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ABSTRACT

The study investigated the initial and long term efficacy of job-related social skills instruction for mildly to moderately handicapped adolescents identified as learning disabled, emotionally handicapped, and educable mentally handicapped. Assessment consisted of behavioral observations of students' performance during role play simulations. Rating scales were also utilized to measure students' self perceptions and perceptions of their parents and teachers of social performance across settings and time. Highly significant differences were detected on posttest measures between the treatment group (N=24) who received direct instruction in 10 job-related social skills and a matched control group (N=25) indicating the effectiveness of the social skills training package for this population. Analyses of responses on the student, parent, and teacher surveys were more ambiguous. However, some positive changes in social performance were perceived by the students and their teachers over the academic year. Results suggested that the training procedures were effective in increasing mildly to moderately handicapped students' performance on job-related social skills under controlled conditions. Although students and their teachers perceived relative increases in social skills over time, generalization of treatment effects to natural work settings was not systematically investigated. Extensive appendixes include the job social skills inventory, student and employer job reports, and copies of project publications. (Author/DB)

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Final Report

Project STEP: Socialization Training for Employment Preparation

Research in Education of the Handicapped

Grant No. G008530216

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U. S. Department of Education

Office of Special Education and Rehabilitative Services

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FINAL REPORT CERTIFICATION FORM

GRANT NUMBER: G008530216

INSTITUTION: Northern Arizona University

PRINCIPAL INVESTIGATOR: Marjorie Montague

COMPETITION: Field Initiated Research

REVIEWER: Jane Hauser

TITLE: Project STEP: Socialization Training for Employment Preparation

SUMMARY OF FINAL REPORT

Overview - This project had three primary objectives: (1) To determine the relative effectiveness of a job-related social skills training program for secondary students with mild to moderate handicaps; (2) To determine which training condition (training only or training plus systematic monitoring) is more effective for getting generalization of acquired social skills; and (3) To determine the student's relative long-term (five month) generalization of acquired social skills. The project focused on direct instruction in 10 social skills and on monitoring skill use by students in actual work environments.

Major Findings - The study found that adolescents with mild to moderate handicaps can acquire job-related social skills during classroom instruction and use the skills effectively in simulated situations that reflect actual work environments. Students received direct instruction in social skills and practice that included role playing. Project staff stressed that during group instruction consideration be given to students' individual styles and rates so components of instruction could be identified to enhance individual learning. The job social skills inventory developed by the project was a series of behavioral checklists to ascertain students' level of skill attainment. The inventory appears capable of targeting responses that have or have not been mastered, "thus facilitating instructional planning for individual students." Anecdotal information and relative increases in social performance (as perceived by students, teachers, parents,) indicated promise of generalization of skills acquired in classroom settings to natural work environments. However, the project recommended further investigation in methods to effectively measure transfer and maintenance of skills in work environments as well as techniques to enhance this aspect of training. Less formal findings indicated that the ease with which the program was conducted in actual classroom settings confirms the practicality of the instructional package for classroom use.

Implications - The goal of job-related social skills instruction is to decrease students' dependency and increase appropriate behaviors, problem solving, and self-sufficiency in work settings. This project found that students with mild to moderate handicaps could acquire these skills and use them in simulated situations. Special attention should be paid to the project's recommendation regarding followup work in studying generalization of these skills to actual work settings.

Project staff drew some conclusions about how instruction should be delivered. For example, employment-related socialization training should reflect not only the needs of handicapped with social skills deficits, but also the employer needs and demands. Instruction should also incorporate methods to develop self-esteem among students particularly since low self esteem and poor self concept have been associated with handicapped individuals failure to succeed. Also found important -- systematic monitoring with regular and frequent student and employer contacts, student self reports and periodic school based group meetings. Discussions might center on effective use of social skills, successful interactions, and problems encountered by students at work.

Abstract

This study investigated the initial and long term efficacy of job-related social skills instruction for mildly to moderately handicapped adolescents identified as learning disabled, emotionally handicapped, and educable mentally handicapped. Assessment consisted of behavioral observations of students' performance during role play simulations. Rating scales were also utilized to measure students' self-perceptions and perceptions of their parents and teachers of social performance across settings and time. Highly significant differences were detected on posttest measures between the treatment group (N=24) who received direct instruction in 10 job-related social skills and a matched control group (N=25) indicating the effectiveness of the social skills training package for this population. Analyses of responses on the Student, Parent, and Teacher Surveys produced less promising results. However, some positive changes in social performance were perceived by the students and their teachers over the academic year. The results suggest that the training procedures were effective in increasing mildly to moderately handicapped students' performance on job-related social skills under controlled conditions. Although students and their teachers perceived relative increases in social skills over time, generalization of treatment effects to natural work settings requires further investigation.

Part I

Project Identification

Part I - PROJECT IDENTIFICATION

All grantees are required to complete Part I of the Performance Report.

Date of Report: November 30, 1986	Grant Number: G008530216	Period of Report: From: 8/1/85 To: 7/31/86
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Grantee Name and Descriptive Title of Project:
 Marjorie Montague, PhD
 Project STEP: Socialization Training for Employment Preparation

CERTIFICATION: I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s): Marjorie Montague	Signature of Project Director(s) or Principal Investigator(s): <i>Marjorie Montague</i>
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PART II - PROJECT SUMMARY

All grantees are required to complete Part II of the Performance Report.

All grantees are to compare (in a narrative format) actual accomplishments over the grant award period to objectives contained in the originally approved grant application and, when appropriate, subsequently approved continuation applications. In addition to discussing project/program accomplishments and milestones, grantees should discuss slippages in attainment of program objectives and target dates and reasons for slippages where any differences occurred between originally stated objectives and the actual outcome of activities. This includes any failure to carry out all funded activities. When the output of the grant can be readily quantified, such data should be included -- and related to cost data for the computation of unit costs. When appropriate, utilize quantitative projections, data collected, criteria, and methodologies used to evaluate project/program accomplishments. Discuss reports made by or to professional journals, other publications, and professional conferences.

Grantees are also encouraged to highlight those phases, strategies, or products of their project/program which proved most successful.

Further monies may be withheld under these programs unless this report is completed and filed according to existing law and regulations (34 CFR Part 300).



Part II
Project Summary

Research Report

Project STEP: Socialization Training for Employment Preparation

Grant No. G008530216

Marjorie Montague, Ph.D.

Northern Arizona University

Flagstaff, AZ 86011

For several years now, special educators have been concerned with secondary and postsecondary needs of handicapped students. In fact, some educators have suggested that the effectiveness of educational programs should be assessed by determining the degree of students' postsecondary adjustment. Postsecondary adjustment has been identified with a variety of factors including employment status, financial stability, self-sufficiency, and social acceptance in the community. Follow-up studies reporting data on the number of employed, underemployed, and unemployed handicapped adults have indicated that secondary programs are not adequately preparing these individuals for adult life (Wehman, Kregel, & Barcus, 1985). Several studies have corroborated an unemployment rate of between 50 and 75 percent for disabled people, a high level of underemployment, and very poor wages (Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985; Wehman, Kregel, & Seyfarth, 1985; U. S. Commission on Civil Rights, 1983).

It is evident from these results that educational programs for handicapped students must be improved. Recent legislation reiterates the original intent of the Education for Handicapped Children Act (P. L. 94-142) by specifically addressing career and vocational needs of all handicapped youth (Carl D. Perkins Vocational Education Act, 1984; Education of the Handicapped Act Amendments, 1983). Educational programming should include curricula that meet the vocational needs of students by preparing them for the world of work. Although the career-vocational literature in special education provides multiple models of service delivery (Brolin, 1982; Brolin & Kokaska, 1979; Feldman, 1979; Kolstoe, 1970; Miller & Schloss, 1982), there is evidence that most models recognize the need for but lack appropriate techniques and strategies for teaching social skills associated with successful job seeking, finding, getting, and holding (D'Alonzo & Svoboda, 1983).

According to most employers, basic communication skills, interpersonal skills, and good work habits are more important than job-specific technical skills (Kelman, 1984; Wilms, 1984). Skills such as following directions, asking permission, offering to help a co-worker finish a task, and accepting criticism from a supervisor are critical to job success. Students who have not acquired a repertoire of social and

communication skills or who have not had the opportunity to use them in a job situation are at an obvious disadvantage in the competitive job market.

Students who have been identified as emotionally handicapped (EH), learning disabled (LD), or mildly mentally handicapped (MR) often manifest social skill deficits. As a result, many of these mildly to moderately handicapped students are unsuccessful in employment (Sheldon, Sherman, Schumaker, & Hazel, 1984). Gable (1984) found that poor social-interaction skills were directly linked to job placement failure for a majority of emotionally disturbed adolescents, while Foss and Peterson (1981) attributed inadequate job performance and a low job retention rate for mentally handicapped individuals to deficient interpersonal skills. Another study with LD adolescents and young adults who lost their jobs indicated that they were uncertain what went wrong, were unable to anticipate problems that might arise in jobs, and seemed to repeat mistakes in subsequent employment (Blalock, 1981).

For this population the development of effective interpersonal skills is essential and should be a primary consideration in educational programming. Despite the growing awareness that social skill instruction is important for the job success of handicapped students, there has been little programmatic research in this area.

This study addressed this need by investigating the initial and long term efficacy of job-related social skills instruction for mildly to moderately handicapped adolescents. Principles and procedures derived from cognitive and behavioral psychology were incorporated into the training package. These procedures, including modeling, verbal rehearsal, directed questioning, guided practice, corrective feedback, reinforcement, and criterion testing, have been effectively applied with handicapped students across a variety of academic, social, and vocational skills (Goldstein, Sprafkin, Gershaw, & Klein, 1980; Schumaker, Deshler, & Ellis, 1986; Warrenfeltz, Kelly, Salzberg, Beegle, Levy, Adams, & Crouse, 1981; Whang, Fawcett, & Mathews, 1984).

More specifically, it was hypothesized that mildly to moderately handicapped secondary students could learn 10 job-related social skills, apply the skills in work settings, and maintain their use over time. Figure 1 lists the 10 skills according to the

order in which they were taught. Instruction in the skills was provided followed by systematic monitoring of on-the-job skill application. Methodology, results, and a discussion of the research outcomes are presented in the following sections.

Method

Subjects

The 49 subjects who participated in the study were drawn from two secondary schools in the Flagstaff, Arizona school district. Two special education classes consisting of distinct groups of students enrolled in 10th, 11th, and 12th grade were identified at each secondary school. These four classes were then randomly assigned to experimental (N = 24) and control (N = 25) groups. On inspection, groups appeared to be well matched for the instructional phase of the experiment in relation to handicapping condition, gender, ethnicity, and grade. Table 1 presents a demographic profile of the treatment and control groups for the instructional phase of the study.

For the monitoring phase of the study, the two classes receiving treatment and the two classes comprising the control group were randomly assigned to the monitoring conditions. That is, the subjects who received monitoring consisted of one class who had received instruction and one class who had not received instruction. The subjects who did not receive monitoring were divided in the same manner, resulting in four distinct groups: a) instruction plus monitoring (IN + MON) (N = 12), b) instruction only (IN) (N = 12), c) monitoring only (MON) (N = 12), and d) a control (C) (N = 13). Examination of subject characteristics indicated that subjects in these four groups were not as well matched across the variables as the two groups in the instructional phase, which may have affected the outcomes for the monitoring phase. The IN and MON groups included more older LD students (11th and 12th grade) than the IN + MON and the C groups. Table 2 presents the subject demographics for the monitoring phase of the study.

Job-Related Social Skills Sequence

1. Ordering Job Responsibilities
2. Understanding Instructions
3. Asking a Question
4. Asking for Help
5. Accepting Assistance
6. Offering Assistance
7. Giving Instructions
8. Convincing Others
9. Apologizing
10. Accepting Criticism

Figure 1. Job-Related Social Skill Instructional Sequence

Table 1. Subject Demographic Profile: Instructional Phase

Variable	Group	
	Treatment	Control
Handicap		
LD	13	16
EH	8	7
EMH	3	2
Gender		
Male	13	19
Female	11	6
Ethnicity		
Native American	6	8
Hispanic	5	5
Black	0	3
Other	13	9
Grade		
10	7	7
11	4	8
12	13	10

Table 2. Subject Demographic Profile: Monitoring Phase

Variable	Group			
	Instruction Plus Monitoring	Instruction Only	Monitoring Only	Control
Handicap				
LD	4	9	9	7
EH	5	3	1	6
EMH	3	0	2	0
Gender				
Male	6	7	7	12
Female	6	5	5	1
Ethnicity				
Native American	3	3	4	4
Hispanic	3	2	3	2
Black	0	0	0	3
Other	6	7	5	4
Grade				
10	7	0	1	6
11	3	1	4	4
12	2	11	7	3

Materials

Assessment and instructional materials were developed by the researcher for both the instruction and monitoring phases of the study. The materials included: a) a Job Social Skills Inventory, b) Student, Parent and Teacher Social Skills Surveys, c) Scripted Lessons for 10 job-related social skills, and d) Student and Employer Job Reports. Appendix A contains examples of the Job Social Skills Inventory and the Social Skills Surveys. Appendix B contains a complete Scripted Lesson for the skill, understanding directions, and examples of the classroom charts, student cue cards, and simulated activities that accompany this lesson. The Student and Employer Job Reports can be found in Appendix C. Each of the materials is briefly described below, and detailed descriptions of instrument development are provided in the procedures section.

Job Social Skills Inventory. The Inventory was designed as a series of behavioral checklists to ascertain students' levels of skill attainment for 10 job-related social skills. They were utilized as pretest and posttest measures for the instructional phase. First each job social skill was task-analyzed to identify a sequence of component skills that are observable and discrete. For example, one skill, asking for help, consisted of five component behaviors: a) decide whom to ask and approach the person, b) ask if the person has time to talk, c) explain the problem, d) ask for specific help, and e) thank the person. The number of component behaviors for the 10 skills range from four (giving instructions) to seven behaviors (convincing others and accepting criticism). A novel role play was then developed to reflect a typical work situation in which the skill would be required. Examples of the role play scenario and the Inventory's observation checklist for the skill, asking for help, appear in Figure 2.

Social Skills Surveys. Likert-type rating scales for students, parents, and teachers were designed to measure students' self-perceptions and parents' and teachers' perceptions of students' attitudes and social behaviors as they relate to general social behavior and specific job social behavior. Each instrument consisted of 50 items with some items addressing general social behavior and some addressing the specific targeted social skills. Job skill item clusters consisting of two or three items were established for the 10 skills. Nine social skill clusters each contained three items,

2. Ordering Job Responsibilities

In this situation, you will be ordering your job responsibilities. You will play the part of an employee at Wendy's. I will play your supervisor. I have asked you to come to work for about an hour training session.

- A. "Hi, _____. Let's get started. The uniform looks exactly like those. You can get one from the assistant manager before you leave today. I want you to wear a clean uniform every day and also to wear the hat for health regulations. Your hours will vary, so check the schedule every Thursday. Tomorrow, you'll work 5:00 to 11:00 with Tom. He'll show you what to do. You'll start on grill."
- B. IF THANKED: "You're welcome. Any other questions, let me know."

Rater _____

Date _____

Checklist: Order Job Responsibilities

- 1. Student attends to boss while training session is going on.
[Eye contact: minimum 3 seconds.]
- 2. Student acknowledges the responsibilities as explained by the supervisor.
[Head nod or verbalization: Uh huh; Okay; yes sir; yes ma'am; etc.]
- 3. Student asks specific question about responsibilities, or indicates that she/he understands.
[Question or verbalization: I understand; that's clear; Okay; etc.]
- 4. Student will restate responsibilities which include:
 - a. Dress [clean uniform and hat]
 - b. Work schedule [tomorrow 5:00 to 11:00]
 - c. Duties [work with Tom on grill]
- 5. Student thanks the supervisor.
[Verbalization: Thank you, I appreciate your help, etc.]

Proportion correct

Percentage correct

Figure 2. Job Social Skills Inventory role play scenario and behavioral checklist

and one social skill cluster contained two items, for a total of 29 items. The remaining 21 questions addressed general attitudes, communication and interaction effectiveness, and social problem solving abilities. Figure 3 presents the item clusters for each job social skill on the Student Survey. Items corresponded in regard to number and content across the student, parent, and teacher surveys.

Scripted Lessons. For each job social skill, a scripted lesson was developed that included explicit directions for facilitating group instruction. The lesson included student cue cards to assist students in memorization of the skill steps and five simulation activities to provide the opportunity for students to practice the skill in the context of work situations. Figure 4 illustrates a partial scripted lesson for ordering job responsibilities; Figure 5 presents a simulation activity for the same skill.

Job Reports. The Student and Employer Job Reports were designed to facilitate evaluation of students' job performance on an ongoing basis. The checklists and open-ended questions reflect topics and skills taught during the in-school instructional program. The Job Reports were utilized during the monitoring phase by having students assess their on-the-job performance as well as having employers assess the students' performance. Responses on the reports served as springboards for discussion and as the basis for impromptu role plays during the group problem solving sessions.

Dependent Variables

The dependent variables included the Job Social Skills Inventory and the Social Skills Surveys, which were used as the pre-and posttests for instruction. Additionally, the surveys were administered as a follow-up measure to determine social skill change as perceived by students and their parents and teachers. Instrument development, validation methods, and reliability for the dependent variables are reported in this section.

Job Social Skill Inventories. From the social skills literature and conversations with employers, 20 skills were identified as important for job retention. Six employment experts then ranked the skills relative to their importance. Among these experts were the director of a Vocational Rehabilitation Office, the director of the University Career

Student Social Skills Survey Item Clusters

13

Never Seldom Sometimes Often Always

Cluster 1:

Ordering Job Responsibilities

Do you know your responsibilities?	1	2	3	4	5
Do you get to places on time?	1	2	3	4	5
Do you prepare before you start a job or task?	1	2	3	4	5

Cluster 2:

Understanding Instructions

Do you listen carefully to instructions?	1	2	3	4	5
Do you have trouble following instructions?	1	2	3	4	5
Do you ask questions when you do not understand instructions?	1	2	3	4	5

Cluster 3:

Asking a Question

Do you ask permission when it's needed?	1	2	3	4	5
Do you ask questions when things aren't clear?	1	2	3	4	5
Do you think about your question carefully before you ask it?	1	2	3	4	5

Cluster 4:

Asking for Help

When you feel that you need help, do you ask for it?	1	2	3	4	5
Do you feel comfortable asking for help?	1	2	3	4	5
Do you avoid asking for help when solving problems?	1	2	3	4	5

Never Seldom Sometimes Often Always

Cluster 5:
Accepting Assistance

When someone helps you, do you thank them?	1	2	3	4	5
Do you refuse help when it's needed?	1	2	3	4	5

Cluster 6:
Offering Assistance

Do you avoid helping others?	1	2	3	4	5
Do you feel uncomfortable helping others?	1	2	3	4	5
Do you offer help to people when they need it?	1	2	3	4	5

Cluster 7:
Giving Instructions

Do people have trouble understanding your directions?	1	2	3	4	5
Can people clearly follow your directions?	1	2	3	4	5
Do you give good directions?	1	2	3	4	5

Cluster 8:
Convincing Others

Is it difficult for other people to see your side of a discussion?	1	2	3	4	5
In talking, can you convince others?	1	2	3	4	5
Do other people agree with things you say?	1	2	3	4	5

Never Seldom Sometimes Often Always

Cluster 9:
Apologizing

When you apologize, do you give the reason for the apology?	1	2	3	4	5
Do you take responsibility for what you do?	1	2	3	4	5
Do you avoid apologizing when you are at fault?	1	2	3	4	5

Cluster 10:
Accepting Criticism

Do you get upset when someone criticizes you?	1	2	3	4	5
When someone criticizes you, can you handle it without getting upset?	1	2	3	4	5
When people criticize you and you do not understand, do you ask them to explain?	1	2	3	4	5

Figure 3. Item Clusters for the Student Job Social Skills Surveys

PROCEDURE:

Students and instructor are seated in a semicircle with the flipcharts visible to all. Steps and dialogue for the lesson follow:

Step 1: Instructor: "We met (yesterday or ...) and talked about this program. You know that we are going to be working on developing some skills that will help you get a job and keep that job. The first skill is ordering job responsibilities. What do you think that means?"

(Elicit	1. know responsibilities
from	2. duties on job
students	3. what to wear
and have	4. when to be there
prepared	5. when to take a break
chart for	6. how to act
comparison)	7. when to do jobs

Great! You have just listed a number of important job responsibilities. If you can't or don't do your job, what happens? [You get fired or lose your job.] So it's important to know what your job responsibilities are.

Okay, we know what they are. What does ordering mean? How do we order job responsibilities? [put important ones first, put in order, sequence] Great! Let's do that. Let's number the job responsibilities on the chart. These are some of the duties that you named.

Dress
Duties
Work schedule

**What do you need to know first?
First, what to wear--Dress
Second, what to do--Duties
Third, the hours--Work schedule**

Figure 4. Partial scripted lesson for "Ordering Job Responsibilities

**PROJECT STEP:
SOCIALIZATION TRAINING FOR EMPLOYMENT PREPARATION**

SITUATION: LESSON 1 "ORDERING JOB RESPONSIBILITIES"

MODEL SITUATION: In this situation, you will be ordering your job responsibilities. You will play the part of an employee at Denny's. I will play the part of your supervisor. I have asked you to come to work for about an hour training session.

EMPLOYER: Hi! Glad you could make it. I would like to go over the things you need to know about this job.

STUDENT: (Makes eye contact, positive head nod to boss)

EMPLOYER: I think we should discuss the uniform first. We will supply you with two outfits. It is your responsibility to wear a clean uniform to work. As for shoes, we suggest rubber soles. You will be working around grease and they are safer. You will also be requested to wear a hat, so be sure that you pick one out that fits securely. Do you have any questions so far?

STUDENT: (Acknowledges or asks question related to dress)

EMPLOYER: Your job as a busboy will include:

- clearing tables
- washing dishes
- sweeping the floors and keeping the restrooms clean
- removing trash

Tomorrow when you come in, I will explain these jobs in detail. Are things clear so far?

STUDENT: (Acknowledge, ask a question, or restate)

EMPLOYER: Now to talk about your work schedule. This week you will be working on our afternoon shift; Monday, Wednesday, and Friday 4:00 to 8:00 and Saturday morning 7:00 to 1:00. Every Saturday at noon, the next week's schedule goes up, so be sure you check your hours. Any questions?

Figure 5. Simulation activity for "Ordering Job Responsibilities"

Placement Office, a career planning counselor at a university, a Job Training and Partnership Act counselor, a placement counselor for the Department of Economic Security, Division of Developmental Disabilities, and a local school district's work experience coordinator. The following 10 skills are ranked from highest to lowest with importance ratings ranging from 96.6 percent to 76.6 percent:

1. understanding instructions,
2. asking a question,
3. asking for help,
4. accepting criticism,
5. ordering job responsibilities,
6. accepting assistance,
7. giving instructions,
8. offering assistance,
9. apologizing, and
10. convincing others.

The experts also gave suggestions regarding component behaviors required for each skill. For example, they felt that ordering job responsibilities included such behaviors as showing up for work on time, organizing one's duties, taking breaks at appropriate times, and knowing the rules and regulations for the job. Related behaviors associated with the skills were then given importance ratings by six employers from the community representing businesses such as a fast food chain, a supermarket, and a large department store. The ratings were from 1 to 5 with 1 indicating the lowest degree of importance. The range of ratings was from 3.14 to 5.0 with a mean of 4.21. The employment experts' suggestions and employers' ratings of associated behaviors were considered when skill task analyses were conducted. Task analyses yielded a sequence of observable and measurable responses for each of the 10 social skills. Novel role plays reflecting typical work situations and requiring use of the social skills were developed as the context for testing students' skill attainment. Role play tests provide the opportunity to observe efficiently and directly the actual performance of participants (Mathews, Whang, & Fawcett, 1970). (See Figure 2 for an example of the role play and checklists.)

Social Skills Surveys. The Social Skills Surveys were administered to students and teachers three times over the academic year: a) prior to instruction, b) following instruction, and c) at the end of the academic year. Since the Parent Surveys had been difficult to collect during pretesting, they were administered only as a pretest prior to instruction and as a follow-up at the end of the school year. Each of the surveys consisted of 50 items, 29 of which had been previously identified as relating specifically to the 10 job-related social skills. Questions were randomly assigned position and corresponded across the three instruments, with the skill cluster items interspersed among the general questions. The general questions addressed attitudes, communication skills, and social problem solving. A 5-point Likert-type scale was utilized. For the Student Social Skills Survey, questions were constructed with consideration for reading ability and vocabulary comprehension. Thus, the phraseology on the Student Survey is somewhat less sophisticated than the phraseology on the Parent and Teacher Surveys. The surveys were then validated by having four regular and four special education teachers judge the questions in relation to the importance of the behaviors in a work setting. The range of importance ratings for the 50 items was from 2.5 to 4.63 with a mean of 3.7, with 1 indicating the lowest importance rating.

Procedures

The research was divided into two phases, instruction and monitoring. Each phase required 10 weeks. Three instructional sessions were held for each social skill, amounting to 30 sessions over a 10 week period during the instructional phase. During the monitoring phase small group sessions, job site visitations, and individual conferences were periodically scheduled. Procedures for pretesting, instruction, posttesting, monitoring, and follow-up testing are delineated in this section.

Pretesting. All 49 students were individually assessed using the Job Social Skills Inventory. Videotapes were made of each student's performance in the novel role play for each skill, for a total of 10 role plays. Each assessment required approximately 15 minutes. Two research assistants were trained in procedures for engaging students in the role plays. Following assessment, two university students

used the Skills Inventory as they viewed the videotape and rated the students' performance. Reliability of the instrument was determined by calculating the level of interobserver agreement item by item and for the total instrument. Six random reliability checks were made using the point-by-point agreement formula (Kazdin, 1982), that is, dividing the number of agreements by the number of agreements plus disagreements multiplied by 100. Total reliability averaged 82 percent (ranging from 70 percent to 91.67 percent).

The Social Skills Surveys were administered to the four classes of students and their parents and teachers. To control for readability, all questions were read to the students, and difficult vocabulary words were defined by the research assistants. Parent Surveys were sent home with students who were instructed to have their parents complete the forms and return them either by mail or with the student. The students' special education teachers completed the Teacher Social Skills Survey.

Instruction. The purpose of instruction was to teach students 10 job-related social skills during their regularly scheduled classes. The research assistants, two graduate students in special education, were trained in instructional procedures. Lessons and practice sessions were audiotaped and were randomly selected by the researcher for listening to ensure adherence to the scripted lessons and preset instructional and practice routines. The experimental group consisted of 24 students; the control group consisted of 25 students. Students were instructed in two groups of 12 students each.

Prior to instruction, students in the experimental group were told that they would learn 10 social skills that would help them be successful in their job placements. They were also told that the school district's work experience coordinator would contact them about job placements during the school year. Students in the control group were told only about the job placements.

Social skill instruction consisted of 30 sessions over a 10 week period. Students were taught one skill and were tested for skill attainment over a 3 day period each week. (See Figure 1 for the instructional sequence of skills.) On the first day students were instructed in the job social skill using scripted lessons exemplified in Figure 4 and Appendix B. Each lesson was designed as an instructional routine that incorporated

adaptations of procedures from the Direct Instruction Model (Engelmann & Carnine, 1982) and the Learning Strategies Model (Alley & Deshler, 1979; Schumaker, Nolan & Deshler, 1985). Among these procedures are modeling, active participation, specific and directed questioning, verbal rehearsal, cueing, visualization, role playing, guided practice, performance feedback, reinforcement, and criterion testing. Students were given cue cards listing the skill steps and were told to memorize them for the next class. Practice sessions, held on the second day, focused on students' participation in simulations that reflected actual job situations in which use of the skill would be appropriate (see Figure 5 and Appendix B). Both the research assistants/instructors and the students provided corrective and positive feedback regarding students' performance. Posttesting for skill attainment occurred on day three of the instructional period.

The control group received their regular classroom instruction, which varied depending on the classes in which they were enrolled. Students were enrolled in special education classes for academics or were mainstreamed into physical education or vocational classes such as welding or home economics.

Posttesting. Procedures similar to pretesting were followed for posttesting. The Job Social Skills Inventory was administered to all students. However, the instrument was not administered in its entirety. Rather, students were tested on one skill each week. Students in the experimental group were tested as part of their instructional sequence, whereas students in the control group were tested only. All students were individually videotaped using the same novel role plays that were used for the pretests. The research assistants engaged students in the role plays, and later, the same two university students who rated the pretests were raters for the posttests. Reliability was again checked item by item and for the total instrument using the point-by-point agreement formula. Total reliability averaged 89 percent (ranging from 81 percent to 95 percent).

Students and their special education teachers were administered the Social Skills Survey at the end of the 10 week instructional period. The special education teachers completed the posttests for the same students as during the pretests.

Monitoring. The purpose of the monitoring phase was to provide close supervision of students' on-the-job performance and to monitor generalization of acquired job social skills in the natural work settings. In this phase the district work experience coordinator and the students' special education teachers were more directly involved with implementation.

First, all students were to have been placed in nonsubsidized employment by the conclusion of social skills instruction. However, the district coordinator appeared disinclined to place many of the students in either community-based nonsubsidized employment or, when given the option, school district paid or unpaid "training" positions. According to the Project Coordinator, the district's Director of Special Education, the work experience coordinator did little job development, thereby limiting the number of possible placements for the students in this research project.

Second, weekly Student Job Reports were to have been completed by all students in the instruction plus monitoring (IN + MON) and monitoring only (MON) groups. These reports allowed students to evaluate their job performance on a weekly basis by completing checklists indicating which job social skills they used and by answering open-ended questions on their job performance. Employer Job Reports were to have been completed by students' employers on a biweekly basis. (See Appendix C for samples of Student and Employer Job Reports.) Since many students were not working, they could not complete the forms. The students' and employers' responses on the reports provided the basis for discussion, problem solving, and impromptu role plays during the group meetings, scheduled every other week during the monitoring phase.

The students in the IN and C groups who were placed in jobs through the district work experience program received the usual monitoring of job performance by the work experience coordinator. According to the coordinator, monitoring included frequent and unannounced site visits, scheduled conferences with the employer and/or student every two weeks, and written employer evaluations conducted prior to the 9-week grade reports. Students' work experience report card grades were determined almost solely by the employer reports (weighted approximately 95 percent).

The implications of the poor rate of job placement for participating students and the lack of cooperation of the district's work experience coordinator are discussed in the results and discussion sections of this report.

Follow-up testing. Approximately 6 weeks after the monitoring phase at the end of the school year, follow-up testing was conducted. Students and their parents and teachers were administered the Social Skills Surveys that had been administered as pre- and posttests. The surveys were administered to the students in small groups following the same administration procedures as during previous testing. Parent Social Skills Surveys were sent home with the students or were mailed. To encourage a high return rate, two movie tickets were given to students whose parents returned the survey. The special education teachers completed surveys on the same students as they had during pre- and posttests.

Design

The Job Social Skills Inventory and the Student, Parent, and Teacher Social Skills Surveys were the dependent variables. The Inventory was utilized to determine students' levels of skill acquisition across 10 job-related social skills that were taught during the instructional phase of the research. The data collected on the Inventory were analyzed with one-way analyses of variance (ANOVA) conducted on the pretest-posttest difference scores for each of the 10 social skill measures. The within-subject variable was condition (experimental and control), and the two between-subject variables were gender and handicap.

Social Skills Surveys were utilized to determine skill acquisition and maintenance as perceived by students, parents, and teachers. For the Student and Teacher Surveys, 2 (instruction) x 2 (monitoring) x 3 (skill maintenance) fixed ANOVAs with repeated measures were employed separately on the skills cluster scores to examine the effectiveness of instruction and monitoring on students' social behavior over time. Three factors, instruction (present vs. absent), monitoring (present vs. absent), and skill maintenance (pretesting vs. posttesting vs. follow-up) were combined factorially with repeated measures on the skill maintenance condition. For the Parent Social Skills Survey, 2 (instruction) x 2 (monitoring) x 2 (skill maintenance) fixed

ANOVAs with repeated measures were employed separately on the skills cluster scores to examine the effectiveness of instruction. Three factors, instruction (present vs. absent), monitoring (present vs. absent), and skill maintenance (pretesting vs. follow-up) were combined factorially with repeated measures on the skill maintenance condition.

Additionally, the Student, Parent, and Teacher Social Skills Survey pretests were compared to detect differences between students', parents', and teachers' perceptions of performance on the specific social skills and on general social behavior.

Results

Table 3 presents the means and standard deviations for the pretest and posttest scores on each of the 10 behavioral checklists that comprise the Job Social Skills Inventory. A comparison of subjects' performance on the Job Social Skills Inventory pretest was conducted between the experimental and control groups to determine that no significant differences existed between the groups prior to instruction. Separate ANOVAs were performed, with no significant differences detected for any of the 10 job social skills. It was therefore determined that at the outset the experimental and control groups evidenced similar levels of social skill attainment on all 10 job-related social skills.

Following instruction, ANOVAs were performed resulting in statistically significant differences between the experimental and control groups for all 10 job social skills. The F values ranged from $F(1, 41) = 21.298$ to $F(1, 41) = 56.244$, with all values being significant at $p < .001$. The F values for tests on arcsin transformations for the main effects for job social skills instruction are reported in Table 4. Although a few significant interactions were found for gender and handicap, these were inconsistent and therefore were judged to represent artifactual rather than real differences.

Table 5 depicts the means and standard deviations for the skills item cluster scores for the Student, Parent, and Teacher Social Skills Survey pretests. The values reported in Table 5 represent the means and standard deviations for the raw score totals of the scales comprising each skill cluster. All clusters consisted of three scales each with a rating from 1 to 5 and an average rating ranging from 3 to 15. The one

Table 3 Means and Standard Deviations* of Subjects' Pretest and Posttest Scores across 10 Job-Related Social Skills

Job Social Skill	Group							
	Treatment				Control			
	Pretest		Posttest		Pretest		Posttest	
	M	SD	M	SD	M	SD	M	SD
Ordering Job Responsibilities	1.62	.32	2.26	.47	1.53	.32	1.61	.29
Understanding Instructions	1.55	.27	2.34	.64	1.62	.46	1.45	.27
Asking a Question	1.57	.38	2.35	.53	1.50	.56	1.71	.40
Asking for Help	1.72	.59	2.54	.65	1.60	.63	1.71	.43
Asking for Assistance	1.34	.39	2.02	.31	1.30	.44	1.62	.30
Offering Assistance	1.38	.63	2.36	.52	1.26	.55	1.54	.44
Giving Instructions	1.41	.68	2.73	.58	1.57	.66	1.92	.41
Convincing Others	1.44	.64	2.55	.60	1.46	.74	1.56	.60
Apologizing	1.60	.52	2.36	.57	1.49	.60	1.68	.35
Accepting Criticism	1.25	.27	1.85	.37	1.18	.10	1.23	.18

*Arcsin Transformations

Table 4. F Tests* for the Main Effects for Job-Related Social Skills Instruction

Job-Related Social Skill	df	MS	F
Ordering Job Responsibilities	1	5.636	35.799*
Understanding Instructions	1	10.012	41.834*
Asking a Question	1	4.926	21.298*
Asking for Help	1	7.973	28.210*
Asking for Assistance	1	2.192	24.113*
Offering Assistance	1	7.735	32.818*
Giving Instructions	1	7.594	29.104*
Convincing Others	1	12.587	39.740*
Apologizing	1	5.537	23.681*
Accepting Criticism	1	4.839	56.244*

*Significant at $p < .001$ level

exception was skill 5, asking for assistance, which consisted of only two scales and an average rating ranging from 2 to 10.

One-way analyses of variance were performed to detect differences in students' self-perception and perceptions of parents and teachers on each of the social skills. Significant differences were detected for six of the 10 skills including ordering job responsibilities (OJR), $F(2, 131) = 11.085$ ($p < .001$); understanding instructions (UI), $F(2, 131) = 4.239$ ($p < .025$); offering assistance (OA), $F(2, 131) = 10.648$ ($p < .001$); giving instructions (GI), $F(2, 131) = 6.114$ ($p < .015$); convincing others (CO), $F(2, 131) = 4.295$ ($p < .025$); and accepting criticism (AC), $F(2, 131) = 5.880$ ($p < .015$). Table 6 presents the F tests for the skills item cluster differences on the surveys. Planned comparisons using Newman-Keuls revealed that for five of the skills, students (S) or their parents (P) perceived students as significantly more socially competent than the teachers (T) perceived them (OJR, $S > P > T$; UI, $S > T > P$; OA, $S > P > T$; GI, $P > S > T$; CO, $P > S > T$). However, teachers perceived students as more able to accept criticism than either parents perceived students or students perceived themselves (AC, $T > P > S$).

The results of data analysis for the Social Skills Surveys were not as revealing. Students who received training (IN + MON and IN) perceived a relative increase in their social skill performance, although few significant differences were found among the four groups on the various social skills clusters from pretest to posttest to follow-up. Furthermore, the outcomes lacked consistency making interpretation of the results risky at best. On the Teacher Social Skills Survey similarly inconsistent outcome patterns were noted. Therefore, the same cautions were utilized regarding interpretation of results. A low return rate for parent surveys accounted for the small cell sizes for each group and may have considerably reduced the chances of finding differences. On the Parent Social Skills Survey no significant differences were found between pretest and follow-up.

Table 5 Means and Standard Deviations of Skills Item Cluster Scores for the Student, Parent, and Teacher Social Skills Surveys Pretests

Skills Item Clusters	Survey					
	Student		Parent		Teacher	
	M	SD	M	SD	M	SD
Ordering Job Responsibilities	12.37	2.16	11.66	2.36	10.28	1.85
Understanding Instructions	11.08	2.06	10.39	2.05	9.70	1.57
Asking a Question	11.29	2.44	11.21	2.30	10.51	1.68
Asking for Help	10.33	2.11	10.18	1.96	10.13	2.07
Asking for Assistance	8.24	1.82	7.66	1.68	7.66	1.24
Offering Assistance	11.92	2.35	11.66	2.08	10.00	1.92
Giving Instructions	9.69	1.99	10.37	2.17	8.80	2.08
Convincing Others	9.29	1.32	9.92	1.99	8.80	1.92
Apologizing	10.48	2.23	10.26	2.30	9.91	2.23
Accepting Criticism	7.90	2.17	9.00	1.82	9.26	1.87

Table 6. F Tests for Pretest Differences for Student, Parent, and Teacher Social Skills Surveys

Job Related Social Skill	df	MS	F
Ordering Job Responsibilities	2	1.13	11.085***
Understanding Instructions	2	.48	4.239*
Asking a Question	2	.18	1.742
Asking for Help	2	.01	.110
Asking for Assistance	2	.12	2.097
Offering Assistance	2	1.11	10.648***
Giving Instructions	2	.59	6.114**
Convincing Others	2	.30	4.295*
Apologizing	2	.08	.720
Accepting Criticism	2	.52	5.880**

*Significant at $p < .025$ level **Significant at $p < .015$ level ***Significant at $p < .001$ level

Discussion

This study investigated the initial and long term efficacy of job-related socialization training for mildly to moderately handicapped adolescents by focusing on direct instruction in 10 social skills and monitoring skill use by students in actual work environments. Results are discussed as they pertain to the instructional and monitoring phases of the research. Implications of findings are also addressed in regard to practical utilization of this training program by special educators.

Instruction

It is evident from the results that mildly to moderately handicapped adolescents can acquire job-related social skills during classroom instruction and use the skills effectively in simulated situations that reflect actual work environments. Students were provided with direct instruction in social skills and practice that included role playing. By focusing on group instruction in job-related social skills, this study not only supports but extends previous research that emphasized individualized instruction (Warrenfeltz et al., 1981; Whang, Fawcett, & Mathews, 1984). However, it is important to note that during group instruction consideration be given to students' learning styles and rates in order to identify components of instruction that enhance learning for individuals.

To illustrate how individual needs may affect performance, data obtained on three students who were randomly selected and represent each handicapping condition (LD, EMH, EH) are described and discussed. Figure 6 displays the pre- and posttest performance levels for all skills of Larry (LD), Jon (EMH), and Ellen (EH). Larry's pretest performance levels ranged from 33 percent to 83 percent ($\bar{X} = 49$ percent). His posttest performance levels ranged from 67 percent to 100 percent ($\bar{X} = 88$ percent). Jon's pretest levels ranged from 0 to 66 ($\bar{X} = 29$ percent) and his posttest levels ranged from 33 to 100 percent ($\bar{X} = 60$ percent). Ellen's pretest levels ranged from 57 to 88 percent ($\bar{X} = 73$ percent), and her posttest performance levels ranged from 80 to 100 percent ($\bar{X} = 97$ percent). On posttests, Ellen attained a performance level of 100 percent on eight skills, Larry reached 100 percent on five skills, and Jon scored 100 percent on one skill (understanding directions). An instrument that relies on direct observation of a student's performance can assist in

Figure 6 Performance of three students on Job Social Skills Inventory

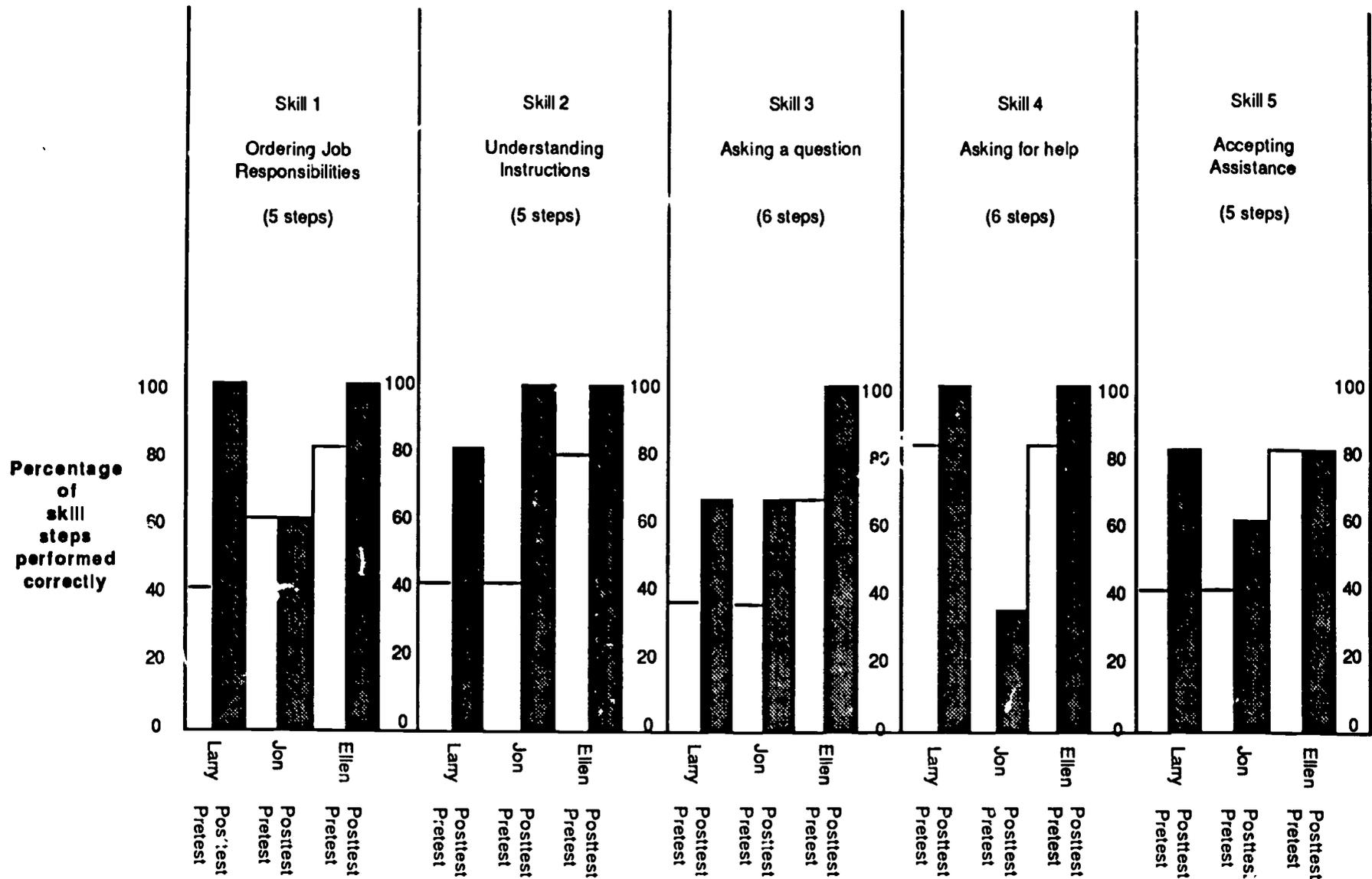
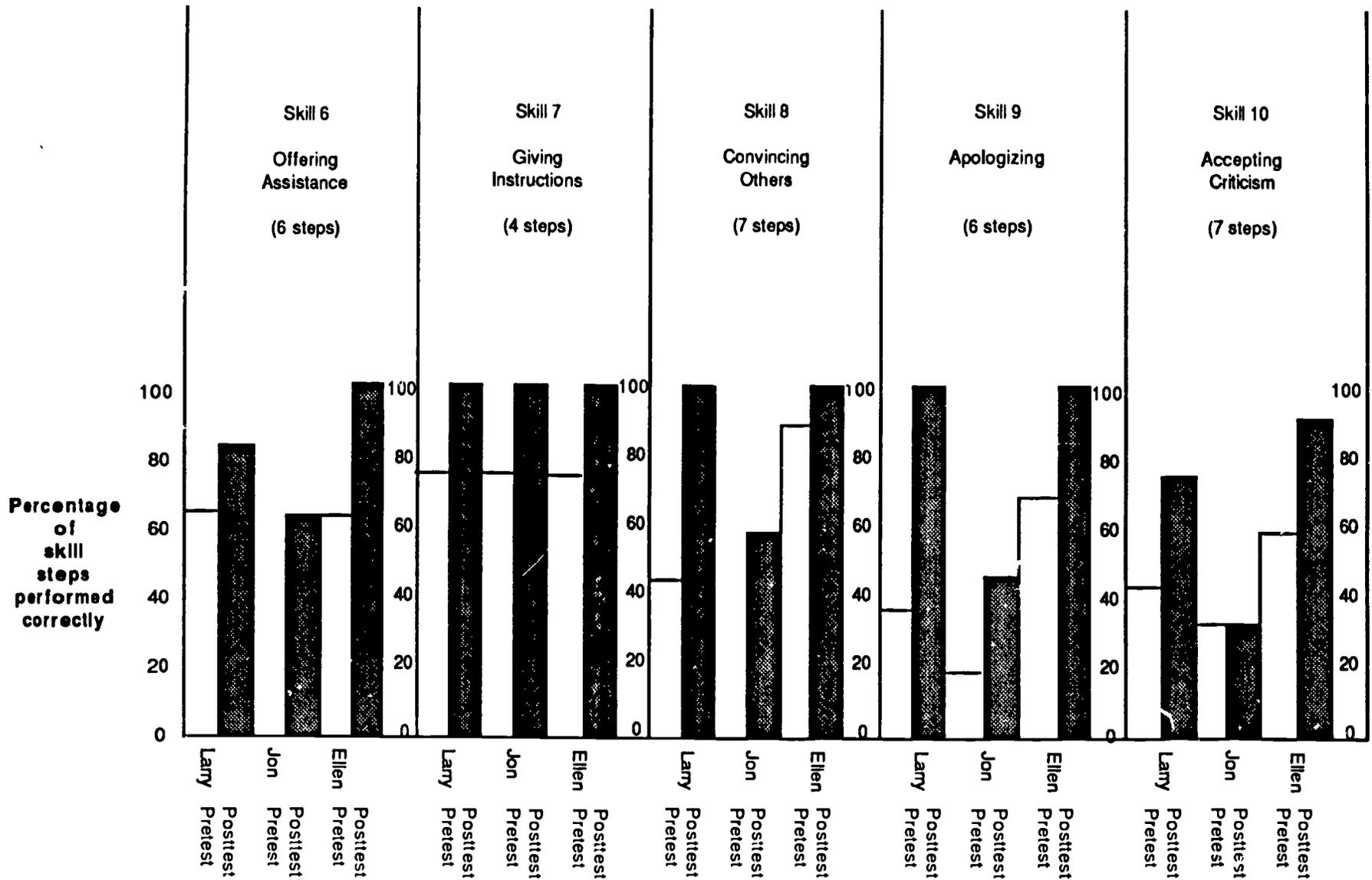


Figure 6 Performance of three students on Job Social Skills Inventory



identifying which responses students have not mastered. The Job Social Skills Inventory appears capable of targeting responses that have or have not been mastered, thus facilitating instructional planning for individual students.

Additionally, based on observations of student performance during instruction, teachers can determine which procedural components of instruction should be emphasized for individual learners. For example, Jon may require additional verbal rehearsal of skill steps as well as extended practice using role plays that reflect a variety of work settings and situations. Larry may evidence consistent difficulty with one response, e.g., eye contact, and may benefit from practice on that particular response. A self-monitoring procedure could assist Larry in transferring the response from the classroom to other settings. Ellen, who seems to acquire skills quickly, could assist students who are having difficulty. Thus a peer tutoring component might help Ellen maintain her acquired skills. Focusing on individual students will also aid in determining which responses are most critical to social skill performance and which instructional practices are most effective for skill acquisition.

Monitoring

The issues regarding skill maintenance and transfer to occupational settings are more complex. This study utilized procedures including self-analysis of job performance and group problem solving sessions to assist students in generalizing learned skills to actual work settings. Applied research in classrooms and in community environments is particularly challenging since the cooperation of many people is usually required. This research was dependent on the cooperation of not only special education teachers, but more importantly, the work experience coordinator. The work experience coordinator was responsible for making contacts with community employers in order to place students in nonsubsidized employment. The coordinator was also given the option of placing students in paid or unpaid "training" positions in district schools. Nonetheless, only 53 percent of participating students were placed in work situations, thus limiting substantially the possibilities of measuring treatment effects in the natural setting.

The lack of opportunity to extend learning to the natural setting may have affected outcomes on the Student, Parent, and Teacher Surveys. Although students and teachers perceived a relative improvement in social skill performance over time and the improvement appeared to be most evident for students who received instruction, the results were inconsistent and the procedures did not effectively discriminate students who received monitoring from those who did not. To reiterate, the poor rate of job placement particularly for students who received instruction and monitoring (33 percent were placed) adversely affected measurement of skill generalization.

Responses on the Student Job Reports, which were utilized to target strengths and deficits as perceived by the students during the monitoring phase, did suggest that employed students were capable of evaluating their social performance. Appendix A contains a sample of the Job Report. Students identified which specific skills they used at work and described successful and unsuccessful attempts to use the skills. They also identified which aspects of their performance they were proud of and targeted areas for improvement. Two of the open-ended questions are listed below with a few actual student responses.

1. Describe one time when you successfully used one of the social skills that you learned.

"This week I learned one or two ways about ordering job responsibilities.

"I've kept track of myself."

"I always offer help to the waitresses."

"I asked for help and I received it."

"One of the employees told me the instructions. It turned out real good."

2. Describe any problems that came up this past week.

"I had a problem with Roy because he wasn't doing his work."

"One of the co-workers also bossed me what to do even though she is not my boss or assistant."

"One of the workers called in sick, but I knew she wasn't sick at all."

"Telling my boss that I was giving my two-week notice."

This anecdotal data suggests that students are cognizant of social skills and can analyze and evaluate their performance in work settings. Information from these

reports can be used as springboards for discussion and as the context for impromptu role plays during group problem solving sessions, thus ensuring that students continue to practice skills that are needed to be successful on the job. Performance feedback and reinforcement are particularly important when students are applying skills that have been learned. To enhance setting and temporal generalization, individuals who are most involved with students must provide intermittent reinforcement of skill use. Thus, teachers and parents should be encouraged to cue students to use skills in their repertoire and reinforce them when they do. Parents may need to be informed regarding the nature of the social skills training and may need to be provided with specific techniques for recognizing and reinforcing skill use. Developing students' social skill repertoires may positively affect the social aspects of the work environment (Whang et al., 1984) and perhaps the home environment as well. If parents are more integrally involved in socialization programs, they may begin to notice positive changes in their children's behavior at home. This involvement may also encourage conversation about plans after graduation and improve communication patterns between children and their parents.

Results on the Social Skills Survey pretests indicated that teachers generally rated students' social performance lower than students' parents or students rated their performance. Teachers' perceptions of students' socialization skills may influence their expectations regarding students' capabilities. Teacher expectations may influence not only the content but the quality of instruction. In other words, teachers may perceive that students have poor interpersonal skills when they actually do, or may perceive students erroneously due to low expectations. Another danger is that teachers may think that they lack the expertise to implement social skills instruction and ultimately that instruction in this area is not their responsibility. It is important that teachers look realistically at their students' social performance, accept responsibility for instruction in this area, and establish socialization training as a priority in secondary special education programs.

Conclusion

The goal of job-related social skills instruction is to decrease students' dependency and increase appropriate social behaviors, problem solving, and self-sufficiency in work settings. The results of this study suggested that the training package was effective for teaching specific job-related social skills to mildly and moderately handicapped students who were placed in LD, EH, or EMH programs. Anecdotal data and relative increases in social performance as perceived by students and their parents and teachers indicated that there is promise for setting and temporal generalization of skills acquired in classroom settings to natural work environments. Further investigation is recommended in methods to effectively measure transfer and maintenance of skills in work environments as well as techniques to enhance this aspect of training.

Characteristics such as dependency and reliance on others often persist through adulthood for handicapped individuals and contribute to their inability to obtain and maintain successful employment (Sherbenou & Holub, 1982). Instructional practices that have demonstrated effectiveness for improving social performance can facilitate the school-to-work transition process for handicapped youth and enhance their post-secondary adjustment. The teaching methodology utilized in this research project can easily be replicated by school districts and incorporated into existing service delivery systems.

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Project Objectives

Project Objectives

Both the primary and secondary program objectives for Project STEP are discussed in this section. The procedures employed to meet the program objectives are described at length in the research report. This section provides a brief summary of project outcomes in relation to the proposed objectives.

Primary Objectives

1. To determine the relative effectiveness of a job-related social skill training program for mildly to moderately handicapped secondary students.

A training package consisting of scripted lessons and supplementary materials designed to teach 10 job-related social skills was developed for the project. Assessment following training indicated highly significant differences between the treatment and control groups on all 10 skills. Based on results of the instructional component of the investigation, the training program was found to be effective for teaching mildly to moderately handicapped students job-related social skills.

2. To determine which training condition (training only or training plus systematic monitoring) is more effective for setting generalization of acquired social skills.

Due to a variety of circumstances, results regarding generalization of acquired skills to the natural work setting were equivocal. First, there was a lack of cooperation of district personnel including two special education teachers and the work experience coordinator. The Supervisor of Special Education did her best to gain the support and cooperation of all teachers, but these three individuals felt that project activities required too much of their time and were outside their district responsibilities. Financial incentives did little to promote their interest in the project. Consequently, only 53 percent of the students were placed on jobs. Lack of interest on the part of special educators and the low rate of job

placement may have adversely affected students' perception of the project and the importance of using the skills outside the classroom.

Second, the experimental and control groups were not as well matched during the monitoring phase of the study as they had been during the instructional phase. The IN and MON groups consisted of more older LD students (11th and 12th grade) than the IN + MON and the C groups. The researcher had little control over this aspect of the research since intact groups of students rather than individual students were randomly assigned to conditions.

3. To determine the student's relative long-term (five month) generalization of acquired social skills.

Similar problems were encountered during the follow-up at the conclusion of the academic year. In addition, parents were reluctant to return the surveys, although students were rewarded for their return with two movie tickets to a local theatre. The low return rate of the surveys may also have affected the poor results on the generalization component of the study. Therefore, the research could not adequately make a determination of short and long-term generalization benefits of the training program.

Secondary Objectives

1. To develop a behavioral assessment system for job-related social skills.

Appendix A contains the Job Social Skills Inventory that was developed by the researcher for this research project. The Inventory consisted of novel role play situations and behavioral checklists for the 10 target social skills. Pre- and posttests using the Inventory were conducted to determine students' level of skill attainment. Videotapes of students' performance during the role plays were later rated by university students using the checklists.

2. To identify a teaching methodology for specific job-related social skills necessary for job success that can be incorporated easily into an existing special education school program.

Appendix B contains examples of the scripted lessons and supplementary teaching materials developed by the researcher for this research project.

Statistical analyses of the data determined that the instructional package was effective for mildly and moderately handicapped LD, EH, and EMH adolescents.

The research was conducted in a public school setting, and instruction was provided during students' regularly scheduled classes indicating that this program is viable for inclusion in secondary special education programs.

3. To determine the self-perceptions of students regarding their attitudes and social competencies.

A copy of the Student Social Skills Survey appears in Appendix A. This instrument was developed to measure students' perceptions of their social behavior generally and specifically in relation to the 10 job-related social skills taught. Administered as a pretest, posttest and follow-up to instruction, the survey was utilized to determine skill maintenance and generalization to the natural work setting.

4. To determine the perceptions of parents, teachers, and employers regarding students' attitudes and social competencies.

Copies of the Parent Social Skills Survey and Teacher Social Skills Survey appear in Appendix A. The instruments were employed for the same purpose and administered in the same manner as the Student Social Skills Survey, except the Parent Survey was administered only as a pretest and follow-up measure. An employer job competencies checklist was developed to measure students' social competencies on the job, but the work experience coordinator

thought that employers would be reluctant to complete the forms. Since this may have adversely affected job placements, the researcher decided against the use of this instrument.

5. To determine the perceptions of teachers and administrators toward the program.

Based on informal data collection via personal contacts and conversations with the Project Coordinator, the Supervisor of Special Education, administrators were very receptive to the program, as they attributed poor adjustment of handicapped youngsters to inappropriate and inadequate social skills. Only two of the five special education teachers thought the demands of the project were too great and exceeded their district responsibilities. The work experience coordinator, as mentioned previously, was not effective in placing many of the students in jobs. His supervisor indicated that his accomplishments in the area of job development were minimal.

6. To determine the feasibility of incorporating a job-related social skills program into existing vocational skills and work-experience special education programs.

Audience response was positive to presentations in which the program was described. In fact, a mailing list has been developed of approximately 50 persons requesting further information about the program. Additionally, the ease in which the program was conducted in actual classroom settings confirms the practicality of the instructional package for classroom use.

Project Evaluation Procedures

Project Evaluation

In order to document the impact of assessment instruments and instructional practices utilized in this research study, an evaluation system was designed to reflect varying dimensions of the process. Both formative and summative information was gathered to answer the questions of "what is going on within the project/program, what is working, under what circumstances, for which students?" Thus, there was a need to collect, summarize and report information on the total workscope of Project STEP. Input, process, and output information was utilized to determine if what was proposed in the project was being accomplished.

Input

Analysis included measures of job-related social behaviors and attitudes of students, as viewed by the students, their parents, and teachers. This analysis utilized pretest measures that included:

- 1) Attitudinal surveys to determine self-perception and perceptions of parents, teachers, and employers regarding job-related social skills.
- 2) Criterion-referenced measures to determine entry level job-related skills of target students.
- 3) Demographic information on such variables as the student's type and degree of handicapping condition, availability of unskilled, semi-skilled and skilled occupational opportunities for handicapped youth, SES and educational status, and staff competencies and training needs.

Process

Analysis included measures of continuous data documenting students' progress. This indicated the rate and direction of progress not only in the areas of behavior change and learned socialization skills, but also of problem solving strategies. The ongoing measures included:

- 1) Criterion-referenced behavioral assessment measures of student performance on individual social skills.

- 2) Employer reports in the form of brief questionnaires and systematic monitoring contacts by the work-experience coordinator via anecdotal reports.
- 3) Periodic performance data of students taken on-the-job by the work-experience coordinator.
- 4) Self-monitoring/self-reports of students rating their on-the-job performance according to specific criteria.
- 5) Trend data in relation to student response and difficulties with interpersonal skills.
- 6) Data in relation to student variables such as absentee rate from job and school, tardiness to the job or school, requests for assistance from others, job terminations, and the need to retrain students in specific skills.

Output

Analysis included summative measures of student progress that could be posttested at the end of the project year. These measures included:

- 1) Attitudinal surveys to determine the nature and direction of change in student self-perception and perceptions of the student worker by parents and teachers regarding job-related social skills.
- 2) Criterion-referenced measures to assess exit level job-related skills for the target students.
- 3) Summary data of student progress in acquiring and maintaining job social skills.
- 4) Summary data of students' responses to curriculum objectives and specific lessons taught.
- 5) Follow-up data to determine degrees of skill maintenance, generalization of socialization training, and job competencies for students across the four groups.

Debriefing

After follow-up measures were obtained, letters were sent to district administrators and participating teachers to schedule a debriefing session for all parents and teachers. During the debriefing, it was anticipated that the purpose of the project would be explained and questions would be answered. At this time, it was anticipated that all students who did not receive the training that proved to be most

effective in promoting change in socialization and generalization to the natural work setting would be offered the opportunity to participate in the training program during the following school year. The district special education teachers will be given a complimentary copy of the instructional program to use with these students and any others who might benefit. A written summary of the purpose and results of the project will also be made available to each employer and the community at large. This information will also be shared with the university and the school district's governing board.

Project Dissemination Activities

Publications

Copies of the following publications appear in Appendix D.

Chapter:

Montague, M. (in press). Job-related socialization training for mildly to moderately handicapped adolescents. Monograph in behavioral disorders: Severe behavior disorders of children and youth. San Diego, CA: College-Hill Press.

Articles:

Lund, K., Montague, M., & Reinholtz, M. (in press). Monitoring students on the job. Teaching Exceptional Children.

Montague, M. (in press). Project STEP: Socialization training for employment preparation. Proceedings of the Learning Disabilities Council Third Community Conference: LD Help.

The following research article will be submitted for publication.

Montague, M. Job-related social skills instruction for handicapped adolescents. Career Development for Exceptional Individuals.

Presentations at Professional Meetings

1985 International Conference Division on Career Development

Las Vegas, Nevada, October 1985

"Project STEP: Socialization Training for Employment Preparation"

1985 15th Annual ACLD Conference on Learning Disabilities

Phoenix, Arizona, October 1985

"Developing Job-Related Social Skills - Problem Solving and Decision Making"

1985 Learning Disabilities Council LD: Help

Richmond, Virginia, October 1985

"Project STEP"

1985 9th Annual Teacher Educators of Children with Behavior Disorders Conference

Scottsdale, Arizona, November 1985

"Social Skills Training for Emotionally Disturbed Adolescents"

1986 64th Annual Convention - Council for Exceptional Children

New Orleans, Louisiana, April 1986

"Project STEP" Socialization Training for Employment Preparation"

1986 Regional Conference: The Pursuit of Excellence in Special Education

Flagstaff, Arizona, September, 1986

"Socialization Training for Employment Preparation"

1986 Annual Conference Arizona Council for Exceptional Children

Phoenix, Arizona, October, 1986

"Social Skills Instruction for Job Success"

1986 10th Annual Conference on Severe Behaviors Disorders of Children and Youth

Tempe, Arizona, November, 1986

"Job Monitoring Procedures for Learning and Behavior Disordered Adolescents"

1987 American Educational Research Association Annual Meeting

To be presented Washington, D.C., April 1987

"Job-Related Social Skills Training for Handicapped Adolescents"

Product Development

The instructional program including lessons and all supplementary materials is currently being refined for publication. Following is the table of contents representing the proposed program.

**JOB-RELATED SOCIAL SKILLS FOR SPECIAL NEEDS ADOLESCENTS
CONTENTS**

Section One: Instructional Guide

Unit 1 Socialization Training for Employment Preparation

- A. Why teach job-related social skills**
- B. Program purpose and components**

Unit 2 How to Teach Job-Related Social Skills

- A. Instructional procedures**
 - Direct instruction
 - Active participation
 - Verbal rehearsal
 - Visualization
 - Modeling
 - Roleplaying
 - Simulation training
 - Performance feedback
 - Reinforcement
 - Mastery learning
 - Monitoring in the workplace
- B. Materials for instruction**
 - Scripted lessons
 - Classroom charts
 - Student cue cards
 - Simulation activities
 - Video feedback guides
- C. Group facilitation**
 - Selecting the group leader
 - Selecting the students
 - Setting up the group
 - Preparing the group meetings

Leading the group
Pulling it all together

Section Two: Job Skill Training

- Skill 1 Ordering job responsibilities
 Overview of the lesson
 Simulation activities
 Scripted lesson
 Classroom charts
 Student cue cards
- Skill 2 Understanding instructions
 Overview of the lesson
 Simulation activities
 Scripted lesson
 Classroom charts
 Student cue card
- Skill 3 Making introductions
- Skill 4 Asking questions
- Skill 5 Asking permission
- Skill 6 Asking for help
- Skill 7 Accepting help
- Skill 8 Offering help
- Skill 9 Requesting information
- Skill 10 Taking messages
- Skill 11 Having a conversation
- Skill 12 Giving directions
- Skill 13 Receiving compliments
- Skill 14 Giving compliments
- Skill 15 Convincing others
- Skill 16 Apologizing

Skill 17 **Accepting criticism**

Skill 18 **Responding to a complaint**

Section Three: Job Skill Inventories

Unit 1 **Guidelines for using criterion checklists**

Unit 2 **Job-related social skill inventories**

Unit 3 **Video Evaluations: Pretests and Posttests**

Section Four: Monitoring Students on the Job

Financial Report

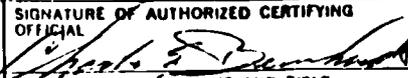
FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED Department of Education	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER G008530216 CDFA #84.023C	OMB Approved No. 0348-0001	PAGE OF 1 1 PAGES
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3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code) Northern Arizona University Business Office, Box 4096 Flagstaff, AZ 86011	4. EMPLOYER IDENTIFICATION NUMBER 1-866004791-F1	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER 330145	6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. BASIS <input type="checkbox"/> CASH <input checked="" type="checkbox"/> ACCRUAL
8. PROJECT/GRANT PERIOD (See instructions)		9. PERIOD COVERED BY THIS REPORT		
FROM (Month, day, year) 8-01-85		TO (Month, day, year) 7-31-86		FROM (Month, day, year) 08-01-85

10. PROGRAMS/FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						
	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	\$ -0-	\$	\$	\$	\$	\$	\$ -0-
b. Total outlays this report period	49,684.64						49,684.64
c. Less: Program income credits	-0-						-0-
d. Net outlays this report period (Line b minus line c)	49,684.64						49,684.64
e. Net outlays to date (Line a plus line d)	49,684.64						49,684.64
f. Less: Non Federal share of outlays	-0-						-0-
g. Total Federal share of outlays (Line e minus line f)	49,684.64						49,684.64
h. Total unliquidated obligations	-0-						-0-
i. Less: Non-Federal share of unliquidated obligations shown on line h	-0-						-0-
j. Federal share of unliquidated obligations	-0-						-0-
k. Total Federal share of outlays and unliquidated obligations	49,684.64						49,684.64
l. Total cumulative amount of Federal funds authorized	51,715.00						51,715.00
m. Unobligated balance of Federal funds	2,030.36						2,030.36

11. INDIRECT EXPENSE	a. TYPE OF RATE N/A (Place "X" in appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED	13. CERTIFICATION I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents			SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	DATE REPORT SUBMITTED 11-12-86
	b. RATE 8%	c. BASE D.C.	d. TOTAL AMOUNT 46,004.30	e. FEDERAL SHARE 3,680.34		
12. REMARKS. Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.						

9 101

STANDARD FORM 259 (7-76)
Prescribed by Office of Management and Budget
Cir. No. A-110

ED Form E40-12P-1



Appendix A
Job Social Skills Inventory
Student, Parent, and Teacher Social Skills Surveys

Rater _____

Date _____

Checklist: Order Job Responsibilities

1. Student attends to boss while training session is going on.
[Eye contact: minimum 3 seconds.]
2. Student acknowledges the responsibilities as explained by the supervisor.
[Head nod or verbalization: Uh huh; Okay; yes sir; yes ma'am; etc.]
3. Student asks specific question about responsibilities, or indicates that she/he understands.
[Question or verbalization: I understand; that's clear; Okay; etc.]
4. Student will restate responsibilities which include:
 - a. Dress [clean uniform and hat]
 - b. Work schedule [tomorrow 5:00 to 11:00]
 - c. Duties [work with Tom on grill]
5. Student thanks the supervisor.
[Verbalization: Thank you, I appreciate your help, etc.]

Proportion correct

Percentage correct

Name _____

Date _____

Checklist: Understanding Instructions

1. Student maintains eye contact while instructions are given.
[Eye contact: minimum 3 seconds.]
2. Student acknowledges understanding while directions are given.
[head nod, or verbalization: Uh huh; Okay; Yes sir; Yes ma'am, etc.]
3. Student asks question regarding instructions or states that he/she understands.
[Question or verbalization: I understand; Okay; That's clear, etc]
4. Student restates all steps of instructions.
[Write customer's name and order.
Check stock number and price.
Check to see if that item is in stock.
Write on form and place in basket.]
5. Student says "thank you".

Proportion correct

Percentage correct

Name _____

Date _____

Checklist: Asking a Question

1. Student approaches the other individual.
[within 3 feet]
2. Student asks to speak to that person.
[I have a question. Do you have a minute. Etc.]
3. Student states problem.
[Mentions: Working Friday night, football game, etc.]
4. Student asks question pertaining to problem.
[Mentions: Would like Fridays off during season, change schedule]
5. Student gives possible solutions or asks what might be done.
[Mentions: Work another night; change with someone; work less]
6. Student thanks the person.

Proportion correct

Percentage correct

--

Name _____

Date _____

Checklist: Asking for Help

1. Student approaches the manager.
[Within 3 feet.]
2. Student asks if he/she could speak to manager.
[May I speak to you? Do you have time to talk? etc.]
3. Student speaks in a clear and calm conversational tone.
[Clear, Loud enough to be heard.]
4. Student states the situation.
[Mention: Roger isn't doing his share, spoken to him about the problem]
5. Student asks for specific help.
[Would you speak to him?]
6. Student thanks the manager.

Proportion correct

Percentage correct

Name _____

Date _____

Checklist: Accepting Assistance

1. Student greets the person.
[Hi, Hello, etc.]
2. Student thanks the person for the offer.
[Thanks, how nice, etc.]
3. Student should tell the person how he/she could be assisted.
[Would you get those groceries?, etc.]
4. Student speaks in a clear conversational tone.
[Clear, Loud enough to be heard.]
5. Student expresses appreciation for the assistance.
[Thanks, I appreciate your help, etc.]

Proportion correct

Percentage correct

Name _____

Date _____

Checklist: Offering Assistance

1. Student approaches the person.
[Within 3 feet]
2. Student greets the person.
[Hi, Hello, etc.]
3. Student states that he/she is finished with his/her work.
[I'm finished with my work, I'm done, etc.]
4. Student asks if he/she may help.
[Do you need help, May I help you; etc.]
5. Student offers assistance.
[Okay, I'll help; Sure; etc.]
6. Student asks for directions.
[What do you want me to do? Etc.]

Proportion correct

Percentage correct

Name _____

Date _____

Checklist: Giving Instructions

1. Student states what the instructions will focus on.
[Window washing]
2. Student speaks in a clear conversational tone.
[Clear, Loud enough to be heard.]
3. Student gives instructions in order.
[Get equipment, etc. for window washing.]
4. Student asks the person if he/she understands instructions.
[Verbalization: Do you understand?; Understand? Okay?, etc]

Proportion correct

Percentage correct

Name _____

Date _____

Checklist: Convincing Others

1. Student approaches the other person.
[Within 3 feet.]
2. Student asks to speak to that person.
[Do you have time to talk? Do you have a minute? etc.]
3. Student speaks in a clear conversational tone.
[Clear, Loud enough to be heard.]
4. Student states his/her idea with facts.
[Mention: opening in space wear, feel qualified, would like promotion.]
5. Student asks other person his opinion.
[Should I apply, what should I do, etc.]
6. Student states why her/his idea is a good one.
[Good, I really like my job and would like to be a clerk, I know I could do a good job; That would be Okay, etc.]
7. Student thanks person.

Proportion correct

Percentage correct

Name _____

Date _____

Checklist: Apologizing

1. Student approaches other person.
[Within 3 feet]
2. Student greets the other person.
[Hi, Hello, etc.]
3. Student expresses the desire to talk to him/her.
[Do you have a minute? I need to talk to you, etc.]
4. Student clearly explains the situation involved.
[Explains: taking longer break, etc.]
5. Student offers apology.
[I'm sorry, I apologize, etc.]
6. Student makes a positive statement.
[I'm glad we cleared this up, Good; Okay; Thanks, etc.]

Proportion correct

Percentage correct

Student's Name _____

Sequence _____

Rater _____

Date _____

Checklist: Accepting Criticism

1. Student maintains eye contact initially.
[3 second minimum]
2. Student acknowledges understanding the criticism.
[Head nod or verbalization: Yes sir (ma'am); Okay; I see, etc.]
3. Student apologizes if necessary.
[I'm sorry, etc.]
4. Student asks permission to tell his/her side.
[May I explain, etc.]
5. Student tells side with facts.
[They didn't tell me they were coming; I told them not to: I will tell them again: This will stop; etc.]
6. Student asks what can be done or offers solution.
[Anything else?]
7. Student makes a positive acknowledgement of criticism.
[Thanks for telling me; thank you, glad we worked this out.]

Proportion correct

Percentage correct

SOCIAL SKILLS SURVEY

Name: _____

Date: _____

Listed below are social skills that you have or lack to some degree. The checklist allows you to rate yourself on these various skills. Please rate your use of each skill based on your observations. Please answer all questions and be honest.

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
1. Is it difficult for other people to see your side of a discussion?	1	2	3	4	5
2. Are you realistic about your abilities?	1	2	3	4	5
3. Do you follow through and finish what you start?	1	2	3	4	5
4. Do you plan ahead?	1	2	3	4	5
5. Do you ask permission when it's needed?	1	2	3	4	5
6. When you apologize, do you give the reason for the apology?	1	2	3	4	5
7. Do you have difficulty controlling your anger?	1	2	3	4	5
8. Are you honest with yourself?	1	2	3	4	5
9. Do you know your responsibilities?	1	2	3	4	5
10. Do people have trouble understanding your directions?	1	2	3	4	5
11. Do you take responsibility for what you do?	1	2	3	4	5
12. Do you avoid apologizing when you're at fault?	1	2	3	4	5
13. Do you meet your responsibilities?	1	2	3	4	5

		Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
14.	Do you ask questions when you do not understand instructions?	1	2	3	4	5
15.	Do you avoid helping others?	1	2	3	4	5
16.	Do you feel uncomfortable helping others?	1	2	3	4	5
17.	When you feel that you need help, do you ask for it?	1	2	3	4	5
18.	Do you get upset when someone criticizes you?	1	2	3	4	5
19.	In talking, can you convince others?	1	2	3	4	5
20.	Do you feel comfortable asking for help?	1	2	3	4	5
21.	Do you pay attention when someone is talking to you?	1	2	3	4	5
22.	Do you listen carefully to instructions?	1	2	3	4	5
23.	Can you start a conversation?	1	2	3	4	5
24.	Do you avoid situations that might lead to trouble?	1	2	3	4	5
25.	Are you a disorganized person?	1	2	3	4	5
26.	Can people clearly follow your directions?	1	2	3	4	5
27.	Do you have a difficult time telling someone when you feel there is a problem?	1	2	3	4	5
28.	Do other people agree with things you say?	1	2	3	4	5
29.	Do you have trouble following instructions?	1	2	3	4	5
30.	Do you get to places on time?	1	2	3	4	5
31.	When someone helps you, do you thank them?	1	2	3	4	5
32.	Do you blame others even when you are at fault?	1	2	3	4	5

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
33. Do you have difficulty talking to others?	1	2	3	4	5
34. Do you refuse help when it is offered?	1	2	3	4	5
35. Do you think about your question carefully before you ask it?	1	2	3	4	5
36. Do you express your likes/dislikes?	1	2	3	4	5
37. Do you ask questions when things aren't clear?	1	2	3	4	5
38. Do you feel uncomfortable asking questions?	1	2	3	4	5
39. Do you prepare before you start a job or task?	1	2	3	4	5
40. Are you confident?	1	2	3	4	5
41. When someone criticizes you, can you handle it without getting upset?	1	2	3	4	5
42. Do you give good directions?	1	2	3	4	5
43. Do you get upset when someone disagrees with you?	1	2	3	4	5
44. Do you have good manners (thank you, please, hello, yes/no statements, good-bye, I'm sorry)?	1	2	3	4	5
45. Can you introduce yourself to people you would like to know?	1	2	3	4	5
46. When people criticize you, and you do not understand, do you ask them to explain?	1	2	3	4	5
47. Do you have an "I <u>can't</u> " attitude?	1	2	3	4	5
48. Do you offer to help people when they need it?	1	2	3	4	5
49. Do you avoid asking for help in solving problems?	1	2	3	4	5
50. Can you tell when you do a good job?	1	2	3	4	5

Comments:

Thank you for your cooperation!

SOCIAL SKILLS SURVEY

Name: _____

Date: _____

Listed below are social skills that you have or lack to some degree. The checklist allows you to rate yourself on these various skills. Please rate your use of each skill based on your observations. Please answer all questions and be honest.

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
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2. Are you realistic about your abilities?	1	2	3	4	5
3. Do you follow through and finish what you start?	1	2	3	4	5
4. Do you plan ahead?	1	2	3	4	5
5. Do you ask permission when it's needed?	1	2	3	4	5
6. When you apologize, do you give the reason for the apology?	1	2	3	4	5
7. Do you have difficulty controlling your anger?	1	2	3	4	5
8. Are you honest with yourself?	1	2	3	4	5
9. Do you know your responsibilities?	1	2	3	4	5
10. Do people have trouble understanding your directions?	1	2	3	4	5
11. Do you take responsibility for what you do?	1	2	3	4	5
12. Do you avoid apologizing when you're at fault?	1	2	3	4	5
13. Do you meet your responsibilities?	1	2	3	4	5

		Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
14.	Do you ask questions when you do not understand instructions?	1	2	3	4	5
15.	Do you avoid helping others?	1	2	3	4	5
16.	Do you feel uncomfortable helping others?	1	2	3	4	5
17.	When you feel that you need help, do you ask for it?	1	2	3	4	5
18.	Do you get upset when someone criticizes you?	1	2	3	4	5
19.	In talking, can you convince others?	1	2	3	4	5
20.	Do you feel comfortable asking for help?	1	2	3	4	5
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22.	Do you listen carefully to instructions?	1	2	3	4	5
23.	Can you start a conversation?	1	2	3	4	5
24.	Do you avoid situations that might lead to trouble?	1	2	3	4	5
25.	Are you a disorganized person?	1	2	3	4	5
26.	Can people clearly follow your directions?	1	2	3	4	5
27.	Do you have a difficult time telling someone when you feel there is a problem?	1	2	3	4	5
28.	Do other people agree with things you say?	1	2	3	4	5
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	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
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37. Do you ask questions when things aren't clear?	1	2	3	4	5
38. Do you feel uncomfortable asking questions?	1	2	3	4	5
39. Do you prepare before you start a job or task?	1	2	3	4	5
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41. When someone criticizes you, can you handle it without getting upset?	1	2	3	4	5
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44. Do you have good manners (thank you, please, hello, yes/no statements, good-bye, I'm sorry)?	1	2	3	4	5
45. Can you introduce yourself to people you would like to know?	1	2	3	4	5
46. When people criticize you, and you do not understand, do you ask them to explain?	1	2	3	4	5
47. Do you have an "I <u>can't</u> " attitude?	1	2	3	4	5
48. Do you offer to help people when they need it?	1	2	3	4	5
49. Do you avoid asking for help in solving problems?	1	2	3	4	5
50. Can you tell when you do a good job?	1	2	3	4	5

Comments:

Thank you for your cooperation!

SOCIAL SKILLS SURVEY

Name: _____

Date: _____

Listed below are social skills that this student has or lacks to some degree. The checklist allows you to rate the student on these various skills. Please rate the student's use of each skill based on your observations. Please answer all items.

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
1. Is it difficult for other people to see the student's side of a discussion?	1	2	3	4	5
2. Is the student realistic about his/her abilities?	1	2	3	4	5
3. Does she/he follow through and finish tasks?	1	2	3	4	5
4. Does the student plan ahead?	1	2	3	4	5
5. Does she/he ask permission when it's needed?	1	2	3	4	5
6. When the student apologizes, does she/he give the reason for the apology?	1	2	3	4	5
7. Does she/he have difficulty controlling her/his anger?	1	2	3	4	5
8. Is the student honest with himself/herself?	1	2	3	4	5
9. Does the student know her/his responsibilities?	1	2	3	4	5
10. Do people have trouble understanding her/his directions?	1	2	3	4	5
11. Does the student take responsibility for what she/he does?	1	2	3	4	5
12. Does the student avoid apologizing when at fault?	1	2	3	4	5

		Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
13.	Does the student meet her/his responsibilities?	1	2	3	4	5
14.	Does the student ask questions when she/he does not understand instructions?	1	2	3	4	5
15.	Does she/he avoid helping others?	1	2	3	4	5
16.	Does she/he feel uncomfortable helping others?	1	2	3	4	5
17.	When the student feels that help is needed, does she/he ask for it?	1	2	3	4	5
18.	Does the student get upset when criticized?	1	2	3	4	5
19.	In talking, can the student convince others?	1	2	3	4	5
20.	Does the student feel comfortable asking for help?	1	2	3	4	5
21.	Does the student pay attention when someone is talking to her/him?	1	2	3	4	5
22.	Does the student listen carefully to instructions?	1	2	3	4	5
23.	Can the student start a conversation?	1	2	3	4	5
24.	Does the student avoid situations that might lead to trouble?	1	2	3	4	5
25.	Is the student a disorganized person?	1	2	3	4	5
26.	Can people clearly follow her/his directions?	1	2	3	4	5
27.	Does the student have a difficult time telling someone when there is a problem?	1	2	3	4	5
28.	Do other people agree with statements the student makes?	1	2	3	4	5
29.	Does the student have trouble following instructions?	1	2	3	4	5

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
✓30. ^{دو} she/he get to places on time?	1	2	3	4	5
31. When someone helps the student, does she/he thank them?	1	2	3	4	5
32. Does the student blame others even when she/he is at fault.	1	2	3	4	5
33. Does the student have difficulty talking to others?	1	2	3	4	5
34. Does the student refuse help when it is offered?	1	2	3	4	5
35. Does the student think about questions carefully before asking?	1	2	3	4	5
36. Does the student express her/his likes/dislikes?	1	2	3	4	5
37. Does the student ask questions when things aren't clear?	1	2	3	4	5
38. Does the student feel uncomfortable asking questions?	1	2	3	4	5
39. Does the student prepare before starting a job or task?	1	2	3	4	5
40. Is the student confident?	1	2	3	4	5
41. When someone criticizes the student, can she/he handle it without getting upset?	1	2	3	4	5
42. Does the student give good directions?	1	2	3	4	5
43. Does the student get upset when someone disagrees with her/him?	1	2	3	4	5
44. Does the student have good manners (thank you, please, hello, yes/no statements, good-bye, I'm sorry)?	1	2	3	4	5
45. Can the student introduce herself/himself to people she/he would like to know?	1	2	3	4	5

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
46. When criticized, does the student ask for an explanation if she/he does not understand?	1	2	3	4	5
47. Does the student have an "I <u>can't</u> " attitude?	1	2	3	4	5
48. Does the student offer help to people when they need it?	1	2	3	4	5
49. Does the student avoid asking for help in solving problems?	1	2	3	4	5
50. Can the student tell when she/he has done a good job?	1	2	3	4	5

Comments:

Thank you for your cooperation!

SOCIAL SKILLS SURVEY

Name: _____

Date: _____

Listed below are social skills that Your son/daughter has or lacks to some degree. The checklist allows you to rate your son/daughter on these various skills. Please rate your son's/daughter's use of each skill based on your observations. Please answer all questions.

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
1. Is it difficult for other people to see your child's side of a discussion?	1	2	3	4	5
2. Is your child realistic about his/her abilities?	1	2	3	4	5
3. Does she/he follow through and finish tasks?	1	2	3	4	5
4. Does your child plan ahead?	1	2	3	4	5
5. Does she/he ask permission when it's needed?	1	2	3	4	5
6. When your child apologizes, does she/he give the reason for the apology?	1	2	3	4	5
7. Does she/he have difficulty controlling her/his anger?	1	2	3	4	5
8. Is your child honest with himself/herself?	1	2	3	4	5
9. Does your child know her/his responsibilities?	1	2	3	4	5
10. Do people have trouble understanding her/his directions?	1	2	3	4	5
11. Does your child take responsibility for what she/he does?	1	2	3	4	5
12. Does your child avoid apologizing when at fault?	1	2	3	4	5

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
13. Does your child meet her/his responsibilities?	1	2	3	4	5
14. Does your child ask questions when she/he does not understand instructions?	1	2	3	4	5
15. Does she/he avoid helping others?	1	2	3	4	5
16. Does she/he feel uncomfortable helping others?	1	2	3	4	5
17. When your child feels that help is needed, does she/he ask for it?	1	2	3	4	5
18. Does your child get upset when criticized?	1	2	3	4	5
19. In talking, can your child convince others?	1	2	3	4	5
20. Does your child feel comfortable asking for help?	1	2	3	4	5
21. Does your child pay attention when someone is talking to her/him?	1	2	3	4	5
22. Does your child listen carefully to instructions?	1	2	3	4	5
23. Can your child start a conversation?	1	2	3	4	5
24. Does your child avoid situations that might lead to trouble?	1	2	3	4	5
25. Is your child a disorganized person?	1	2	3	4	5
26. Can people clearly follow her/his directions?	1	2	3	4	5
27. Does your child have a difficult time telling someone when there is a problem?	1	2	3	4	5
28. Do other people agree with statements your child makes?	1	2	3	4	5
29. Does your child have trouble following instructions?	1	2	3	4	5

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
30. Does she/he get to places on time?	1	2	3	4	5
31. When someone helps your child, does she/he thank them?	1	2	3	4	5
32. Does your child blame others even when she/he is at fault.	1	2	3	4	5
33. Does your child have difficulty talking to others?	1	2	3	4	5
34. Does your child refuse help when it is offered?	1	2	3	4	5
35. Does your child think about questions carefully before asking?	1	2	3	4	5
36. Does your child express her/his likes/dislikes?	1	2	3	4	5
37. Does your child ask questions when things aren't clear?	1	2	3	4	5
38. Does your child feel uncomfortable asking questions?	1	2	3	4	5
39. Does your child prepare before starting a job or task?	1	2	3	4	5
40. Is your child confident?	1	2	3	4	5
41. When someone criticizes your child, can she/he handle it without getting upset?	1	2	3	4	5
42. Does your child give good directions?	1	2	3	4	5
43. Does your child get upset when someone disagrees with her/him?	1	2	3	4	5
44. Does your child have good manners (thank you, please, hello, yes/no statements, good-bye, I'm sorry)?	1	2	3	4	5
45. Can your child introduce herself/himself to people she/he would like to know?	1	2	3	4	5

Never Seldom Sometimes Often Always
 1 2 3 4 5

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
46. When criticized, does your child ask for an explanation if she/he does not understand?	1	2	3	4	5
47. Does your child have an "I can't" attitude?	1	2	3	4	5
48. Does your child offer help to people when they need it?	1	2	3	4	5
49. Does your child avoid asking for help in solving problems?	1	2	3	4	5
50. Can your child tell when she/he has done a good job?	1	2	3	4	5

Comments:

Thank you for your cooperation!

Appendix B

Skill: Understanding Directions

Scripted Lesson

Classroom Charts

Student Cue Cards

Simulation Activities

SKILL 2: UNDERSTANDING DIRECTIONS

SCRIPTED LESSON

GOAL:

Students will be able to understand verbal instructions or directions from employers, managers, or co-workers.

OBJECTIVES:

The student will be able to:

- 1) maintain eye contact when directions are given.
- 2) demonstrate listening through verbal and/or nonverbal communication (nod head, say "okay", etc.)
- 3) indicate understanding of directions by asking questions, or verbally stating that she/he has understood.
- 4) restate the directions in the order given.
- 5) thank the supervisor.

MATERIALS:

Flip charts "Understanding Directions"

Markers

"Understanding Directions" roleplaying cards

Student cue cards "ENART"

PROCEDURE:

Students and instructor are seated in a semicircle with flipcharts visible to all. Steps and dialogue for the lesson follow.

Step 1:

Review the last skill taught

*dress, work
schedule, duties*

*to help you do your
job, etc.*

Instructor: Last week we talked about the importance of ordering job responsibilities. Who remembers what the three categories of job responsibilities?

Good, you remembered three types of job responsibilities: 1) the way you dress for work, 2) your work schedule, and 3) your job duties. Why are these important?

That's right. You need to know what you're supposed to wear at work, what time you're supposed to arrive, and what your job duties are. Now you are ready to begin your job.

Step 2:

Introduce the new skill

*knowing what the person
says, what you need to
do, what you do first,
second, third, etc.)*

The second job-related skill is understanding directions. What does "understanding directions" mean?

Why do you think understanding directions is important?

 1) to do the job right

2) to do your job carefully

3) to complete the task

Elicit from students

4) to be a good worker

5) to understand how to do something

6) to learn something new

7) to avoid problems

What might happen if you don't understand directions at work?

*Can't do your job,
 don't do your job right,
 get fired*

I have a list of reasons why understanding directions at work is important. Let's compare the list we developed with the one I've prepared.

Reinforce students by praising matches between student-generated chart and prepared chart.

Compare charts, pointing to similarities, etc. Add to list if necessary.

You need to understand directions when you're told how to do a job. Who would give you directions while at work?

*boss, manager, supervisor,
 trainer, foreman, co-worker)*

Alright! When would you get directions at work?

- when you're new on the job,
- when you're doing something

- ~~new~~
- when you're doing something wrong
 - when a change of duties is made, etc.

ask questions

ask questions

*listen, organize, repeat,
write it, say it, ask for
a list*

Good, there are many times when understanding directions is important. What if the person in charge does not give you directions? What should you do?

What if the person doesn't give all of the directions that you need. How do you remember this information?

Yes, listening carefully, organizing what you hear, repeating directions, writing directions, saying the directions again out loud or to yourself, and asking for a list if one is available are all ways to remember information.

Step 3:

List the skill components/steps.

Let's list the steps involved in understanding directions when they are given by the boss or person in charge.

Call on a student to assist with skill demonstration.

I am going to give directions to (select a student) Watch closely, listen, and think about what is involved or what you would need to do to understand the directions. I will play your employer and give you directions for washing windows. (Student's name), first you get the supplies from the storeroom next to the employee restrooms. You will need the long and short squeegees, a bucket, window soap or Windex, and clean cloths. Use the correct amount of soap and fill the bucket with water. You need about a half cup of soap to a gallon of water. Do the outside of the windows first and use the squeegees. Then do the inside windows using Windex and cloth to dry the glass. Think about those directions. What is the first step in understanding them?

listen

Right, you must listen carefully as directions are given. What does that mean?

*look at the person, nod
or say something like okay*

Yes, these are important responses to directions. Let's list these behaviors as things to do when getting directions.

List on chart:

Instructional Cues

Teacher Notes

1) ~~Look at the person~~

2) Nod or say Okay.

*Ask questions or say,
"I understand".*

Write on chart:

3) Ask questions or
say "I understand".

*ask questions
I understand*

*write it, think about it,
memorize, say it*

verbal rehearsal

What's next?

Good, if you don't understand the directions or the directions are unclear, what should you do?

When you understand the directions, what should you say?

When you understand the directions, what are some things you can do to help yourself remember?

Yes, those are some ways to help people remember. What do we call the technique of saying something over and over to yourself?

That technique is used to help you remember directions. You will also use verbal rehearsal to memorize the steps for the different skills you learn. Fine, so far we have listed three steps. They are

-
- 1) Look at the person.
 - 2) Nod or say "okay".
 - 3) Ask questions or say "I understand".

What is the fourth step - the step that will help you remember?

Say it over

Yes, I'll write Step 4 on the chart.

List on chart:

- 4) Saying directions over.

Now that you have understood and restated the directions, what should you do?

thank the boss or supervisor

That's right. Thank the boss or whoever gives you the directions.

List on chart:

- 5) Thank the person.

Yes

Do these steps look familiar?

Steps for the skill, ordering job responsibilities

Where have you seen them?

Yes, that's right. The skill, ordering job responsibilities, and today's skill, understanding directions, have similar steps. The steps for the two skills are also in the same order.

Step 5:

- | | | |
|----|--|---------------------------------------|
| 1) | Make eye contact to show that you are listening. | <u>E</u> ye Contact |
| 2) | Show that you are listening by nodding your head or saying "uh huh" or "okay" or "sure". | <u>N</u> od or Okay |
| 3) | Ask questions if you don't understand, or say "I understand". | <u>A</u> sk questions or I understand |
| 4) | Repeat the directions. | <u>R</u> epeat directions |
| 5) | Thank the person giving directions. | <u>T</u> hank you |

Super, those are the five steps. Now, I want you to close your eyes and see the steps in your head.

Cover chart

First role play: identify skill steps
 Third role play: student volunteer
 If time permits, practice (rehearse steps).

Understanding Directions

- To do the job right
- To do your job carefully
- To complete the task
- To be a good worker
- To understand how to do something
- To learn something new
- To avoid problems

Understanding Directions

STEPS:

1. Look at person - make eye contact (to show listening).
2. Nod your head or say something.
3. Ask questions or say, "I understand."
4. Repeat the directions.
5. Thank the person.

UNDERSTANDING DIRECTIONS

- E Eye contact
- N Nod or Okay
- A Ask questions or "I understand"
- R Repeat directions
- T Thank

UNDERSTANDING DIRECTIONS

- E Eye contact
- N Nod or Okay
- A Ask questions or "I understand"
- R Repeat directions
- T Thank

UNDERSTANDING DIRECTIONS

- E Eye contact
- N Nod or Okay
- A Ask questions or "I understand"
- R Repeat directions
- T Thank

UNDERSTANDING DIRECTIONS

- E Eye contact
- N Nod or Okay
- A Ask questions or "I understand"
- R Repeat directions
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UNDERSTANDING DIRECTIONS

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UNDERSTANDING DIRECTIONS

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UNDERSTANDING DIRECTIONS

- E Eye contact
- N Nod or Okay
- A Ask questions or I understand
- R Repeat directions
- T Thank

SKILL 2: UNDERSTANDING DIRECTIONS
SIMULATION ACTIVITY

MODEL SITUATION: In this situation, you will be understanding instructions. You will play the part of an employee at Union 76 Gas Station. I will be your manager. You have just been put in charge of running the gas pumps.

EMPLOYER: _____, you've done so well here that we've decided to increase your responsibilities. There are several things you need to know to be in charge of the gas pumps. When a customer pulls in, greet them with a smile, as they are very important to us. Ask how you can help them. If they need gas, ask them what type, and how much. Then ask if they'd like their water, oil, or air in their tires checked. If not, go right to washing the windows, both front and back. When done, either collect the money, or credit card, and bring it to the cashier. Do you have any questions?

STUDENT: (Acknowledges or asks question related to instructions.)

EMPLOYER: Good. You'll have no problem.

STUDENT: Thank you.

EMPLOYER: You're welcome.

PROJECT STEP:
SOCIALIZATION TRAINING FOR EMPLOYMENT PREPARATION

SITUATION: LESSON 2 "UNDERSTANDING INSTRUCTIONS"

MODEL SITUATION: In this situation, you will be understanding instructions. You will play the part of an employee at Sears Department Store, in the customer service department. I will be your supervisor.

EMPLOYER: Hi _____. Yesterday you came in for an orientation meeting and today I will give you more detailed instructions. You will have to deal with customers both on the phone and in person. When answering the phone, please say "Thank you for calling Sears. My name is _____, may I help you?" Also, make sure that you speak clearly. Listen very carefully

to their requests and ask them to repeat anything that you do not understand. Here is a list of extention phone numbers to refer the call to appropriate people, or departments. Your job is basically to assist the customer. Any questions so far?

STUDENT: (Acknowledges, asks question or restates information related to phone duties.)

EMPLOYER: Those customers that come to the counter should be directed to the appropriate department. If you have any problems, talk to Marion, the office manager. Did you get all that?

STUDENT: (Acknowledges, or asks question, or restates information related to counter duties.)

EMPLOYER: OK, fine. Let me introduce you to Marion and you can get started.

STUDENT: OK, thank you.

MODEL SITUATION: In this situation, you will be required to understand directions. You will play the part of a groundskeeper at the Ramada Inn. I will play your supervisor, _____. You are responsible for weeding the flower beds. Your supervisor describes what to do.

SUPERVISOR: _____, I'm going to tell you how I want these flower beds weeded. First, the tools are over there in the tool shed. You'll need the regular hoe and the hula hoe. (Pause) Okay, all those beds in front of the motel need weeding on Mondays and Thursdays. Use the hula hoe for the large areas and use the regular hoe close to the plants. Be careful that you don't cut the plants. When you're finished, clean the tools and put them away. The whole job should take about three hours.

EMPLOYEE: (Eye contact; nod or okay during directions.)

(Asks questions or indicates understanding.)

(Repeats all directions.)

SUPERVISOR: Okay, let me know if you run into trouble.

EMPLOYEE: (Thanks supervisor.)

SUPERVISOR: No problem, I'll check back with you.

people if you have questions. Finally, move the items in the area to the front before you refill. Every Monday and Thursday mornings, you will clean this area. I'll tell you about that on Monday. All set?

EMPLOYEE: (Eye contact, nod or okay while directions are given.)

(Asks questions or indicates understanding.)

(Repeats all directions in order - 1st, 2nd, 3rd.)

SUPERVISOR: (Answers questions.) **Fine, if you have any other questions, let me know.**

EMPLOYEE: (Thanks supervisor.)

SUPERVISOR: **You're welcome.**

PROJECT STEP:

SOCIALIZATION TRAINING FOR EMPLOYMENT PREPARATION

SITUATION: LESSON 2 "UNDERSTANDING INSTRUCTIONS"

EMPLOYER: You're welcome. Let's get started.

**PROJECT STEP:
SOCIALIZATION TRAINING FOR EMPLOYMENT PREPARATION**

SITUATION: LESSON 2 "UNDERSTANDING INSTRUCTIONS"

MODEL SITUATION: This situation requires understanding directions. You will play the part of the employee, and I will be your supervisor, _____ . You have been hired as a part-time employee for one of Northern Arizona University's cafeterias. One of your responsibilities is refilling the self-service area (yoghurt, fruit, drinks, etc.) In the following role play, your supervisor explains what you are to do.

SUPERVISOR: _____, one of your duties is to refill the refrigerated self-service area. Come with me. I'll show you where that is. Everything must be kept full, especially between 11:00 and 1:00, the lunch hour. First, check how many you need. Then go into the back where the refrigerators are. Refrigerator No. 1 is the store area for all these items except fruit, which is kept in the bins in refrigerator 3. You may ask the kitchen

MODEL SITUATION: In this situation, you will be understanding instructions. You will play the part of an employee at El Rancho. I will be your manager. You are a stockperson.

EMPLOYER: _____, as you know, the shipment comes in every Tuesday. When you come in, everything will be unloaded. You are required to pick up your clipboard with the assigned section, and your price gun. Go into the storeroom and bring out the merchandise you are to price. Look over the price sheets. Be sure and ask questions if the sheets aren't clear. Check the price of the old merchandise to make sure that it corresponds to the new price. If not, change the old price so all stock is the same. Is that clear?

STUDENT: (Acknowledges, asks questions, or restates.)

EMPLOYER: OK. Now that you've checked the old merchandise, go ahead and mark the new. When you stock the shelf, be sure that the new merchandise is in the back. When you're done, check in the backroom for another skid. Also, remember to pay attention to the intercom, as you might be called up to help bag. That's about it.

STUDENT: (Acknowledges, asks questions, restates.)

EMPLOYER: If you have any questions, check with me.

STUDENT: Thanks.

Appendix C
Student and Employer Job Reports

No. _____

Student Job Report

Name _____
Date _____

Job Site _____
Job Title _____
Supervisor _____

During this past week, rate

- | | | | | |
|---|------|------|------|-----------|
| 1. Your attitude at work. | Poor | Fair | Good | Excellent |
| 2. Your completion of duties. | Poor | Fair | Good | Excellent |
| 3. Your interaction with co-workers. | Poor | Fair | Good | Excellent |
| 4. Your interaction with your supervisor. | Poor | Fair | Good | Excellent |
| 5. Your work behaviors.
(on time, breaks, dress, etc.) | Poor | Fair | Good | Excellent |

Check the social skills you used at work this past week.

- ___ Ordering job responsibilities
- ___ Understanding instructions
- ___ Asking a question
- ___ Asking for help
- ___ Accepting help
- ___ Offering help
- ___ Giving instructions
- ___ Convincing others
- ___ Apologizing
- ___ Accepting criticism

Describe one of the times when you successfully used one of the social skills that you learned (if you did). _____

Describe a time (if there was one) when you were unsuccessful using one of the social skills. _____

Why do you think you were unsuccessful? _____

Describe any problems that came up this past week at work.

Describe one thing you did at work that you're proud of.

No. _____

Employer Job Report

Supervisor _____
Job Site _____
Job Title _____

Date _____
Employee's Name _____

During this past week, rate the employee's job performance in the following areas.

	Poor	Fair	Good	Excellent	Don't Know
1. Ordering job responsibilities.	Poor	Fair	Good	Excellent	Know
2. Understanding instructions.	Poor	Fair	Good	Excellent	D/K
3. Asking questions.	Poor	Fair	Good	Excellent	D/K
4. Asking for help.	Poor	Fair	Good	Excellent	D/K
5. Accepting help.	Poor	Fair	Good	Excellent	D/K
6. Offering help.	Poor	Fair	Good	Excellent	D/K
7. Giving instructions.	Poor	Fair	Good	Excellent	D/K
8. Convincing others.	Poor	Fair	Good	Excellent	D/K
9. Apologizing.	Poor	Fair	Good	Excellent	D/K
10. Accepting criticism.	Poor	Fair	Good	Excellent	D/K
11. General attitude	Poor	Fair	Good	Excellent	D/K
12. Completion of duties	Poor	Fair	Good	Excellent	D/K
13. Interaction with co-workers	Poor	Fair	Good	Excellent	D/K
14. Interaction with supervisor	Poor	Fair	Good	Excellent	D/K
15. General work behaviors (on time, breaks, dress, etc.)	Poor	Fair	Good	Excellent	D/K

Describe any problems the employee is experiencing.

Appendix D
Copies of Publications

Job-Related Socialization Training for Mildly
to Moderately Handicapped Adolescents

Marjorie Montague, Ph.D.
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Running head: JOB SOCIAL SKILLS

Abstract

Secondary and postsecondary needs of mildly and moderately handicapped students are currently a major concern for special educators. Educational programs for these students have begun to emphasize career and vocational goals, including development of social skills necessary for job success. The purpose of this paper is to review literature in the area of job-related socialization training for handicapped youth. Assessment procedures and instructional approaches are reviewed with suggestions for curricular directions.

Job-Related Socialization Training for Mildly
to Moderately Handicapped Adolescents

For several years now, special educators have been concerned with secondary and postsecondary needs of handicapped students. In fact, some educators have suggested that the effectiveness of educational programs should be assessed by determining the degree of students' postsecondary adjustment. Postsecondary adjustment has been identified with a variety of factors including employment status, financial stability, self-sufficiency, and social acceptance in the community. Follow-up studies reporting data on the number of employed, underemployed, and unemployed handicapped adults have indicated secondary programs are not adequately preparing these individuals for adult life (Wehman, Kregel, & Barcus, 1985). Several studies have corroborated an unemployment rate of between 50 and 75 percent for disabled people, a high level of underemployment, and very poor wages (Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985; Wehman, Kregel, & Seyfarth, 1985; U.S. Commission on Civil Rights, 1983).

It is evident from these results that educational programs for handicapped students must be improved. Recent legislation reiterates the original intent of the Education for Handicapped Children Act (P.L. 94-142) by specifically addressing career and vocational needs of all handicapped youth (Carl D. Perkins, Vocational Education Act, 1984; Education of the Handicapped Act Amendments, 1983). Programming should include curricula that meet the vocational needs of students by preparing them for the world of work. Although the career-vocational literature in special education provides multiple models of service delivery (Brolin, 1982; Brolin & Kokaska, 1979; Feldman, 1979; Kolstoe, 1970; Miller & Schloss, 1982), there is evidence that most models recognize the need for but lack appropriate techniques and strategies for teaching social skills associated with successful job seeking, finding, getting, and holding (D'Alonzo & Svoboda, 1983).

Most employers consider basic communication skills, interpersonal skills, and good work habits more important than job-specific technical skills (Kelman, 1984; Wilms, 1984). Poor social and communication skills frequently characterize students who have been identified as emotionally handicapped (EH), learning disabled (LD), or mildly mentally retarded (MR). Social skill deficits place many mildly to moderately handicapped students at a considerable disadvantage in the community and often preclude job success (Sheldon, Sherman, Schumaker, & Hazel, 1984). Gable (1984) indicated the failure of disturbed adolescents' job placements is often directly linked to poor social-interpersonal skills. Blalock (1981) reported that learning disabled older adolescents and young adults who lost jobs were uncertain what went wrong, were unable to anticipate problems that might arise in jobs, and seemed to repeat mistakes in subsequent employment.

Developing effective interpersonal skills is essential and should be a primary consideration in educational programming. There is a growing awareness that direct instruction in job-related skills will facilitate the successful integration of handicapped adolescents into the private sector work force. This paper presents a review of job-related socialization training programs for mildly to moderately handicapped students. Current approaches to assessment and instruction of social skills are discussed with suggestions for curricular directions.

Assessment

A comprehensive vocational evaluation should be ongoing and include periodic assessments of students' vocational skills, aptitudes, and interests as well as assessments of functional living skills and related personal-social skills (Sitlington, Brodin, Clark, & Vacanti, 1985). Several commercial systems are available for assessing students' vocational aptitude and interests, while few instruments have been developed for assessing job-related social skills. This section will review two behavioral assessment instruments that have been validated for measuring specific job-related social behaviors of handicapped students. Procedures used in the development and validation of the

Occupational Skills Assessment Instrument (Mathews, Whang, & Fawcett, 1980) served as the model for the validation of this author's Job-Related Social Skills Behavioral Inventory.

Behavioral assessment, including behavioral observation codes, behavioral checklists, and rating scales, has been the most widely used procedure for measuring levels of general social competence (Schumaker & Hazel, 1984a). Extending this type of assessment to occupational skills such as job interviews and social interactions with employers and co-workers, Mathews, Whang, and Fawcett (1980) developed a behavioral checklist to be used with learning disabled adolescents as well as normal adults. These authors used Goldfried and D'Zurilla's (1969) five stage model for the development of behavioral assessment instruments as their framework. Thirteen common job-related skills were identified including: a) job finding skills such as seeking a job lead and telephoning a potential employer, b) job retention skills like accepting suggestions or criticism from an employer, and c) related skills of writing follow-up letters, writing letters in response to classified ads, and completing federal income tax forms.

Extensive analysis of the instrument suggested that the Occupational Skills Assessment Instrument is a reliable and valid method of determining an individual's skill in job-related situations. Results showed that the skills selected were considered important and representative by participants and employment experts, that the experts' satisfaction ratings were correlated with the observed performance of participants, and that participant performance observed with the instrument was correlated with observations using another measure of job-related behavior.

A similar analysis was utilized to validate the author's Job-Related Social Skills Behavioral Inventory. From the social skills literature and conversations with employers, 20 skills were identified as important for job retention. Six employment experts then ranked the skills relative to their importance. These experts included the director of a Vocational Rehabilitation Office, the director of a university Career Placement Office, a career planning counselor at a university, a Job Training and Partnership Act

counselor, a placement counselor for the Department of Economic Security, Division of Developmental Disabilities, and a local school district's work experience coordinator. The following ten skills ranked highest with importance ratings ranging from 96.6 per cent to 76.6 per cent:

1. Understanding instructions
2. Asking a question
3. Asking for help
4. Accepting criticism
5. Ordering job responsibilities
6. Accepting assistance
7. Giving instructions
8. Offering assistance
9. Apologizing
10. Convincing others

The experts also gave suggestions regarding component behaviors required for each skill. For example, they felt that ordering job responsibilities included such behaviors as showing up for work on time, organizing one's duties, taking breaks at appropriate times, and knowing the rules and regulations for the job. In addition, component behaviors associated with the skills were given importance ratings by secondary classroom teachers from 1 to 5 with 1 indicating the lowest degree of importance. The range of ratings was from 2.5 to 4.63 with a mean of 3.7. The employment experts' suggestions and teachers' ratings of associated behaviors were considered when task analyses were conducted, yielding a sequence of observable and measurable responses for each of the 10 social skills. The number of component behaviors for the 10 skills ranged from four behaviors (giving instructions) to seven (accepting criticism and convincing others).

Novel role plays reflecting typical work situations and requiring use of the social skills were developed. Role play tests provide the opportunity to observe efficiently and directly the actual performance of participants (Mathews et al., 1980). Examples of the role play scenario and the observation checklist for the skill, asking for help, are presented in Figures 1 and 2.

Sixty mildly to moderately handicapped secondary students were assessed using the completed inventory. Two university students, using the checklists, rated the performance of the adolescents. Reliability of the instrument was determined by calculating the level of interobserver agreement item by item and for the total instrument. Six random reliability checks were made using the point-by-point agreement formula (Kazdin, 1982), that is, dividing the number of agreements by the number of agreements plus disagreements multiplied by 100. Total reliability averaged 82% (ranging from 70% to 91.67%). Validation of the instrument's content was based on previously reported judgments by employment experts and teachers regarding the importance of what is assessed, that is, job-related social skills and their component behaviors. The Job-Related Social Skills Behavioral Inventory appears to be a relatively reliable and valid instrument for assessing employment-related social skills of mildly to moderately handicapped students.

Assessment Considerations

The two instruments described are one type of behavioral assessment for determining an individual's present level of performance across a range of behaviors thought to be related to finding and maintaining employment. This set of behaviors, although not exhaustive, seems to represent various employability skills or generic work behaviors adjudged by employers as critical for success (Kelman, 1984).

Because behavioral checklists are usually administered in artificial settings such as a classroom, no information on a person's actual job performance is provided. Other instruments including rating scales, employer reports, and employee self-reports may be more appropriate for monitoring performance in the natural work setting.

A variety of performance indices seems necessary for a comprehensive vocational assessment, which must precede instructional and vocational program planning. When specific job-related skill deficits are identified, teachers can tailor instructional programs to improve their students' opportunities for

competitive employment.

Mathews, Whang, and Fawcett (1982) used the Occupational Skills Assessment Instrument to analyze differences in levels of occupational skills between LD high school students and their non-LD peers. Although both groups showed low levels of performance, non-LD students performed significantly better than LD adolescents on all 13 job-related skills. Additional research (Foss & Peterson, 1981; Lignugaris/Kraft, Rule, Salzberg, & Stowitschek, 1986) further demonstrates the need to develop job-related socialization training programs for handicapped adolescents and young adults.

Training and Instruction

An instructional curriculum for social skills that builds upon research in the areas of self-esteem, self-efficacy, values development, language and communication, problem solving and decision-making, and specific job competencies could provide the foundation for effective interpersonal-interactional skills in the workplace. Interventions appropriate for mildly to moderately handicapped adolescents who manifest social skill deficits will be addressed in this section. Studies and programs that focus on general social skills and specific job-related social behaviors will be reviewed.

General Social Skills

Several programs and curricula have been developed for teaching general social skills to mildly handicapped adolescents. Two of these are The Social Solutions Curriculum by the American Institute for Research and The Social Skills Curriculum, developed by the University of Kansas Institute for Research in Learning Disabilities (Schumaker, Pederson, Hazel, & Meyen, 1983). The Social Skills Curriculum addresses 30 social skills and includes activities such as self-instructional workbooks, modeling and roleplaying exercises, and a series of application activities designed to assist students in generalization of acquired skills to situations outside the learning environment.

In one research study (Hazel, Schumaker, Sherman, and Sheldon, 1982), small groups of LD, non LD, and delinquent adolescents were

effectively taught specific skills such as giving and receiving feedback, resisting peer pressure, negotiating, and problem solving in social situations. Incorporated into this training program were several skill acquisition steps including skill description procedures, modeling, and behavioral rehearsal with feedback. All three groups of subjects showed improvement following instruction. However, LD adolescents demonstrated only a slight gain on the cognitive problem-solving skill when compared to non LD and adjudicated youth.

Studies reviewed by Goldstein, Sprafkin, Gershaw, and Klein (1980) indicated that techniques utilized in their structured learning program for behavior disordered youth have been effective in developing, maintaining, and generalizing communication and social skills. These techniques, including modeling, role playing, performance feedback, and transfer of training, are generally associated with cognitive psychology (Flavell, 1982), social learning theory (Bandura, 1977), and cognitive-behavior modification (Meichenbaum, 1977). Wiig (1982) used similar procedures in her field-tested program, "Let's Talk," designed to develop communication competency and prosocial skills among learning disabled and behavior disordered adolescents.

Social skills training is appropriate only if instructional procedures have been empirically validated and generalized use of the skills is actively programmed within the natural environment (Schumaker & Hazel, 1984b). If the natural environment is the workplace, then instruction should focus on social skills that are necessary for job success with application of the skills extended to the job setting. Studies of training programs designed specifically for teaching job-related social skills to adolescents and adults who manifest skill deficits are reviewed in the next section.

Job-Related Social Skills

Most research in socialization training for employment preparation has been conducted with moderately to severely handicapped persons. The focus has been on the development of procedures to modify behaviors such as noncompliance (Connis &

Rusch, 1980) and topic repetition (Rusch, Weithers, Menchetti, & Schutz, 1980) that interfere with the vocational adjustment of developmentally delayed individuals. Although some of the procedures may be appropriate for mildly to moderately handicapped adolescents, most are designed to be applied with specific individuals in sheltered employment settings. Empirically based job-related social skills curricula are needed for mildly to moderately handicapped youth to successfully compete in the mainstream job market. Programs and research in this emerging area will be addressed in this section.

Gable (1984) discussed a prevocational program implemented in a psychiatric setting for severely behaviorally disordered adolescents. The integrated program included functional academic skills, social skills training, and both simulated and actual time-limited work experiences. The following social-interpersonal program goals pertaining to work-related experiences were set: a) follow directions, b) use appropriate language, c) interact appropriately with peers and adults, and d) use self-control. At the conclusion of the first year of operation, results indicated substantial academic gains for program participants, acceptable levels of work performance and behaviors for 31 of the 34 participants, and satisfactory evaluations for the three students who were in community-based employment.

Warrenfeltz, Kelly, Salzberg, Beegle, Levy, Adams, and Crouse (1981) implemented a vocationally oriented social skills training program with behavior disordered adolescents in a short-term residential treatment center. Results of the intervention with four emotionally disturbed students suggested that a) didactic instruction promoted rapid acquisition of appropriate responses to a supervisor's instructions and b) role play training and self-monitoring produced generalized increases in the targeted social skills in a simulated work setting. In addition to the improvement in the subjects' responses to instructions, desirable collateral changes also were noted in their responses to critical feedback and to the conversational initiatives of the work supervisor. The authors proposed that didactic and role play

training may have been responsible for the initial acquisition of new interpersonal behavior, while the self-monitoring procedure seemed to be associated with behavior generalization and maintenance.

In a research study with LD adolescents, Whang, Fawcett, and Mathews (1984) implemented a social skills training package relevant to occupational situations. Learning disabled students were taught six social skills including accepting and giving compliments, accepting instructions and criticism from supervisors, providing constructive criticism to a co-worker, and explaining a problem to a supervisor. Teaching procedures consisted of written descriptions of the skills, rationales for using the skills, performance examples, study questions, rehearsal, and feedback. Following training, students showed substantial increases in performance during novel role play situations in the training setting. However, when subjects' use of acquired social skills was measured in actual job settings, the authors found some improvement in the adolescents' use of the target skills, but not at levels comparable to those achieved in training.

An investigation of the effectiveness of a job-related social skills training package developed by this author (Montague, Schwartz, & Reinholtz, in progress) yielded significant differences between the performance on 10 social skills by 25 mildly to moderately handicapped (LD, EH, and MR) adolescents who received instruction compared with a matched group who did not receive training. The Job-Related Social Skills Behavioral Inventory, discussed earlier in this paper, was utilized to measure pretest and posttest differences.

In this study, social skill training consisted of 30 instructional sessions. Each of 10 social skills reflected in the assessment instrument was taught over a 3 day period each week to students in the experimental group. Scripted lessons provided the structure for direct instruction of a skill on the first day. Part of a scripted lesson for "asking for help" is presented in Figure 3. On the second day, students participated in role plays reflecting typical work situations in which the social skill could

be used. Students' performance of the social skill was videotaped on the third day for later rating by independent observers. Teaching strategies generally associated with cognitive and behavioral approaches to instruction were incorporated into the job-related social skills curriculum. These strategies included: a) active participation by students, b) verbal rehearsal of the skill component behaviors, c) visualization of skill application in the workplace, d) teacher and peer modeling, e) role playing, f) performance feedback, and g) positive reinforcement of desired responses.

In summary, the studies reviewed indicate that mildly to moderately handicapped adolescents can learn general and job-related social skills under controlled conditions in typical classroom settings. Whether or not students can apply the skills taught in the classroom to the natural workplace requires further investigation. Some evidence was found of skill transfer to simulated work settings by behavior disordered adolescents (Warrenfeltz, 1981) and to actual job settings by LD students (Whang et al., 1984). Additional research is needed to determine not only appropriate curriculum content but also which instructional techniques are most effective for promoting initial acquisition of social skills and transfer of acquired skills to the workplace. The last section will address these concerns and offer some suggestions for curricular directions.

Concerns and Directions for Job-Related Social Skills Curricula

Research is limited in the area of job-related socialization training for mildly to moderately handicapped adolescents and young adults. Nevertheless, the studies reviewed do give evidence that handicapped individuals can acquire general and job-related social skills within a relatively short time if provided with systematic instruction that incorporates established and sound teaching methodology. Furthermore, this research creates questions and concerns in relation to curriculum content and validation of assessment and instructional procedures for socialization training. Several concerns and suggestions for curricular directions follow.

Curriculum Content

Employment-related socialization training should reflect not only the needs of handicapped students with social skill deficits, but also employer needs and demands. For example, Wilms (1984) reported that employers value good work habits and positive attitudes far more than training in technical skills, indicating that to be successful in competitive employment, a person should have those attributes. Social validation of curriculum content is important in regard to selection and sequencing of specific social skills. Students should be provided with skills to expand their repertoires of social behaviors in relation to job contexts. Students should also be taught when and how to appropriately apply newly acquired social behaviors and previously acquired behaviors that may be part of students' repertoires but are rarely used by them.

Instructional Procedures and Methodology

Several instructional procedures have been effective in teaching social skills to handicapped adolescents. Schumaker and Hazel (1984b) included four types of instructional procedures in their recommendations for social skills programs: a) descriptive procedures, whereby the teacher describes how to perform a skill appropriately, b) modeling procedures, c) rehearsal procedures, which include verbal rehearsal of skill steps and structured practice such as role plays, and d) feedback from the teacher and peers on skill performance. Other important procedures are active participation by students during all phases of training, visualization of skill performance in natural settings, and positive reinforcement by teachers and peers for using skills during training and outside the training environment.

Instruction should also incorporate methods to develop self-esteem among students. Effective communication and personal-social interaction, personal and group problem solving, and decision making skills may be precluded by poor self-perception and self-esteem that many special needs adolescents demonstrate (Deshler, 1978). Low self-esteem and poor self-concept have been associated with handicapped individuals' failure to succeed in the

mainstream (Gresham, 1981) and with motivation to use skills and strategies present in their repertoire. Methodology from counseling and experiential education has been used to improve self-esteem among adolescents (Raths, Harmin, & Simon, 1966; Dixon & Glover, 1984; Finn & Lawson, 1975). The inclusion of strategies in social skills instructional programs to build students' self-esteem may affect their motivation to learn new skills or increase performance of those already learned. Instructional techniques and activities to promote self-esteem range from self-identification of student strengths and group rewards to "I" message interactions and decision-making activities. Although difficult to directly measure, improved self-esteem may be inferred by observing behavioral changes in communication skills and social interactions, thus affecting social skill development.

Although several studies have indicated that overt social skills can be effectively taught to mildly and moderately handicapped students, there is little evidence to support the spontaneous selection and application of appropriate skills by students in certain situations. These abilities are very important on the job where employees are expected to make good decisions and perform at a high level consistently. Researchers should explore a variety of techniques that will assist students in selecting and using skills appropriate to different situations.

Skill Transfer and Maintenance

Results of several socialization training studies reviewed by Schumaker and Hazel (1984a) suggest that generalization training must be extended to the natural environment for LD students if they are to be expected to generalize their use of newly learned skills. Providing students with opportunities to apply learned skills in non-cued natural situations offers promise for skill generalization to other settings and situations (Schumaker & Hazel, 1984b).

Procedures for monitoring students' on-the-job social behavior also need to be part of socialization training programs. The purpose of monitoring is to provide close supervision of students' on-the-job performance and to monitor generalization and maintenance of acquired skills in the natural setting. Monitoring

should be systematic with regular and frequent student and employer contacts, weekly student self-reports, and periodic school-based group meetings. Group meetings should focus on problem-solving, networking, and self-monitoring. Discussions might center on effective use of social skills, successful interactions, and problems encountered by the students at work. Problem situations can be reported and used as springboards for group discussion or impromptu role plays. Networking skills that focus on building peer support systems can be taught to students during group meetings. Finally, self-cuing, self-monitoring, and self-evaluation strategies are important for generalization training.

Conclusion

The goal of job-related social skills instruction is to decrease students' dependency and increase appropriate behaviors, problem solving, and self-sufficiency at work. Research has indicated that dependency, lack of self-sufficiency, and reliance on others are characteristics demonstrated by handicapped individuals, and these characteristics often persist through adulthood and contribute to handicapped adults' inability to obtain and maintain successful employment (Sherbenou & Holub, 1982). Post-secondary adjustment of handicapped students is dependent on effective school-based programs that develop students' abilities to interact successfully in school, in the community, and in the workplace.

This article reviewed programs and research focusing on assessment procedures and instructional programming to improve job-related social skills of mildly to moderately handicapped adolescents. Several concerns related to social skills instruction were addressed. Some suggestions were also given regarding curriculum content, instructional procedures and methodology, and skill generalization and maintenance.

ASKING FOR HELP

In this situation you ask for help from the manager of McDonald's. You will play the part of a part-time employee at McDonald's, and your job is working behind the line in the kitchen, on the grill. You work nights and are on the closing shift. At the end of your shift, all equipment must be cleaned. You and the other grill person are responsible for the entire grill area.

It seems that whenever you work with Roger, he "disappears" when it is time to clean up. You end up cleaning the grill alone, and you are always the last person done. You have mentioned this two or three times to Roger, but he never does his share. You have decided to ask the manager for help in solving this problem. You are the worker; I am your manager.

RESPONSES:

- A. (IF THE STUDENT ASKS IF S/HE CAN SPEAK TO YOU)
Sure, I have time. What do you need?
- B. (PAUSE AFTER THE STUDENT STATES THE PROBLEM FOR HIM OR HER TO ASK FOR SPECIFIC HELP. RESPOND AFTER A REASONABLE PAUSE)
I'll speak to Roger about this. He needs to do his share. We'll clear this up.
- C. (IF THANKED)
No problem. I'm glad you came to me. Let me know how Roger does. Any other problems, let me know.

Figure 1. Role play scenario for Job-Related Social Skills Behavioral Inventory

BEHAVIORAL CHECKLIST: ASKING FOR HELP

1. Student approaches the manager.
(Within 3 feet.)
2. Student asks if she/ne could speak to the manager. (May I speak to you? Do you have time to talk? etc.)
3. Student speaks in a clear and calm conversational tone. (Clear, loud enough to be heard.)
4. Student states the situation.
(Mention: Roger isn't doing his share, spoken to him about the problem.)
5. Student asks for specific help.
(e.g., Would you speak to him?)
6. Student thinks the manager.

Proportion correct

Percentage correct

Figure 2. Behavioral checklist for Job-Related Social Skills Behavioral Inventory

PARTIAL SCRIPTED LESSON FOR "ASKING FOR HELP"

PROCEDURE: Students and instructor are seated in a semicircle with flipcharts visible to all. Steps and dialogue for the lesson follow.

Step 1: Instructor: The last lesson focused on general questioning skills. The skill that you learned and practiced was asking a question. Who remembers the nonsense word for the five steps? (G-E-A-S-T) Yes, GEAST is the acronym. What does "G" stand for? (Go to the person.) "E"? (Explain the problem or situation.) "A"? (Ask the person). "S"? (Offer possible solutions.) "T"? (Thank the person.) Good, those are the five steps for asking a question. Today we will be talking about a very similar skill--asking for help. How is asking for help different from asking a question? (A variety of responses are acceptable, e.g., the "asker" might think more carefully about whether the person to be asked can actually help.) Yes, the two skills require asking someone a question, but asking for help is somewhat different--because (instructor may repeat responses.)

Step 2: When might you ask for help at work? (When you need help, when you can't do something alone, when you're stuck, etc.)

Whom might you ask for help? (Employer, co-worker)

What would you say when you ask for help? (Would you help me?, etc.--the point is to be specific about the help that you need-- Please hold the door for me. etc.)

Let's use a typical situation that would require asking for help. In this situation, Bobby is a fileclerk for the Ames Insurance Company. He was told to file some papers, but has forgotten how, that is, are they to be filed under the person's name, account number, etc.? Think about what is involved in asking for help. Let's

list some ideas. (Instructor uses previous situation as the example for suggestions.)

-whom to ask (can the person help)

-when to ask

-how to ask

-what to say

-what questions to ask if you don't understand the answer

-making your question clear

Good! Those are all things that must be considered before asking for help.

Figure 3. Partial scripted lesson for "asking for help"

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Monitoring Students On the Job

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Monitoring Students On the Job

Most special education job training and work experience programs require high school students to take prevocational and vocational classes prior to job placements in the community (Parrish & Kok, 1985). These classes generally include job readiness topics such as interviewing, completing applications, and getting to work on time (Whang, Fawcett, & Mathews, 1984). Often there is little relationship between the job skills presented in school and their use at work. As a result, community-based job training, work study, or work experience may not be successful for mildly to moderately handicapped students. In order to ensure that the skills taught are used at work, close monitoring of students' job performance is necessary.

Monitoring Student Job Performance

Provided below are some practical procedures for the work experience specialist or job developer to use when monitoring students' job performance. In addition to periodic teacher, coordinator, and employer evaluations of the student employee, these procedures include:

- a) Student Job Reports, which emphasize self-analysis of on the job performance, and
- b) Job Support Groups, which focus on problem solving for work.

Student Job Report. The Student Job Report allows students to evaluate job performance on a weekly basis. The questions on this self-report reflect topics and skills directly taught in the classroom prior to placement in the work experience program. Students rate their job performance by completing checklists and answering open-ended questions. Students are required to identify strengths in their job performance as well as areas that may need improvement. The sample Student Job Report in Figure 1 was completed by a student in a job skills training program. This report includes questions on specific job social skills taught in the classroom and general self-evaluative questions (Montague, 1986). This student works as a helper with the school cafeteria truck crew. According to his self-report, Joe has done a good job and has used several of the target social skills. Follow-up by the teacher should include positive reinforcement with emphasis on Joe's successful apology to his employer for making a mistake on a delivery. Since Joe has identified accepting help and getting along with other employees as weak areas, the teacher would plan further review and practice for these skills.

Insert figure 1 about here

Job Reports can be completed within ten minutes during part of a regularly scheduled class set aside for vocational preparation (e.g., vocational English or consumer math). While this form is simple to use, the students' responses do provide teachers with information that can be expanded upon during problem solving sessions. By scanning responses, the teacher can identify common job problems experienced by the group. These concerns form the basis for follow-up within Job Support Groups by the special education teacher and the work experience specialist. For example, Joe's problem with a co-worker (see Figure 1) should be addressed during a Job Support Group Meeting. Interactions with co-workers would be the focus of the meeting, with general discussion and group problem solving.

Job Support Groups. The weekly problem solving sessions are the most significant component of this monitoring process. By using information gained through the Job Report, in addition to input from the work experience specialist and the employer, the teacher can make the job support groups relevant to actual student need. The teacher, as the group facilitator, assists students to: a) look critically at job performance, b) share individual concerns, c) relate experiences and outcomes to previous learning, d) search for solutions and alternatives, e) review important target skills, and f) develop individual action plans to promote job success.

Once the teacher has determined which concerns need to be addressed, a structured problem solving lesson is designed to review students' job performance, identify students' strengths at work, and target areas that need improvement. The teacher will utilize the following by having students:

1. Review two or three reasons why each worker should evaluate job tasks. The reasons might include: a) avoid mistakes, b) remember to do assigned duties, c) solve problems or d) make decisions on the job.
2. Identify strengths. For example, students may be proud of: a) getting to work on time, b) asking for a change in schedule, or c) finishing all tasks. During the discussion, learned skills are then reviewed as they apply to new situations.
3. Discuss areas for improvement as they are identified by students. Some examples are: a) not getting along with another worker, b) asking for help, or c) being told to dress more appropriately for work for work. For each area, the group facilitator will have students suggest a variety of possible solutions, develop a list of alternatives, and prioritize the list. The group will also discuss when to follow through on suggestions. Role plays are used to act out problem solving at work. Students can try out various solutions and decide which are most effective.

Role plays or simulation training exercises are essential when students are acquiring new skills or reviewing skills previously learned. When students are practicing problem solving at work, they must select

and use skills that are appropriate to the situation. The teacher, as group leader, should first model the desired behavior by taking the role of the employee or worker, with the student initially playing the role of supervisor or co-worker. Scripts can be prepared for these role plays or impromptu situations can be used. Students can then practice using skills while group members observe and learn from watching each other. Students learn how to apply skills in a variety of job situations as they take turns in the role play activities. The group facilitator may ask students to analyze and discuss the interactions observed during the role plays. Initially, the group leader may need to provide cues and prompts until students discover alternative responses as they practice problem solving. On-going feedback should be provided to help students develop socially appropriate responses.

For example, Sally, a learning disabled student in the junior class, had problems getting to work on time. During the job support group meeting, the teacher-facilitator asked the group which skills Sally should use to solve the problem. The discussion centered around reasons for being late, ways to avoid being late, and what to do if Sally is late again. Role plays focused on using the telephone to call the employer, giving a clear explanation or reason for being late, and apologizing for being late. Before impromptu role plays are utilized, scripted situation cards are often used. The cards provide outlines of situations calling for certain skills. Students participate in this structured practice by responding to the situation in their own words. A situation card for the

skill of apologizing is presented in Figure 2.

Insert figure 2 about here

Benefits of Monitoring

Student Job Reports and Job Support Groups have benefits for both students and teachers. These procedures assist in making the connection between work experience and school. That is, job skills learned at school are placed in the context of real work situations. Students learn to identify and solve problems that may lead to job failure and also develop their communication skills through discussions and role plays. Teachers become more aware of problems encountered by students at work and can intervene before students lose their jobs. The total instructional process becomes more relevant to student needs.

This approach to developing and maintaining job-related skills has been used successfully with mildly to moderately handicapped adolescents. These job monitoring procedures assisted students in generalizing skills they learned in school to new situations on the job. Data were collected on 30 students in a Flagstaff, Arizona high school. These students were targeted for job-related social skills instruction, because pretesting indicated they lacked essential social skills necessary for employment. Instruction was provided prior to placement on the job. Monitoring procedures, including Student Job Reports and Job Support Groups, enabled students to maintain learned skills in the workplace under the supervision of their work-experience coordinator. The majority of the students had successful work experiences throughout the school year. Job monitoring procedures helped students maintain skills such as

asking for help, accepting help, and dealing with criticism. These procedures make work experience an integral part of a student's educational program, thereby completing the school to work cycle.

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Project STEP:
Socialization Training for Employment Preparation
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RUNNING HEAD: Project STEP

Project STEP:
Socialization Training for Employment Preparation
Introduction

Project STEP: Socialization Training for Employment Preparation is a federally funded research project. The project is designed to facilitate school-to-work transition for mildly to moderately handicapped adolescents by teaching job-related social skills necessary to obtain and maintain employment. This project seeks to facilitate transition by providing direct instruction in social skills and monitoring on-the-job performance.

The research is being conducted in a district that has a work experience program in place. A needs survey indicated that approximately one third to one half of the "high-risk" students participating in the work experience program lose their jobs as a result of poor job-related social skills. These "high-risk" students have been identified and placed in programs for learning disabled (LD), emotionally handicapped (EH), and educable mentally handicapped (EMH). Social skill deficits, characteristic of many LD, EH, or EMH students, often preclude successful work experience and limit job opportunities (Sheldon, Sherman, Schumaker, & Hazel, 1984).

Traditionally, schools have failed to teach social and communication skills necessary for job success, although most employers consider good communication skills and work habits more important than job-specific technical skills (Kelman, 1984). The purpose of Project STEP is to investigate the effectiveness of a social skills instructional curriculum that includes communication and personal interaction skills used on the job. In addition, systematic monitoring of job performance is

utilized to determine generalization and maintenance of the learned skills. The following seven project goals were developed:

- 1) establish a program that provides activities to facilitate school-to-work transition for adolescents placed in LD, EH, or EMH programs.
- 2) develop an instructional program to teach job-related social skills, communication skills, problem solving, and decision making.
- 3) vocationally assess and place handicapped adolescents in nonsubsidized community-based employment.
- 4) monitor students' on-the-job performance following school-based training.
- 5) promote students' employment independence and self-sufficiency during follow-up.
- 6) disseminate information about the program to employers and community groups.
- 7) evaluate the individual's progress and the program's effectiveness by utilizing vocational aptitude measures, attitudinal scales, criterion referenced measures, and other questionnaires.

Specifically, the study assesses the effectiveness of a thirty hour job-related socialization training program and systematic monitoring of skill application on the adolescents' attitudes and overt social behaviors as they relate to on-the-job performance. Phase I consists of direct instruction in ten social skills during the students' regularly scheduled vocational skills classes. The skills were validated by employers as essential for successful employment. Phase II treatment is the systematic monitoring of job performance.

The research study is being conducted over the 1985-86 academic year. The following section describes the operational plan.

Operational Plan

The operational plan consists of an organizational period, implementation period, and evaluation period.

Prior to instruction, during the organizational period, instructors are trained, students are assessed, individual educational programs are written, and information is disseminated to employers in the community.

The implementation period includes instruction, systematic monitoring, and follow-up. Instruction consists of thirty instructional sessions conducted over a ten-week period. Systematic monitoring, also ten weeks in duration, involves daily student contact, weekly job site visits, and four group problem solving meetings. During follow-up, over three months, there is decreased contact with employers and students. However, students continue to complete weekly reports regarding their progress on the job. Evaluation is ongoing, focusing on individual progress and program effectiveness.

Figure 1 illustrates the operational plan for Project STEP. Descriptions of salient features are given in the following sections on assessment, instruction, systematic monitoring, and follow-up.

Insert figure 1 about here

Assessment

There are four phases of assessment: a) vocational assessment, b) social skills surveys administered to students, parents, and teachers, c) job competencies checklists administered to students and employers, and d) skills behavioral assessment.

Vocational Assessment

The Microcomputer Evaluation and Screening Assessment (MESA) is used to assess physical, academic, and intellectual skills as well as vocational interests and awareness. Students are administered this battery to assist in job placement.

Social Skills Surveys

Social skills surveys have been developed to measure students' self-perception and parents' and teachers' perceptions of students' attitudes and social behaviors as they relate to on-the-job performance. Using a Likert-type rating scale with values from one to five, the surveys measure both general attitudes and behaviors associated with job performance. Specific behaviors associated with the ten skills targeted for instruction are also evaluated. Typical areas addressed are self-esteem, communication effectiveness, and problem solving abilities. The surveys are administered three times over the academic year. Figure 2 presents selected items from the Student Social Skills Survey.

Insert Figure 2 about here

Job Competencies Checklists

Job competencies checklists are administered to students and employers twice over the academic year to measure perceptions of students' performance of various competencies that relate to success on the job. These competencies include such specific behaviors as getting to work on time, finishing tasks, and calling if the student is going to be late or absent. A Likert-type rating scale is used. Figure 3 presents selected items from the Employer Job Competencies Checklist.

Insert Figure 3 about here

Skills Behavioral Assessment

The Skills Behavioral Assessment includes behavioral checklists that address each of ten social skills. For the pretests and posttests, students participate in novel role plays that reflect typical work situations requiring the use of specific social skills. Role plays are videotaped and later rated independently by two observers. Examples of the role play and checklist for the social skill, "ordering job responsibilities", are provided in figures 4 and 5.

Insert figures 4 and 5 about here

Instruction

Instruction focuses on two vital elements, a methodology for improving students' self-esteem and direct instruction in social skills. Teacher training is provided in both areas.

Self-Esteem

The area of self-esteem is seldom addressed in public schools. Special educators know that self-esteem is important for learning, and that students, particularly mildly handicapped and learning disabled, lack self-esteem (Deshler, 1978). Unfortunately, the teaching of self-esteem is not clearly understood. Project STEP is based on a methodology that focuses on self-concept and students' sense of worth.

While importance is placed on enhancing students' self-esteem and self-perceptions, the organizational structure of public schools and the structure of most classrooms tend to minimize the importance of the individual. Examples of public school practices that do not support the importance of the individual are lining up in halls, constant correction, group instruction, failure recognition, and punishment. These methods, although useful in creating normative behavior in some students, do

not foster a positive feeling of self-worth in most students. This is particularly true for students placed in special education who have different learning styles and behavioral needs and responses. Four aspects of teaching self-esteem to learning disabled adolescents are addressed.

First, the teaching of self-esteem cannot be reduced to a curriculum, subject matter, or series of worksheets. Rather, self-esteem instruction is a process through which teachers attempt to create feelings of self-worth in their students. This instructional process may not fit well with traditional classroom management and structure.

Second, all adolescents struggle with the problems inherent in ego development. Typical adolescent characteristics include a need for positive recognition, difficulty in accepting criticism, desire for peer group acceptance, and mood swings caused by biological processes and changes. In general, learning disabled adolescents, because of their problems with communication and interpersonal relationships, experience greater difficulty during this developmental period. An inability to deal effectively with developmental problems can have a cumulative negative effect on the self-esteem of learning disabled adolescents.

Third, at home, at school, and on the job, learning disabled adolescents undergo considerable ego damage due to constant failure. The "failure syndrome" contributes to students' low self-esteem.

Fourth, teachers need to be aware of their students' backgrounds. However, teachers must avoid feeling sympathy for their students. Rather, empathy and understanding of students' needs are most productive in implementing a methodology that will effectively foster feelings of self-worth.

A critical component of Project STEP is teacher inservice. One goal of inservice is to provide teachers with a methodology to promote self-esteem and build self-concept in their students. Low self-esteem represents a considerable barrier to

successful employment. Specifically, the methodology can be broken into three areas: a) unconditional acceptance, b) empowering, and c) open communication.

Unconditional acceptance. Adolescents, particularly handicapped adolescents, have a great need for, and experience very little, unconditional acceptance.

Unconditional acceptance can be viewed as both a group and individual process, stressing the importance of every individual. This process can be addressed through activities such as student self-identification of strengths, student-to-student compliments, and group rewards. It should be noted here that the most important variable in the methodology is the role of the teacher as model. Modeling positive rather than negative feedback and recognizing students' reinforcement of others are essential to the success of self-esteem building.

Empowering. The second methodological area is termed empowering, that is, transfer of decision making and conflict resolution to the students. In order for students to feel confident in making decisions and following through on decisions and important job-related skills, they must have practice. Classroom organization and curriculum structure are important considerations for empowering students. The curriculum must include activities that promote empowering. Ego conflict with students should be avoided. Rather, opportunities must be provided for students to challenge or question without repercussion and feel legitimate in this role. Some classroom activities to promote empowering include: a) values clarification exercises, b) decision-making exercises, c) class votes on real issues, and d) individual choices for students within the classroom.

Open Communication. In order for students to feel good about themselves, they must practice open and free communication. Some examples of activities that encourage open communication are role playing, "I" message interactions, and teacher and student self-disclosure. These activities and other strategies for developing effective personal-social interaction build trust and develop open and

free communication.

These three methodologies, unconditional acceptance, empowering, and open communication, will improve self-esteem in students. Improved self-esteem can be measured by observing behavioral changes in areas such as: a) communication and social interaction, b) problem solving and decision making, c) concern for self and others, and d) task initiation and completion. These areas of behavior are critically important to job success. Direct instruction in specific skills that reflect these behavioral areas is addressed in the next section.

Direct Instruction in Social Skills

Ten social skills were selected from a possible twenty-five by community employers as essential for job success. These ten social skills, logically ordered for instruction, are listed below.

- 1) Ordering job responsibilities
- 2) Understanding instructions
- 3) Asking a question
- 4) Asking for help
- 5) Accepting assistance
- 6) Offering assistance
- 7) Giving instructions
- 8) Convincing others
- 9) Apologizing
- 10) Accepting criticism

Social skill training consists of thirty instructional sessions, which are scheduled for ten weeks over a three day period each week. Students are instructed in one social skill, are provided with the opportunity to practice that skill, and are posttested to determine level of skill acquisition.

Direct instruction in the skill, for example, asking a question, is provided on the first day. Scripts were developed for all ten lessons. Part of a scripted lesson is presented in Figure 6. Each skill was task analyzed, and an acronym was developed to facilitate memorization of the skill components. On the second day, students participate in role plays that reflect typical work situations in which the social skill could be used. On the third day, students' performance of the social skill in a role play is videotaped. Classroom teachers could adapt this sequence of instruction to meet their students' needs. Additional direct instruction or practice may be required for some students to achieve performance criterion of 90 to 100 percent on each job-related social skill.

Teaching strategies generally associated with cognitive and behavioral approaches to instruction were incorporated into the job-related social skills curriculum. These strategies include: a) active participation, b) verbal rehearsal, c) visualization, d) teacher and peer modeling, e) role playing, f) performance feedback, and g) reinforcement.

Students' active participation is essential during all phases of training. Appropriate questioning to elicit responses from students is an instructional skill that must be developed by teachers. Interaction during instruction facilitates interaction during role plays.

Verbal rehearsal and visualization as strategies for remembering are discussed and practiced in each lesson. Students are told to memorize the social skill steps by verbally rehearsing the steps and by visualizing themselves using the skill in a work situation.

Teacher and peer modeling using typical work-related situations stresses learning by imitation and provides the opportunity to observe what to do. Also, students can critically evaluate the role play performance of others. Role playing provides students with the opportunity to practice learned skills and behaviors through

interaction with others. Performance feedback and reinforcement of effective use of appropriate social behaviors following role plays are essential to skill maintenance. However, techniques to ensure transfer to the natural setting, the job, must be taught as well. Several techniques for transfer training are discussed during the monitoring component.

Insert figure 6 about here

Monitoring

The purpose of the monitoring component is to provide close supervision of students' on-the-job performance and to monitor generalization of acquired skills in the natural setting. Following instruction, all students are placed in nonsubsidized community employment. Monitoring is conducted over a ten week period by the instructor and work-experience coordinator. Monitoring is systematic consisting of student and employer contacts and four school-based group meetings.

Brief, daily contacts with students regarding their job progress are recommended. Written weekly reports can be completed by students at the beginning of a class. These reports assist students in developing self-evaluative skills and provide the work-experience coordinator with further information about use of social skills, problems that have arisen, or general job performance. Weekly reports are completed also by the employers during the job site visitations. The employer may report general progress or specific improvements or problems that students experience. Both student and employer reports provide information that can be used during group meetings.

Group meetings, occurring every two or three weeks during monitoring, should focus on problem solving, networking, and self-monitoring. Group discussions should center on use of social skills, successful interactions, and problems

encountered by the students at work. Problem situations reported can be used as springboards for group discussion or impromptu role plays, two suggested activities for the group meetings. Networking skills that focus on building peer support systems should be taught. Finally, self-monitoring and self-evaluation should be encouraged. The final phase of the instructional component is follow-up.

Follow-Up

The purpose of follow-up is to determine students' level of transfer or generalization of learned social skills to the natural setting. The goal of the job-related social skills training program is to decrease students' dependency and increase appropriate behaviors, problem solving, and self-sufficiency at work. Contacts are greatly diminished with students at school and with students and employers in the workplace. Contacts should be made on an as-needed basis. During this phase, students should feel at ease asking for help from the work-experience coordinator or instructor. However, students continue weekly reports, which provide the coordinator with information regarding students' perception of job performance. This information is helpful in monitoring student progress.

Conclusion

This paper focused on several components of Project STEP. Certain features of assessment, instruction, monitoring, and follow-up were discussed to facilitate replication of the program by classroom teachers. Data collection over this 1985-86 academic year should validate the effectiveness of this job-related social skills training package. Since the research study is currently underway, results are not available. However, it is expected that the results of this outcome and generalization study will provide significant support for: a) this in-school socialization training program, b) a systematic monitoring component for maintenance and generalization of acquired skills in the natural work setting, and c) methods to promote long-term generalization of acquired social skills. Project evaluation results should determine

that socialization skills leading to productive employment opportunities can be learned, maintained, and generalized by handicapped adolescents. The incorporation of this socialization training program into existing service delivery models should impact secondary level programming for this population. The project should complement existing programs where a work-experience component is already in place and encourage a school district and community alliance in promoting a positive working relationship to enhance successful school-to-work transition. As a result of the research over 1985-86, the following will be available for general use: a) behavioral assessment instruments that identify job-related social skills strengths and deficits of handicapped students, b) curricular and instructional materials for replication of the training package, and c) an inservice training manual for self-esteem and job-related social skills instruction and systematic monitoring procedures.

STUDENT SOCIAL SKILLS SURVEY

- 1) Is it difficult for other people to see your side of a discussion?
- 2) Are you realistic about your abilities?
- 3) Do you follow through and finish what you start?
- 4) Do you plan ahead?
- 5) Do you ask permission when it's needed?
- 6) When you apologize, do you give the reason for the apology?
- 7) Do you have difficulty controlling your anger?
- 8) Are you honest with yourself?
- 9) Do you know your responsibilities?
- 10) Do people have trouble understanding your directions?
- 11) Do you take responsibility for what you do?
- 12) Do you avoid apologizing when you're at fault?
- 13) Do you meet your responsibilities?
- 14) Do you ask questions when you do not understand instructions?
- 15) Do you avoid helping others?

Figure 2: Sample Items on Student Social Skills Survey

EMPLOYER JOB COMPETENCIES CHECKLIST

- 1) Is the employee late to work?
- 2) Does the employee call in time if he/she is going to be late or absent?
- 3) Does the employee take breaks or lunch only when supposed to?
- 4) Does the employee feel uncomfortable asking questions?
- 5) Does he/she have good work attendance?
- 6) Is he/she upset if criticized?
- 7) Does the employee look for more work to do when he/she finishes a task?
- 8) Is the employee able to give instructions effectively?
- 9) Does the employee make sure that his/her work was accurate (correct)?
- 10) Does the employee have difficulty apologizing when she/he is wrong?
- 11) Does the employee finish his/her duties?
- 12) Does the employee avoid asking for help?
- 13) Does the employee have trouble following directions?
- 14) Is the employee able to express his/her ideas?
- 15) Does the employee cooperate?

Figure 3: Sample Items from Employer Job Competencies Checklist

Ordering Job Responsibilities

In this situation, you will be ordering your job responsibilities. You will play the part of an employee at Wendy's. I will play the part of your supervisor. I have asked you to come to work for orientation.

- A. "Hi, _____. Let's get started. The uniform looks exactly like those. You can get one from the assistant manager before you leave today. I want you to wear a clean uniform every day and also to wear the hat for health regulations. Your hours will vary, so check the schedule every Thursday. Tomorrow, you'll work 5:00 to 11:00 with Tom. He'll show you what to do. You'll start on grill."
- B. IF THANKED: "You're welcome. Any questions, let me know."

Figure 4: Role play scenario for Skills Behavioral Assessment.

Checklist: Ordering Job Responsibilities

- 1) Student attends to boss while training session is going on.
[Eye contact: minimum 3 seconds.]
- 2) Student acknowledges the responsibilities as explained by the supervisor.
[Head nod or verbalization: Uh huh, Okay, yes sir, yes ma'am, etc.]
- 3) Student asks specific question about responsibilities, or indicates that she/he understands. [Question or verbalization: I understand, that's clear, Okay, etc.]
- 4) Student restates responsibilities including:
 - a. Dress [clean uniform and hat]
 - b. Work schedule [tomorrow 5:00 to 11:00]
 - c. Duties [work with Tom on grill]
- 5) Student thanks the supervisor.
[Verbalization: Thank you, I appreciate your help, etc.]

Proportion correct

Percentage correct

Figure 5: Rater Checklist for Skills Behavioral Assessment

PROCEDURE: Students and instructor are seated in a semicircle with flip charts visible to all. Steps and dialogue for the lesson follow.

Step 1: Instructor: Last week we talked about accepting help, an important social skill at work. (the GETT skill) [Quickly select a student to review steps.] What were some of the reasons we listed for accepting help in a nice, polite manner? (helping makes people feel good, let people feel wanted or useful.) Yes, those are good reasons for accepting help, sometimes even when it is not needed. We have also discussed asking for help, also an important social skill at work. All right. Asking for help and accepting help are both skills that require you to respond to another person. What is the "help" skill we have not discussed? (offering or giving help) Yes, that's right. Offering help to others is very important. This social skill, offering help, requires you to initiate or begin the social interaction or exchange.

Step 2: Instructor: What exactly is offering help? (when someone needs help, you ask if you can help, when you're finished, check to see if others can use a hand, etc.) Okay, when might a person offer help, then? (When another person needs help; when you're finished and have some extra time). Good, those are two important times to offer help. Who might you offer to help at work? (employer, co-worker, customer, client, delivery person, etc.) How do people usually react to another person who offers help? (friendly) What should you do or say if the person refuses your offer? (say Okay, smile, say something like "If you do, let me know, etc.) Now we need to look carefully at this skill and decide what the steps are - that process is called task analysis. Task analysis means breaking a task, or in this case, a skill - the skill of offering help - down into small steps, just as we have done with the other skills. Here's a situation; think about what you would do to offer help. Visualize - see this situation in your head. What would you do? [Pause a few seconds after giving situation.] Richard has been assigned the job of filing cards, a job that you used to do. You notice that he doesn't seem very sure of himself and isn't making much progress.

Let's list some ideas about offering help to Richard. What would you do and say?

- smile
 - say "Can I help you?"
 - tell Richard that you have filed and are familiar with what to do
- [Elicit]
- ask Richard if he needs help
 - go over to the person
 - perhaps something like "how's it going" to break the ice
 - say the person's name
 - speak clearly and loudly enough to be understood

Good, those are all things to remember when offering help.

Step 3: It is important to make people feel comfortable when you offer to help them. And remember, helping the person is not doing the job for the person. Sometimes you will be showing the person how to do some job, like Richard and filing, or simply assisting a person in getting a job done. All right, then, let's list the steps for offering help. [Instructor refers to previous suggestions and asks leading questions regarding each necessary component and ordering of steps.]

[Suggestions - list may vary somewhat.]

- approach the person
 - go to the person
 - say hello
- [Elicit]
- say the person's name
 - offer to help
 - be specific; say what you can do
 - ask if you are not sure of what to do
 - ask for directions

Figure 6: A Partial Scripted Lesson

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