

Community Site Assessment Worksheet - Front

NAME: Carol

DATE: March 31, 2003

Pre-instruction or Post-instruction? (circle)

JOB SITE: School Office

JOB COACH/STAFF: Ben

Goal?	JOB RESPONSIBILITIES (TASKS)	PASS	EMERGE - note limits	FAIL	If E or F, Note visual structure or teaching strategy to be used
X	Copying: inputs access code on keypad		High		Needs written list of instructions
	Sets number of copies	X			
	Sets single-sided or double-sided	X			
X	Sets collate or staple functions as noted		High		Needs written list of instructions
	Retrieves copies and original	X			
X	Returns to box of person requesting copies		High		Needs written list of instructions
	Typing: retrieves memos to be typed from inbox	X			
X-class	Retypes hand-written memo at 15 wpm		Low – distracted, slower than in class		Needs opportunity to work on typewriter in open area in classroom
X-class	Checks for capitalization and punctuation errors		Low – distracted, needs reminders		Needs written list

PASS = no prompt necessary / independent EMERGE = with assistance FAIL = completes no part of the task

From GOALS, Identify specific skills that will be taught in the classroom to assist skill development, use of structure and generalization.

Skill:

Structure:

Retypes hand-written memo at 15 wpm	Provide typing desk in more open setting in class with written list and timer to redirect attention
Checks for capitalization and punctuation errors	Provide written list

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Goal?	Area of Note	PASS	EMERGE - note limits	FAIL	If E or F, Note visual structure or teaching strategy to be used
X	Vocational Behaviors <i>On Task Ability: Stays on task with coach in close proximity</i>		High		Needs a written list of steps of tasks that coach will point to prompt her to stay focused on task, visual cues in work environment, reduce distractions by setting up work space for fewer people
X	Communication <i>Carol will use her script of topics for break time discussion to prevent embarrassing topics</i>		High		Provide her with a written list of topics to discuss with co-workers at break time, list should be motivating and should gather her attention
X	<i>Communicates the need for help when copy machine is jammed</i>		High – does not know who to go to		Photo/written cue card on copier of who to ask for help
X	Interpersonal Skills <i>Carol will use her written list and visual cues in the copy room to only interact at break time</i>		High		Social story, written cue card on copier, written list of activities, and break time list of topics – coach points to cues to help her remember
X	Independent Functioning <i>Carol will follow list with no more than 3 prompts by coach to the list for each 1 ½ hour session</i>		High		Coach consistently prompts her by pointing to visual structures, to break time topics,
X	Environmental Factors <i>Can work when others are nearby (within 15 ft.)</i>		High		Needs to work at a time of day when there are fewer people in the office, needs an adapted physical structure moving her to a quieter section of the office, using partitions to partially separate her visually from co-workers

Identify Environmental Factors in this site: Small office cluster of 4 rooms, with copier in its own small room with the other office supplies. Overhead Florescent lighting, with a comfortable temperature. Lots of traffic during the day with obvious slow periods. Staff of 4 people who are all very friendly. The main noises come from the copier and the constant ringing of the phone. This office is also located next to the cafeteria and the smells of food are pervasive. In the main area, it is open glass so that people can see out and others can see in. This is not the case in the copy room, which has no windows. The copy room does get a little warmer when the door is closed.

From GOALS, Identify specific skills that will be taught in the classroom to assist skill development, use of structure and generalization.

Skill:	Structure: