

Daily Accomplishment Chart

CLIENT NAME: Carol
JOB SITE: School office

JOB COACH: Ben **INIT.**
SUPERVISING STAFF: Ms. L. **INIT.**

Training Period: <u>Jan-March, 2003</u> Date:	15	17	18						Structure/Accommodation	Comments
Vocational Skills:										
<i>Carol will follow a written list for completing copy and collating orders, returning them to correct mailbox after completion</i>	E1	E1	E1						Written list, check off as complete	
<u>Behaviors/Independent Functioning:</u> <i>Carol will follow list with no more than 3 prompts by coach to the list for each 1 ½ hour session (addresses proximity to co-workers & need for coach at this time)</i>	E1	F	E1						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	1-17 – Carol was distracted by conversation with co-workers on a police investigation <i>(suggest how certain topics should be avoided with Carol)</i>
Leisure Skills:										
Interpersonal Skills: <i>Carol will use her written list and visual cues in the copy room to only interact at break time</i>	NM	E2	E1						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	1-17 – reviewed social story after interactions, pointed to break time topics
Communication: <i>Carol will use her script of topics for break time discussion to prevent embarrassing topics</i>	E1	E1	E1						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	1-17 – Pointed frequently to break topics during break to redirect the discussion, Carol was willing to do this
<i>Communicates the need for help when copy machine is jammed</i>	E1	NM	E1						Photo/written cue card on copier of who to ask for help	

KEY: P=PASS E1=EMERGE HIGH E2=EMERGE LOW F=FAIL NM=NOT MEASURED