fishing <input type="checkbox"/> Hunting <input type="checkbox"/> Swimming <input type="checkbox"/> Bicycling <input type="checkbox"/> Horseback riding <input type="checkbox"/> Skiing <input type="checkbox"/> Motorcycling <input type="checkbox"/> Keeping pets <input type="checkbox"/> Raising animals <input type="checkbox"/> Gardening or taking care of plants <input type="checkbox"/> Farming <input type="checkbox"/> Carpentry <input type="checkbox"/> Fishing <input type="checkbox"/> Beauty and hair care <input type="checkbox"/> Listening to music <input type="checkbox"/> Writing songs, stories, poems <input type="checkbox"/> Watching TV or movies <input type="checkbox"/> Playing an instrument </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Drawing <input type="checkbox"/> Painting <input type="checkbox"/> Taking care of people <input type="checkbox"/> Babysitting <input type="checkbox"/> Going to church <input type="checkbox"/> Belonging to a club <input type="checkbox"/> Collecting things <input type="checkbox"/> Visiting with friends <input type="checkbox"/> Sleeping <input type="checkbox"/> Food <input type="checkbox"/> Computers <input type="checkbox"/> Video games <input type="checkbox"/> Cooking <input type="checkbox"/> Sewing <input type="checkbox"/> Knitting <input type="checkbox"/> Reading <input type="checkbox"/> Photography <input type="checkbox"/> Four-wheeler <input type="checkbox"/> Motocross <input type="checkbox"/> Working out </td> </tr> </table> <p>Post-Secondary Questions:</p> <ol style="list-style-type: none"> 1. What are your plans for after high school? (job, more training, etc.) _____ 2. Where and with whom do you want to live after high school? _____ 3. What are your hopes and dreams for after high school? _____ | <input type="checkbox"/> Playing sports <input type="checkbox"/> Camping, hiking <input type="checkbox"/> Fishing <input type="checkbox"/> Hunting <input type="checkbox"/> Swimming <input type="checkbox"/> Bicycling <input type="checkbox"/> Horseback riding <input type="checkbox"/> Skiing <input type="checkbox"/> Motorcycling <input type="checkbox"/> Keeping pets <input type="checkbox"/> Raising animals <input type="checkbox"/> Gardening or taking care of plants <input type="checkbox"/> Farming <input type="checkbox"/> Carpentry <input type="checkbox"/> Fishing <input type="checkbox"/> Beauty and hair care <input type="checkbox"/> Listening to music <input type="checkbox"/> Writing songs, stories, poems <input type="checkbox"/> Watching TV or movies <input type="checkbox"/> Playing an instrument | <input type="checkbox"/> Drawing <input type="checkbox"/> Painting <input type="checkbox"/> Taking care of people <input type="checkbox"/> Babysitting <input type="checkbox"/> Going to church <input type="checkbox"/> Belonging to a club <input type="checkbox"/> Collecting things <input type="checkbox"/> Visiting with friends <input type="checkbox"/> Sleeping <input type="checkbox"/> Food <input type="checkbox"/> Computers <input type="checkbox"/> Video games <input type="checkbox"/> Cooking <input type="checkbox"/> Sewing <input type="checkbox"/> Knitting <input type="checkbox"/> Reading <input type="checkbox"/> Photography <input type="checkbox"/> Four-wheeler <input type="checkbox"/> Motocross <input type="checkbox"/> Working out |
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| <input type="checkbox"/> Playing sports <input type="checkbox"/> Camping, hiking <input type="checkbox"/> Fishing <input type="checkbox"/> Hunting <input type="checkbox"/> Swimming <input type="checkbox"/> Bicycling <input type="checkbox"/> Horseback riding <input type="checkbox"/> Skiing <input type="checkbox"/> Motorcycling <input type="checkbox"/> Keeping pets <input type="checkbox"/> Raising animals <input type="checkbox"/> Gardening or taking care of plants <input type="checkbox"/> Farming <input type="checkbox"/> Carpentry <input type="checkbox"/> Fishing <input type="checkbox"/> Beauty and hair care <input type="checkbox"/> Listening to music <input type="checkbox"/> Writing songs, stories, poems <input type="checkbox"/> Watching TV or movies <input type="checkbox"/> Playing an instrument | <input type="checkbox"/> Drawing <input type="checkbox"/> Painting <input type="checkbox"/> Taking care of people <input type="checkbox"/> Babysitting <input type="checkbox"/> Going to church <input type="checkbox"/> Belonging to a club <input type="checkbox"/> Collecting things <input type="checkbox"/> Visiting with friends <input type="checkbox"/> Sleeping <input type="checkbox"/> Food <input type="checkbox"/> Computers <input type="checkbox"/> Video games <input type="checkbox"/> Cooking <input type="checkbox"/> Sewing <input type="checkbox"/> Knitting <input type="checkbox"/> Reading <input type="checkbox"/> Photography <input type="checkbox"/> Four-wheeler <input type="checkbox"/> Motocross <input type="checkbox"/> Working out | | | | |

Name: _____ Date: _____


7. Work Preferences and Values Inventory

Please place a mark (✓ or X) next to the choice that seems to be the most like you.

1. work indoors
 work outdoors
2. work alone
 work with other people
3. work with your hands
 work with your mind
4. work in the daytime
 work at night
5. work for a boss
 be a boss yourself
6. create or build something
 use plans someone else has made
7. work in a city
 work in the country
8. make a lot of money at a job you enjoy
 enjoy your job but not make a lot
9. have a job you can get when you want
 have a job that requires college
10. have a job where you travel
 have a job where you stay in one place
11. work in your own home
 work outside your home
12. be famous
 be known only to your friends and family
13. have a job where you help other people
 have a job where you work more for yourself

SAMPLE

Please refer to:
**Informal Assessments for
Transition Planning—
Second Edition (14167)**
ISBN: 9781416405436



Look carefully at the choices you have made. List three jobs you might one day have that would interest you most.

1. _____
2. _____
3. _____

Note from Connections: A Transition Curriculum for Grades 3 Through 6 (p. 35), by Jefferson County Public Schools, n.d., Denver, CO: Jefferson County Public Schools. Copyright by Jefferson County Public Schools. Adapted with permission.

Evaluation Report Guidelines

Completion of the Work Evaluation form provides a comprehensive description of the student's progress for the entire grading period. This information will be used to document progress on IEP goals, assign a grade for credit, and will contribute to the development of the new IEP. Completion of the Summary of Performance report for graduation and further work site assignments for the WEP will assist the student in development of a resume, in addition to other uses. It is important that the report provide sufficient and quality information for a variety of potential needs.

The list that follows provides very specific pointers for development of a professional report that will be reviewed by various individuals.

- Consider the appearance of the report.
- Print or type for clarity.
- If completing evaluation by hand, assure copies will be clear and legible.
- Check spelling, grammar and punctuation. Ask someone to review the complete evaluation report to identify any errors, especially if developing reports is not a typical job duty.
- List assigned tasks to the right of the behavior checklist. Number them and write in short, clear statements.
- Use the lines at the bottom to describe how the student performed—both job skills and social skills, progression of skills development and any challenges that the student was able to improve upon or correct. Any items on the behavior list noted other than Y or DNA warrant a response. Recommendations for continued placement at a work site or termination of a site may be determined on an individual basis. Notation of student interest or any required adaptations are appropriate on the report. The next page includes some examples of statements for this section of the form.

The Work Evaluation is completed at each semester for every student at each job site. Two copies of the Work Evaluation form are required, one for the school file and one to be sent home to the parent/guardian. Make sure both are signed and dated.

When a student will receive a credit and grade for the WEP, a daily Work Evaluation Form should be completed and points assigned on a daily basis when the student is at the job site. Points are totaled at the end of the grading period and a grade assigned.

Sample Work Evaluation Forms

The statements for each of the topics listed below are samples only of statements that might be recorded on the Work Evaluation Forms in the narrative section at bottom of each page.

Job Skills/Successes

- Learned all of his/her assigned tasks within _____ (time period). was able to complete all tasks at a competitive rate with little or no prompting.
- Utilized visual or written prompts to follow all steps required to complete his/her assigned tasks.

Social Skills/Successes

- Exhibited good/well-developed social skills. He/she was able to ask for assistance when needed.
- Socialized well with co-workers and demonstrated appropriate behaviors during break.
- Stated many times how much he/she liked his/her work at this site. Additional experience in this area of work may help him/her obtain a job he/she is interested in pursuing.
- Was well liked by co-workers.
- Got along well with co-workers.

Job Skills/Problems

- Needed a verbal prompt to finish most tasks.
- Needs further work with _____.
- Needed prompting to find other work when finished with assigned tasks.
- Required help with counting to 100.
- Requires constant supervision on the job.
- Needs more time to learn the sequence of skills required for this job.

Social Skills/Problems

- Was shy and had difficulty meeting people.
- Was reluctant to ask questions.
- Responds negatively to constructive criticism.
- Exhibits difficulties dealing with job stress.

WORK EVALUATION FORM

Student Name _____ Birthdate _____
 First Middle Last
School _____ Date Placed _____
Classroom Teacher _____ Current Date _____
Job Site _____

DNA = Does Not Apply N = No S = Sometimes DNO - Did Not Observe
WA = Without Assistance Y = Yes NI = Needs Improvement

Job Duties:

- 1. Exhibits acceptable social skills _____
- 2. Exhibits appropriate work behavior _____
- 3. Demonstrates honesty _____
- 4. Maintains good attendance _____
- 5. Exhibits good personal hygiene _____
- 6. Exhibits interest in work _____
- 7. Cooperates with co-workers _____
- 8. Understands and follows simple directions _____
- 9. Exhibits resourcefulness in problem solving _____
- 10. Demonstrates ability to work unsupervised _____
- 11. Practices effective communication _____
- 12. Demonstrates ability to stay on task _____
- 13. Completes task in reasonable time _____
- 14. Exhibits initiative in moving to next task _____
- 15. Demonstrates safe work habits _____
- 16. Demonstrates ability to do simple reading _____
- 17. Demonstrates ability to do simple writing _____
- 18. Exhibits ability to do simple counting/weighing _____

List tasks assigned to student on job site and quality of performance: _____

Barriers to Community Participation: _____

Recommendations: _____

Job Coach _____ Phone _____

Work Exploration Evaluation Form

Student: _____

Date: _____

Site: _____

Job Coach: _____

Rate the student in each of the areas below using the following code:
(1) poor (2) below average (3) average (4) above average (5) excellent

1. ____ Starts work in a timely manner
2. ____ Gives eye contact and full attention to supervisor when instructions are given
3. ____ Fully completes each task before moving to next task
4. ____ Works at appropriate speed to insure quality and maintain productivity
5. ____ Follows rules and regulations of the work site
6. ____ Dresses and grooms appropriately for the job site
7. ____ Accepts constructive criticism and attempts to improve performance
8. ____ Gets along with co-workers
9. ____ Performs adequately on preferred and non-preferred tasks alike
10. ____ Demonstrates ability to work unsupervised

List tasks assigned to student on job site and quality of performance: _____

Barriers to Community Participation: _____

Job Coach: _____ Phone: _____

Work Exploration Evaluation Form

Student Name: _____ Date : _____

School: _____ Classroom Teacher: _____ Worksite Location: _____

Please rate the student based on the following work behaviors.

1=poor 2=below average 3=Average 4= Above Average 5= Excellent

| Skills | |
|---|------------------------|
| Attendance: Does the student attend school/work exploration on a regular schedule? | 1 2 3 4 5 |
| Self-Direction: 1. Does the student finish the assigned task before starting a new task or socializing with co-workers? 2. When finished with the task, does the student ask what to do next or move on to another task? | 1 2 3 4 5 1 2 3 4 5 |
| Respect: 1. Does the student treat the coworkers and customers in an acceptable manner? | 1 2 3 4 5 |
| Instructions: 1. Does the student demonstrate understanding of verbal and written instructions? | 1 2 3 4 5 |
| General Appearance: 1. Is the student clean and odor free? 2. Does the student dress appropriate to the job site? | 1 2 3 4 5 1 2 3 4 5 |
| Rules of the Job: 1. Does the student obey and follow the worksite rules and regulations? | 1 2 3 4 5 |
| Basic Skills: 1. Does the student demonstrate necessary reading, math and writing skills if required for the job task? | 1 2 3 4 5 |
| General Attitude: 1. Is the student enthusiastic and positive towards the work experience? 2. Does the student show willingness to learn new methods and to improve work skills? | 1 2 3 4 5 1 2 3 4 5 |
| List Job Duties: | |

For any areas above that scored a 1 or 2 please explain reasons below: _____

Recommendations: _____


Job Coach Signature: _____

Jobsite Inventory/Safety Checklist

| Item | Yes | No | Comments |
|--|-----|----|----------|
| Is the building/workplace accessible? | | | |
| Does the worksite have an open, friendly atmosphere? | | | |
| Are coworkers in close proximity? | | | |
| Is there opportunity to interact with coworkers? | | | |
| Are task analyses or step by step directions/videos available for each jobsite? | | | |
| Is the employer willing to make jobsite accommodations? | | | |
| Is there any pre-testing or certification (i.e. food handlers card) required for this job? | | | |
| Does the worksite have a safety checklist? | | | |
| Is there excessive noise in the workplace? | | | |
| Are there hazardous machines or chemicals onsite (check with supervisor)? | | | |
| Is a step ladder available for reaching high objects? | | | |
| Do all workplace areas have adequate lighting or ventilation? | | | |
| Are aisles doorways and corners free of obstructions to permit visibility and movement? | | | |
| Is lighting in areas and walkways adequate? | | | |
| Are all equipment and supplies in their proper places? | | | |
| Are carts, dollies, etc. available for use in transporting heavy objects and boxes? | | | |
| Is the floor surface level and undamaged? | | | |
| Are there routine fire drills or emergency evacuation drills? | | | |
| Are fire extinguishers easily accessible, checked monthly and operational? | | | |
| Is the worksite neat and free of clutter? | | | |
| Is the floor wet or slippery? | | | |
| Are exit signs illuminated and visible? | | | |
| Are corridors and exits free from obstructions and unlocked? | | | |
| Are stairways are in good repair with handrails and non-slip tread? | | | |
| Are doors and locks in good working order? | | | |
| Are carpeted areas clean, carpets secured to floor and free of worn or frayed seams? | | | |
| Is any equipment or supplies protruding into walkways? | | | |
| Are there cords or cables causing a trip hazard? | | | |

Sample Work Exploration Program Brochure


Available for download at PathwaysWV.org



Work Exploration PROGRAM

Steps to Success

- Local businesses who permit students to use their facilities for effective job training.
- Supportive administration, staff, and teachers who realize the importance of the Work Exploration Program and the student preparation that is required to successfully enter the world of work.
- Experienced school staff to supervise and work alongside students at job sites.
- Supportive family members who encourage and help their students understand and respect the workplace rules and expectations.




Work Exploration Program

Program goals include development of skills in the following areas:


- Career exploration
- Making informed choices
- Communications skills
- Social skills
- Job specific skills
- Job seeking and job keeping skills
- Career decision-making skills
- Self-determination and self-advocacy

For more information on the Work Exploration Program contact:

Work Exploration PROGRAM



Helping youth explore job opportunities in their community.



PathwaysWV.org



WHAT is a Work Exploration Program?

- An opportunity for students to explore job opportunities in their community.
- An extension of the classroom where students develop work skills at community businesses.
- An opportunity designed to build student's self-confidence and self-advocacy skills.

WHO benefits from a Work Exploration Program?

- Students gain valuable work and social skills.
- Communities acquire enthusiastic, productive individuals empowered to become independent citizens.

WHY should businesses participate in a Work Exploration Program?

- Work Exploration Programs give the business community the opportunity to work with students and prepare them for employment.
- Work Exploration Programs help students transition from the classroom to the working world.

WHEN do Work Exploration Programs take place?

- During school hours
- From age 16 to high school graduation

WHERE do Work Exploration Students train?

Innovative community and business leaders provide a variety of job sites for community-based training.

Our students work at large and small businesses such as...

- Restaurants
- Fast Food Establishments
- Grocery Stores
- Banks and Credit Unions
- Professional Offices
- Car Dealerships
- Automotive Centers
- Hospitals and departments:
 - Food Service
 - Laundry
 - Medical Records
 - Purchasing
 - Maintenance
- Child Care Centers
- Hotels
- Book Stores
- Veterinary Offices
- Animal Shelters
- Fitness Centers
- Convenience Stores
- Floral and Gift Shops
- Hair Salons
- Farmers Markets
- Pharmacies
- Warehouses
- ...and many more.




PATHWAYS to the FUTURE

Presented By
WEST VIRGINIA DIVISION OF REHABILITATION SERVICES

PathwaysWV.org

SECTION 3: Local Education Agency Information/Task Analysis



Work Exploration & Bus Garage Contacts

This section should be reviewed annually and updated to reflect current information. When updating denote date of update on document title. School staff that need to cancel or change a schedule should contact the lead job coach by email so documentation can be accurate but should contact the job coach by phone if this

person needs to be the person to contact bus transportation. Otherwise, the school staff needs to contact the bus garage contact person directly when a scheduling change must occur. Refer to other Job Coach Responsibilities in a previous section of the manual. When a county/district has multiple high schools, it is best to maintain organized contact and job site information in addition to the transportation contacts to avoid confusion.

| High School | Lead Job Coach Contact Information | Bus Garage Location Contact Person Contact Information |
|-------------|------------------------------------|--|
| | Name: Phone: Email: | Name: Phone: Email: |

| High School Contact Information | Job Site | Comments |
|---|---|----------|
| School: Name, Principal: Phone: Email: Name, Teacher: Phone: Email: | Job site name: Address: Contact Person: Phone: Email: | |

Job Site Task Analysis

Before the student begins working, the job coach must analyze the job and organize the daily routine. This analysis includes identifying the areas in which various job tasks are performed, determining the essential and non-essential job functions, establishing the work routine, identifying natural supports and natural cues in the workplace and designing appropriate training and support strategies. When starting a new placement, it is useful for the job coach to first go to the job site alone and learn the work routine.

Task analysis is the breaking down and sequencing of a job into teachable steps. It is an efficient way of teaching a variety of skills as it provides the job coach with a consistent approach to the task. It can serve as a useful diagnostic function for staff by helping them focus on targeted skills to be taught. Task analysis also provides the teacher with a sequential instructional program that will allow the student to move to the highest level of independence that he or she is able to achieve at a pace that is appropriate for the individual and that meets the needs of the business.

Following are examples of task analyses in several different work areas. A task analysis can be done on any job that is being performed by breaking it down into its simplest components. Information on how to perform task analysis and many examples can be found by internet search: Job Site Task Analysis. The following are just a few examples of what a task analysis looks like and how a job can be broken down into component parts for those students who require more time and instruction to master the task being taught.

| Office Clerical |
|---|
| Duties: Collating, Stapling Documents |
| General job progression/description: Items are laid out on a table in a left-to-right progression: individual stacks of paper in correct sequence, stapler, bin for finished packages. |
| <ol style="list-style-type: none">1. Stand at the left end of the table2. Pick up one page of paper from the first pile with dominant hand3. Put paper in non-dominant hand4. Move in front of the second pile of paper5. Pick up second page with the dominant hand6. Place it behind the first page in non-dominant hand7. Grab page on the side with both hands8. Move the paper into a vertical position9. Knock paper on the table until aligned10. Slide non-dominant hand to the top corner11. Grab corner with thumb and forefinger12. Place corner paper under jaw of stapler13. Push top of stapler down until staple is released14. Place stapled package in the bin15. Return to left end of table16. Begin the process again until complete |

Hospital Food Service

Duties: Preparing Lunch Boxes

General job progression/description:

Materials are gathered and laid out to assemble lunch boxes; Sandwiches are prepared; Lunch boxes are assembled and placed in refrigerated area.

1. Wash hands
2. Put on hair net
3. Put on gloves
4. Get cart
5. Go to storeroom
6. Count out boxes, dinner napkins, spoons, mayonnaise, applesauce, apple juice, bread, turkey, graham crackers, and quart size Baggies
7. Load cart with items above
8. Take cart to prep area
9. Place all items on counter in prep area
10. Make turkey sandwich
11. Put sandwich in lunch box
12. Put other items in lunch box, ending with napkin, spoon, and mayonnaise
13. Close box and put date sticker on top
14. Load boxes on cart
15. Return leftover items to storeroom
16. Put completed boxes in walk-in refrigerator

Hospital Purchasing Department

Duties: Material Delivery

General job progression/description:

Gather delivery materials, determine items for delivery to specific department, assemble items, take items to delivery location, unload in specified area, get signatures and return for the next delivery

1. Learn layout of hospital and location of each department (ongoing)
2. Get appropriate dolly for size of delivery
3. Ask Purchase Dept. Staff what department the delivery is for
4. Find boxes and paperwork for delivery and load onto dolly
5. Deliver items to correct department
6. Ask where to unload
7. Unload items
8. Have unit clerk sign paperwork
9. Return to Purchasing Dept. and file paperwork
10. Proceed to next delivery and repeat process

Hospital Material Handling/Warehouse

Duties: Cardboard Recycling

General job progression/description:

Collect cardboard, sweep area, take items to crusher, load, activate machine, repeat for all aisles.

1. Get cart
2. Go to aisle one
3. Collect empty cardboard boxes
4. Sweep aisle
5. Take full cart and proceed to crusher in front of warehouse
6. Load crusher
7. Close gate
8. Press green start button
9. Go to aisle two and repeat until all boxes are removed from all aisles

Retail/Receiving Department

Duties: Unpacking, Labeling and Stocking Inventory

General job progression/description:

Remove items from boxes, item stickers on outside of boxes, determine specific information for stock purposes and record on stickers, apply stickers to items, take to appropriate departments, repeat.

1. Go to receiving area in back of store
2. Proceed to back left corner of room
3. Open boxes
4. Remove item from box
5. Remove item sticker from outside of box
6. Get following information from sticker: department, style, and item number
7. Write information from sticker on back of item
8. Place sticker on top right on front of item
9. Place item on cart
10. Take item to the appropriate department and place on shelf
11. Repeat

Hotel/Motel

Duties: Making a Bed

General job progression/description:

Remove then replace bedding in specified order and with specific procedure as designated by the lodging facility. Sample Only

1. Take pillows off bed
2. Put pillows on chair
3. Grasp upper right hand corner of bottom sheet
4. Pull toward headboard
5. Grasp upper right hand corner of top sheet
6. Pull toward headboard
7. Grasp upper right hand corner of blanket
8. Pull toward headboard
9. Grasp upper right hand corner of comforter
10. Pull toward headboard
11. Walk around to the other side of the bed
12. Grasp upper left hand corner of the bottom sheet
13. Pull toward headboard
14. Grasp upper left hand corner of the top sheet
15. Pull toward headboard
16. Grasp upper left hand corner of blanket
17. Pull toward headboard
18. Grasp upper left hand corner of comforter
19. Pull toward headboard
20. Walk around to other side of bed
21. Pick up pillows from chair
22. Place pillows on bed in proper position
23. Smooth any wrinkles on bed with hands

